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## 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.

# ZEAL FOR DEMOCRACY

by John W. Studebaker, U. S. Commissioner of Education

**A** VIGOROUS program designed to vitalize and improve education in schools and colleges throughout the United States with respect to the ideals and benefits of democracy and to reveal the character and tactics of totalitarianism has been launched by the U. S. Office of Education.

Strongly supported by Congress, this program will aim to make the principles and practice of democracy and the traditions of our republican form of government more vivid and meaningful. Resource material, teaching aids, programs of study, and good practices found in various school systems and colleges to be made available to educators in the future, especially during the next year, should stimulate increasing interest in education for democracy, for representative government; showing clearly the nature of their opposites, namely, communism and fascism.

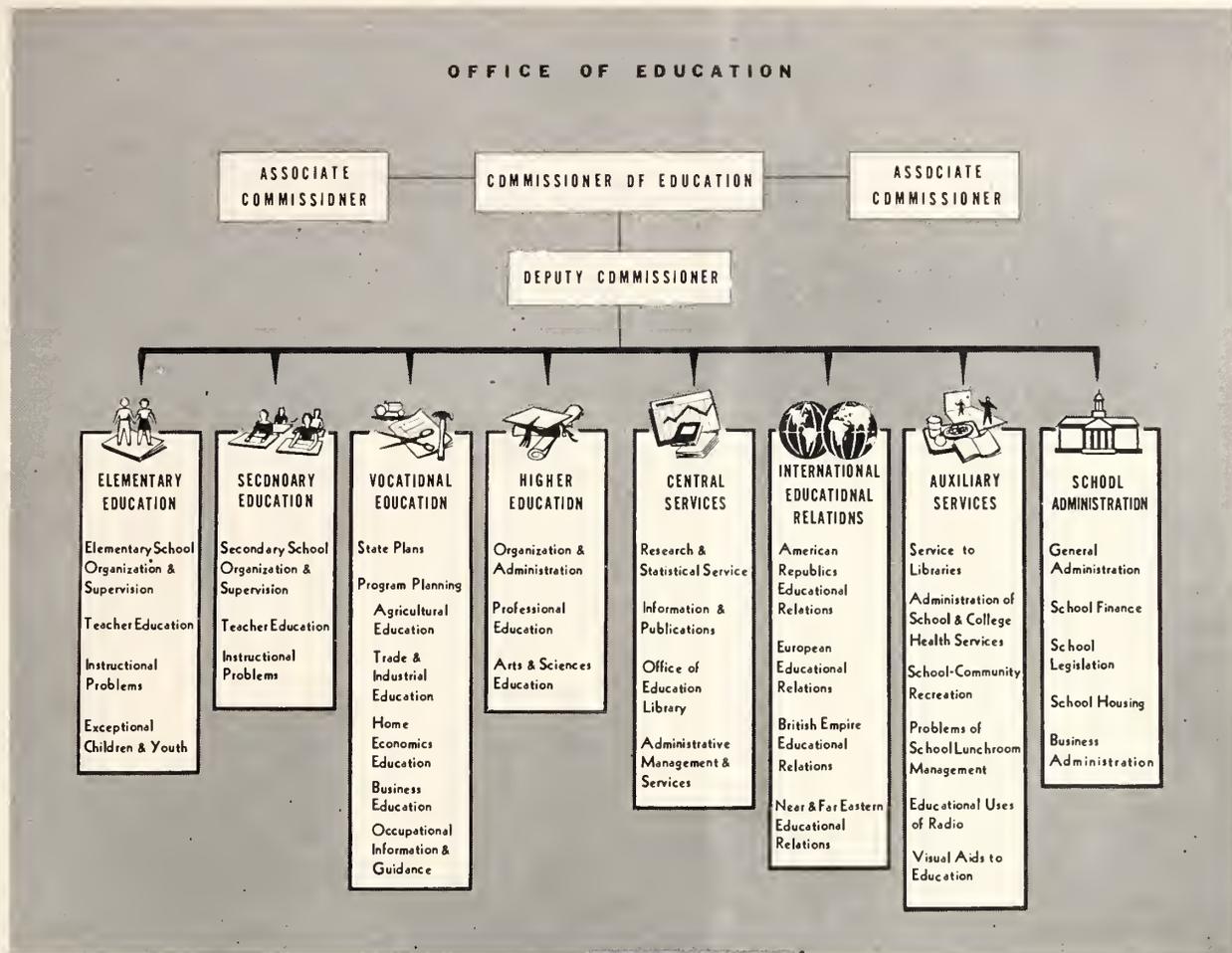
## American Education is Challenged

We do not know what the future holds for the world in this uncertain atomic era. We do know, however, that American education is challenged to cause millions of young people to come from the schools with the deep-seated conviction that government in a free society is what the people want it to be, that it seeks and responds to the freely expressed desires, opinions, and judgments of the people, and that, conversely, totalitarian government maintains itself by force, suppression, and coercion of the people to make them conform to the will of the dictatorial group "at the top".

Our young people should learn the ways of democracy by practicing them in school and college. They should see the shadows behind glamorous and attractive promises and propagandas for the easy solution of all important social and economic problems. They should intelligently oppose the scapegoat type of indictment of certain classes, creeds, or races. They should examine carefully all undemocratically operated movements or organizations placing power in the hands of a few leaders. They should weigh wisely the continual criticism leveled at politicians or other classes or groups blaming them for our social and economic difficulties. Finally, they should have a sufficient store of knowledge to be able to detect and expose totalitarian methods and practices.

## A Program of High Priority

I regard this program as one of high priority for American education. As a partner in the program, the U. S. Office of Education is strengthening its historic function of promoting national security through education. Schools and colleges, completing the partnership, can make a timely and genuine contribution in helping our youth articulately to defend the democratic way of life with intelligence and perseverance.



# National Security To Be Strengthened Through Education

**T**HE U. S. Office of Education is planning increased assistance to States in strengthening particular aspects of their educational programs related to national security, according to recent announcement by Commissioner Studebaker.

This new emphasis has been made possible by the Congress through an increase of approximately 30 percent in operating funds of the Office for the current fiscal year. Regular services of the eight permanent divisions of the Office

will be continued as usual with somewhat increased staffs to carry forward more extensive activities. Particular aspects of the new program to strengthen national security emphasize: (1) Education for Democratic Citizenship; (2) Education in Science and Mathematics; (3) Education for Health and Physical Fitness.

Information regarding each of these three projects, described in the recent announcement, follows: (next page)

## Organization of Office

The above chart shows the organization of the U. S. Office of Education. The officials responsible for administration of the work of the Office are as follows:

*Commissioner*-----JOHN W. STUDEBAKER  
*Deputy Commissioner and Director, Division of School Administration*

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*Director, Division of International Educational Relations*

KENDRIC N. MARSHALL

*Director, Division of Auxiliary Services*

RALL I. GRIGSBY

## Education for Democratic Citizenship

Improvement of education for democratic citizenship is of paramount importance in any strengthening of national defenses to insure freedom and security.

Schools and colleges have long recognized their responsibility for the development of a better-informed and a more purposefully democratic citizenship on the part of the oncoming generation. It is largely in the field of the so-called humanistic studies, but more particularly in the field of the social sciences, that the effort has been made and must continue to be made to develop:

1. An understanding of the meaning of democracy, its history, its practice, and its continuing development; together with an understanding of the dangerous *alternatives posed by totalitarianism*.

2. Enlightened loyalty to democratic ideals and national traditions.

3. The fundamentals of national responsibility and power, including world geography and its relation to war potentials and to the economic and strategic foundations of an enduring peace.

4. Understanding of the United Nations, its organization, accomplishments, shortcomings, and possibilities.

In the United States the relation of the Federal Government to the States in educational matters has been developing over a period of many decades as one of helpful assistance rather than dominance or control. In this relationship the Federal Government has long recognized its responsibility to assist the States to improve their school and college programs. Generally speaking, assistance has taken the form of financial grants in aid of specific educational programs, with only such Federal requirements as would assure expenditure of the Federal funds for the aided purposes.

This policy of noninterference by the Federal Government in the control of education by the States is particularly important in the area of "education for democratic citizenship." It is believed

that the Federal Government can and should assist the States, without interference in the educational affairs of the States, to strengthen and improve their programs of education for democratic citizenship. It is planned, as usual, that this be done by employing professional specialists in the Office of Education to work with cooperating schools, school systems, and colleges of the States through institutes, workshops, conferences, publication of materials, and demonstration teaching to improve the social studies teaching, particularly in the high schools.

## Education in Science and Mathematics

We are on the threshold of the atomic age. Accustomed as we are to a mechanized and highly technical civilization, we nevertheless face the future of scientific development with considerable anxiety. In that future will new scientific developments be employed primarily to kill and to destroy? Or will they be employed to bring relief to mankind from its age-old burdens?

Science itself does not give the answer. For science itself is neutral or amoral. Its principles, forces, and laws may be used equally for destruction or for construction; for evil or for good. If the people of a free society are to control the use of science and to direct it to humane ends, they must understand something of its method and of its possibilities.

To maintain American leadership in scientific research and discovery is a deep concern of those responsible for the national defense. Dr. Vannevar Bush, wartime director of the Office of Scientific Research and Development, sounds the warning that: "Improvement in the teaching of science is imperative, for students of latent scientific ability are particularly vulnerable to high-school teaching which fails to awaken interest or to provide adequate instruction. To enlarge the group of specially qualified men and women it is necessary to increase the number who go to college. This involves improved high-school instruction, provision for helping individual talented students to finish high school (primarily the re-

sponsibility of the local communities) and opportunities for more capable, promising high-school students to go to college. Anything short of this means serious waste of higher education and neglect of human resources."<sup>1</sup>

Not only is improved high-school instruction in the natural sciences and mathematics important if the high schools are to provide the reservoir of talented science students for advanced training in colleges and universities, it is essential also as a basis for many military specialties.

Educational machinery for achieving the aforesaid objectives of science education in the high schools already exists. Unfortunately, however, many schools are not sufficiently well equipped to reach a high degree of effectiveness in their teaching of natural science. It is especially difficult at the present time to secure the talented teacher personnel and supervisory staffs necessary to achieve improved results. By the expenditure of relatively small amounts of Federal funds much can be done to stimulate the improvement of science and mathematics instruction in the high schools of the Nation, it is believed.

## Education for Health and Physical Fitness

During World War II, on the basis of Selective Service examinations, 5,000,000 young men were rejected for military service because of their physical, mental, or educational deficiencies. A large number of rejections were preventable and would undoubtedly have been prevented had the health program in the schools of the Nation been adequately supported during the two decades prior to the outbreak of war. Obviously, therefore, if our youth in future years are to be prepared to make their essential contribution to the security and strength of the Nation, either in time of peace or war, definite and positive measures should be taken to insure their development, training, and proper conditioning.

The aims and objectives of a peacetime program of education for health

<sup>1</sup> *Science—the Endless Frontier*. Report to the President on a program for postwar scientific research. July 1945. Washington, Government Printing Office. p. 21.

and physical fitness are numerous: (1) The development of physical and organic vigor, of neuro-muscular skills and coordinations, of correct body mechanics, good posture, mental poise and alertness; (2) the development of desirable moral and social qualities such as team play, leadership, obedience to properly constituted authority, courage, self-reliance, disciplined initiative, and self-control; (3) the promotion of proper school, home, and community hygiene, sanitation, and safety; (4) the provision of periodic health examinations under school auspices, with proper follow-up to assure the correction of defects and the remediation of remediable conditions; (5) the provision of suitable instruction in personal and community hygiene and safety; the development of an understanding and an appreciation of the basic facts of health and disease; and the observance of common health precepts.

It will be noted that the foregoing educational objectives include school health services, health instruction, physical education, and recreation. These four responsibilities of the school cannot well be disassociated. School health examinations or inventories are basic to sound programs of physical education activities under school auspices and to meaningful health instruction just as they are essential to the prevention or correction of physical defects and conditions. School authorities generally hold that the responsibility for assuring that periodic health examinations are made should properly rest on the schools whereas the responsibility for medical care and treatment, either preventive or curative, properly belongs to parents and family physicians or the public health authorities.

A direct national attack upon these problems designed to improve school health services and programs in all States will be undertaken this year by professional specialists to be added to the staff of the U. S. Office of Education.

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### Every Day

1,650 fires—28 deaths by fire. 760 home fires. 140 store fires. 80 factory fires. 6 church fires. **6 school fires.** 3 hospital fires. So says the National Fire Protective Association.

# Our Steps Toward World Recovery

Prepared by the Department of State

**T**HE FUTURE PATTERN of world economic relations, to a large part, depends upon the United States. Our Government has not turned aside from this responsibility.

We have clearly stated and demonstrated our desire to help the nations of the world make effective their efforts to recover from the devastation of war and regain productivity and prosperity.

This policy was recently enunciated by the Secretary of State, George C. Marshall, in a speech at Harvard University on June 5, 1947, when he said that the United States would consider granting assistance to the nations of Europe who would cooperate individually and collectively in a program to restore European economy.

Among the many projects to assist in promoting world recovery in which the United States has taken a leading part are the Greek-Turkish aid program and the International Trade Organization.

### **Climate in Which Peace Can Thrive**

In these steps we see again the over-all United States policy designed to stimulate production in all countries and bring about the climate of security and prosperity in which peace can thrive. President Truman, in his March 12 address to Congress, expressed this desire when he said:

"I believe that we must assist free peoples to work out their own destinies in their own way. I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly financial processes."

In thus calling for American assistance to Greece and Turkey as part of what has become known as the Truman Doctrine, the President was emphasizing that the United States, which alone among the victorious powers emerged from the war with its physical productive capacity intact, stands ready to use its resources to assist less fortunate peoples in their efforts to maintain their independence and to raise their standards of living above the dangerously

low levels they have been forced to endure.

Urgency dictated our efforts to aid Greece and Turkey. Communist guerrillas were attacking Greek villages even as President Truman addressed Congress. Trained in the give-no-quarter tactics of revolutionists, they were jeopardizing the right of free men to work and to live and threatening the national security of a country which served the Allied cause during the war, was the birthplace of democracy, and has stood for centuries as the symbol of western civilization.

### **Giving Effect to United Nations Principles**

The urgent need for immediate action compelled the United States to deal directly with Greece and Turkey, instead of rendering its assistance through the United Nations. President Truman touched on this point in his March 12 address to Congress:

"We have considered how the United Nations might assist in this crisis. But the situation is an urgent one requiring immediate action, and the United Nations and its related organizations are not in a position to extend help of the kind that is required. . . . In helping free and independent nations to maintain their freedom, the United States will be giving effect to the principles of the Charter of the United Nations."

The assistance to Greece and Turkey thus represented United States' efforts to ease an emergency crisis. Its immediate emphasis was on relief and the maintenance of freedom, but its long-range purpose was reconstruction. As in the policy reflected by the United States' proposal to Europe and the suggested formation of an International Trade Organization, the purpose of this "crisis" aid was to help lay the foundation for progressive increase in standards of living and the revival of economic life.

Secretary Marshall, in his address at Harvard University, emphasized the single-minded purpose of United States' economic policy. "Our policy,"

he said, "is directed not against any country or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist."

### Reconstruction Rather Than Relief

But, said the Secretary, the time had come when any United States assistance to Europe should take the form of reconstruction, rather than relief. Long-term assistance designed to put Europe on its feet economically should, if granted, replace short-term stopgap aid.

"Any assistance that this Government may render in the future," the Secretary remarked, "should provide a cure rather than a mere palliative."

In proposing that European nations first tally their resources and agree among themselves on the maximum productive contribution they can make to their own economy by their joint efforts, Secretary Marshall placed on Europe the responsibility for taking the initiative in restoring prosperity to the war-devastated Continent. It is obvious that this country cannot buy or produce European recovery. The most it can do is to lend support to concerted European efforts.

Any program developed by the European nations, as Secretary Marshall pointed out, if it is to be acceptable to the United States, will have to represent the maximum of self-help in Europe and the minimum necessary United States assistance. In addition, the Secretary said that we must have assurance that any United States assistance will be effectively used for its intended purpose, that it is not to be expended to serve selfish economic or political interests, and that it will stimulate restoration of hope and confidence among the people concerned that the world will know peace and security in the future.

If the United States determines to extend this assistance, it will, of course, not represent the beginning of our aid to Europe. For the genesis of American assistance to Europe, it is necessary to go back to the establishment of lend-lease arrangements with various Euro-

pean countries. In the postwar period the United States redoubled its assistance through such channels as the United Nations Relief and Rehabilitation Administration and through direct grants. From June 30, 1945, to January 1, 1947, American aid to Europe totaled more than \$9,000,000,000.

The possible cost of a European recovery program cannot, of course, be estimated until the European nations submit the balance sheet of their own productive capacities. It is inherent in Secretary Marshall's suggestion, however, that any program for European recovery must be designed to put Europe on its feet; that our help, if given, should be gradually diminished over a definite period of years until it reaches zero. At such a time, it would be hoped that the European economy would be in full production and any program of long-range recovery for Europe under European initiative would have been realized.

### Proposed Organization Not Yet Reality

The proposed International Trade Organization, which antedates in origin both the Truman Doctrine and Mr. Marshall's proposal, is still not a reality. The second session of the Preparatory

tion to the other aspects of our economic foreign policy.

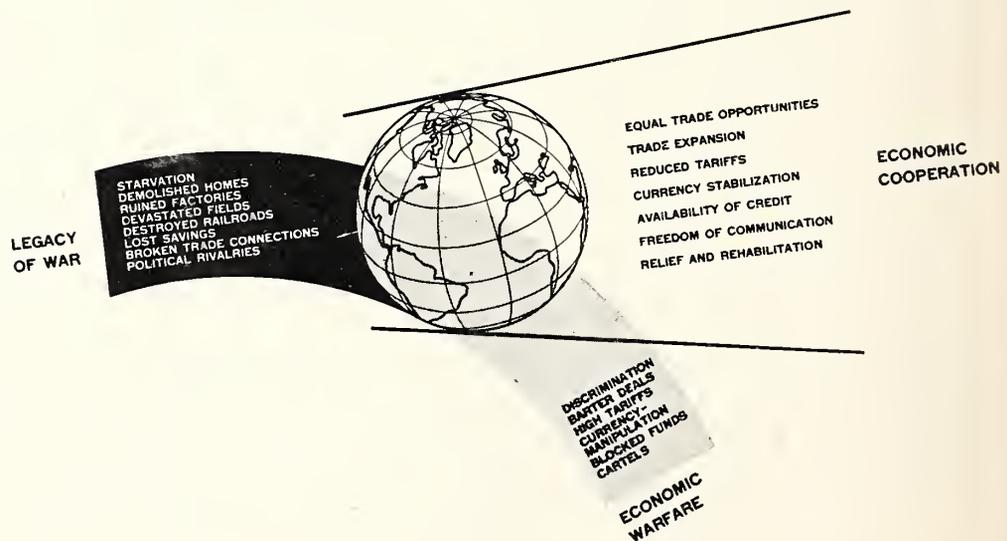
The International Trade Organization was suggested by the United States Government in its code of international trading principles published as the "Proposals for Expansion of World Trade and Employment." The title suggests the purpose of the organization.

### American Proposals

The American Proposals recommend that the world trade charter to which all signatory nations would agree should provide for international agreement to:

1. Reduce trade restrictions and discriminations imposed by governments.
2. Eliminate restrictions on trade imposed by private business groups.
3. Prevent, by intergovernmental action, disorder in the markets for certain primary commodities.
4. Seek full productive employment by cooperative rather than conflicting nationalistic measures which in the past have failed to accomplish their employment objectives and have further restricted international commerce.
5. Establish an international organization—ITO—to administer the world trade charter and to provide an effective

## THE WORLD MUST CHOOSE



Commission is engaged currently in drawing up a constitution at Geneva, Switzerland. The outlines and aspirations of the organization, however, are sufficiently clear to be evaluated in rela-

forum for negotiation of problems of international commerce.

The American proposals, to which Great Britain and France have generally agreed, would, if adopted in the

# DEVELOPMENT OF U. S. FOREIGN ECONOMIC POLICY

ITO, be a natural corollary to the Truman Doctrine and any European recovery program. For only a prosperous Europe would be in a position to contribute her maximum share to the operation of an International Trade Organization and only a functioning ITO give the greatest assistance to Europe.

It is obviously necessary for European countries to regain their economic prosperity so that they will be able to reduce their trade barriers and help to usher in a new era of expanded commerce. Conversely, each nation of a poverty-stricken Europe would be forced to wall in its economy and turn to narrow bilateral trade agreements of a discriminatory nature in a desperate attempt at temporary self-preservation at the expense of others.

The United States opposes a continuation of economic warfare, of excessively high tariffs, preferential tariff systems, private cartels, export dumping, quotas and licensing systems, exchange controls, restrictive bilateral trading agreements, and self-sufficiency programs. It believes the ITO should be coordinated with the United Nations through the Economic and Social Council, and should work in close cooperation for mutual benefit with such UN organizations as the International Monetary Fund, the International Bank for Reconstruction and Development, and the Food and Agriculture Organization.

## World Trade Expansion Is Objective

The United States has a vital interest in the expansion of world trade, which is the immediate objective of the ITO and the ultimate objective of our economic policy. General expansion of world trade and production will result in making more goods available, more employment and buying power, and higher living standards both here and abroad.

The United States must have foreign markets for many of its principal farm and factory products. Such major crops as cotton, tobacco, and citrus fruits, as well as iron and steel products, chemicals and other industrial items, are sold extensively in foreign markets. But it is equally important that the United States import essential raw materials from abroad, including vital ores neces-

sary in American manufacture of steel alloys and other heavy industry products.

Americans use many imported items in their homes. Coffee, bananas, tea, silk, and cocoa are just a few of the more prominent products imported. In addition, many luxury items such as fine fabrics, laces, perfumes, high-quality leather, and textile goods can be obtained to better advantage from abroad than in the United States.

But even more than the loss of export-import markets, continuation of the present chaotic conditions would place in jeopardy the security of the United States, as well as of other nations. Economic poverty breeds political and social unrest. The result would be reflected in the United States' hopes for lasting peace, since United States foreign policy is based on the maintenance of free and democratic principles in the world.

## Cooperation Without Conflict

Both the United States' proposal to Europe and our Proposals for the International Trade Organization take into account the variety of economic systems in operation today on the Continent. Just as Secretary Marshall pointed out in his Harvard address that the policy of the United States is not directed against any country or ideology, so do the suggested trading principles for the ITO look toward cooperation of all the United Nations in the world market place without conflict.

The world now experiences great shortages of needed commodities.

Transportation in many cases is disrupted; lack of food is causing distress; the political futures of several countries are uncertain; and foreign credits are difficult to obtain. The United States has gone on record as favoring an expanding world economy by which an increase of goods and services will improve human welfare and provide a foundation for security and peace.

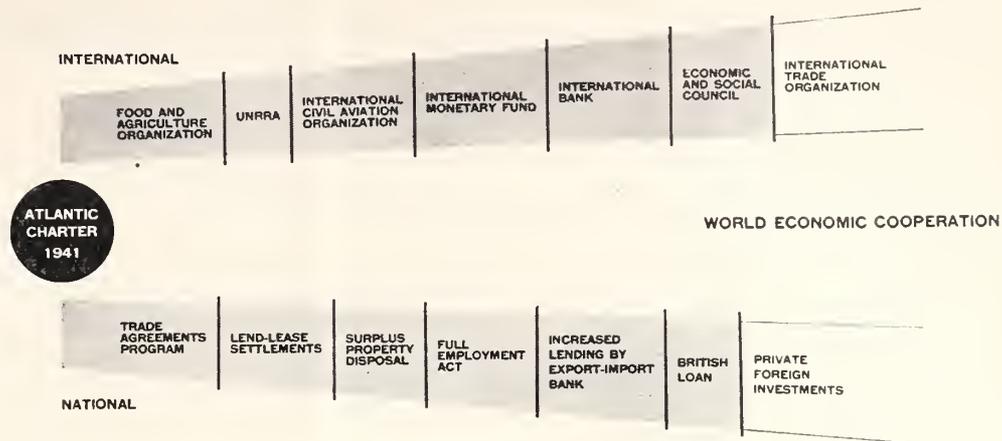
## Free Materials from United Nations

*United Nations Chronology*, a 43-page document covering events from January 1, 1942, to April 30, 1947, may be obtained free from United Nations Department of Public Information, Lake Success, N. Y. Also available from the same source are: *Economic Commission for Europe* (11 p.), *Temporary Social Welfare Committee* (7 p.), and *Questions and Answers on the Aims and Principles of the United Nations* (8 p.).

Especially useful to schoolmen is *The World Programme of UNESCO* (21 p.) including the educational program for 1947. Also available is *What the International Bank Means to You*, and *Structure of the United Nations* (26 p.).

## Prosser Resolution

Due to unavoidable circumstances, a report on the Prosser Resolution developments, scheduled for the October issue of *SCHOOL LIFE*, was not available, but will be published in an early issue.



## RECENT APPOINTMENTS AND RESIGNATIONS

*Edwin H. Miner* of Fairfield, Vermont, was named associate commissioner of education in the U. S. Office of Education, in July. He comes from the United State Army Education Program in which he developed plans and programs of the Armed Forces Institute and nonmilitary schools.

The new associate commissioner will devote himself largely to work with the Citizens Federal Committee on Education and will serve as executive secretary of that group. He will also assist in developing conference programs in the Office and in the field, and will maintain liaison with national educational conferences.

Before going into the Army in 1942, Mr. Miner was superintendent of schools in Wellesley, Mass., for 6 years. His previous experience includes college and teacher training instruction at the University of Pennsylvania and Eastern Washington College of Education, Cheney, Wash. He has also had experience as elementary school teacher and supervising principal.

Mr. Miner received his B. A. degree from Dartmouth College in 1927 and his M. A. degree from Teachers College, Columbia University. He also completed 2 years of graduate work in education at the University of Pennsylvania.

☆ ☆ ☆

*J. Dan Hull* has been named chief, Instructional Problems, Secondary Education Division, to succeed Roosevelt Basler, resigned. Dr. Hull comes to the Office from Indianapolis, Ind., where he was principal since 1941 of Shortridge High School, a school of around 3,000 students and over 100 teachers.

From 1924 to 1941, Dr. Hull was principal of the high school in Springfield, Mo., his native State, and previously at high schools in Mountain Grove, Mo., and Sullivan, Ind. During various summers he has given courses at Southwest Missouri State Teachers

College, Yale, Louisiana State, Missouri, and during the summers of 1946 and 1947, at New York University.

Dr. Hull has been active in programs of curriculum revision and in professional associations. He has been secretary of the Association of Secondary School Principals in Missouri; member of the State committee which directed revision of high school courses in Missouri, 1938-41; and chairman of the curriculum committee of the State Association of Secondary School Principals in Indiana.

He obtained his bachelor's degree at the University of Missouri in 1920; his master's at Chicago; and the Ph. D. at Yale in 1933.

☆ ☆ ☆

*Dr. Roosevelt Basler* resigned from the Office to accept the opportunity offered him to become head of the Millburn Township Public Schools, Millburn, N. J. He had served as chief, Instructional Problems, of the Secondary Education Division since early 1946. Prior to his coming to the Office, he held the post of superintendent of schools in Joliet, Ill., 1943-46. Earlier, he was director of curriculum in the city system of Tacoma, Wash.

During his service with the Office, Dr. Basler took a leading part in the five regional and one national conference held on the Prosser Resolution, which concerns a program for youth who are preparing neither for college nor for employment in technical occupations.

☆ ☆ ☆

*Don S. Patterson* joined the Office of Education staff in June, as chief, School Organization and Supervision of the Elementary Education Division.

Mr. Patterson has had wide experience and training in elementary education. In coming to the Office, he left the position of director of instruction in the Bremerton, Wash., school system, where in addition to his duties of directing the instructional program for 3 years, he served as dean of a newly organized junior college program during the past year. He also taught courses in elementary education

and philosophy at Washington State College in Pullman.

Previously, Mr. Patterson was director of the Laboratory School of the State Teachers College in Troy, Ala., 1940-2, and then for a year State supervisor of elementary education in Alabama. His earlier experience includes services as teacher, principal, and supervisor in the State of Washington. In 1936-8, he was president of the Washington State Elementary Principals' Association.

A native of the State of Washington, Mr. Patterson obtained his bachelor's degree at Washington State College; his master's degree at Colorado State College; and studied for a year and a half at Columbia University.

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*Romaine Mackie* of Columbus, Ohio, was appointed specialist for schools for physically handicapped children in the Elementary Education Division. Dr. Mackie came to the Office from the California State Department of Education where she had served for a year as consultant on education of the physically handicapped.

Dr. Mackie's 20 years of experience in her special field has been obtained in city and State programs in Ohio, New York, and California. For 6 years at Hunter College in New York City, she was civilian coordinator administering the naval training program. During 3 years at Teachers College, Columbia University, she helped to organize and taught one of the first courses developed in this country in methods of teaching the crippled. From 1927 to 1936, Dr. Mackie was a member of the special education staff of the Columbus (Ohio) public schools, serving for 4 years of that period as administrator of the School for Crippled Children.

Dr. Mackie received her B. A. degree from Ohio Wesleyan University in 1920 and her M. A. from Ohio State University in 1932. Her Ph. D. thesis at Teachers College, Columbia, was a Nation-wide study titled *Crippled Children in American Education*.

# FSA Has New Administrator

Administration of the Federal Security Agency is now the responsibility of Oscar R. Ewing. Mr. Ewing was recently appointed Federal Security Administrator by President Truman. Watson B. Miller, former Administrator, resigned this post to become Commissioner of Immigration and Naturalization in the Department of Justice, also a Presidential appointment.

The Federal Security Agency, established in 1939, is composed of the following Federal Government organiza-

structor in the University of Iowa Law School until he entered the practice of law in Indianapolis, Ind. In 1917 he went into the Army and became a captain in the Air Service, where he executed the contracts for the Army's then infant air force.

Following his discharge from the Army in 1919, Mr. Ewing was associated with Charles Evans Hughes, then practicing law in New York City, and was a member of the law firm of Hughes, Schurman and Dwight until its dissolution in June 1937. He then became a



Oscar R. Ewing



Watson B. Miller

tions and institutions: Office of Education, Social Security Administration, Public Health Service, Office of Vocational Rehabilitation, Food and Drug Administration, Bureau of Employees' Compensation, Employees' Compensation Appeals Board, Columbia Institution for the Deaf, American Printing House for the Blind, St. Elizabeths Hospital, and Howard University. The Agency's first administrator was Paul V. McNutt, who was followed by Mr. Miller.

Mr. Ewing, who is an attorney, received an A. B. degree from Indiana University in 1910 and an LL. B. degree from Harvard in 1913. While at Harvard he served as editor of the *Harvard Law Review*. Immediately following his graduation he was an in-

law partner of the ex-Chief Justice's son, former U. S. Solicitor General Charles Evans Hughes, Jr., in the New York firm of Hughes, Hubbard and Ewing. In 1931 he participated in the Conference to Limit the Manufacture of Narcotics (held in Geneva, Switzerland) as a means of suppressing global illegal traffic in drugs.

Serving as Special Assistant to the U. S. Attorney General, Mr. Ewing has been responsible for the Government's prosecution of important sedition and treason cases.

Mr. Ewing is a member of the American and New York State Bar Associations, New York City Association of the Bar, Beta Theta Pi, the University Club, and other organizations.

George J. Kabat recently resigned to return to the University of Maryland. Mr. Kabat joined the Office of Education early in 1946 following his discharge from military service. Shortly after, he became acting chief, European Education Relations Section. Mr. Kabat was on the faculty at Maryland prior to joining the Army in 1942. He had also served as president of the junior college in Trinidad, Colo.

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## ENROLLMENTS INCREASE

First-grade enrollment this fall will be about one quarter of a million above last year, it is indicated. As of July, the Research and Statistical Service of the Office of Education has estimated that about 2,450,000 children will enter school for the first time in the fall of 1947. The increase is part of the surge that will likely carry total elementary school enrollment by 1955 up 5 million above estimated enrollment for 1947-8 of 22,620,000.

Estimated enrollments for all public and private schools in 1947-8 follow:

ELEMENTARY SCHOOLS <sup>1</sup>	Enrollment
Public	20,004,000
Private and parochial	2,492,000
Residential schools for exceptional children	60,000
Elementary grades in colleges	41,000
Federal schools for Indians	23,000
<b>Total</b>	<b>22,620,000</b>
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SECONDARY SCHOOLS	
Public	5,730,000
Private and parochial	535,000
Residential schools for exceptional children	10,000
Secondary schools in colleges	50,000
Federal schools for Indians	5,000
<b>Total</b>	<b>6,330,000</b>
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HIGHER EDUCATION	
Universities, colleges, professional schools, including junior colleges and normal schools	2,750,000
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OTHER SCHOOLS	
Private commercial	300,000
Nurse training schools (not affiliated with colleges and universities)	100,000
<b>Total</b>	<b>400,000</b>
<b>Grand total</b>	<b>32,100,000</b>

<sup>1</sup> These data do not include enrollments in private, trade, vocational, art, music, drama, and Bible schools that are not departments of colleges and universities, or the enrollments in correspondence schools not conducted by institutions of higher education.

# Some Problems Basic To The Rebuilding of Public Education in Germany

**A Symposium on the Progress and Problems Involved  
Presented by staff members of the U. S. Office of Education  
who have returned from educational missions to Germany**

BESS GOODYKOONTZ, *Director, Elementary Education Division*

PHILIP G. JOHNSON, *Specialist for Science, Secondary Education Division*

HOWARD R. ANDERSON, *Specialist for Social Studies, Secondary Education Division*

DAVID SEGEL, *Specialist in Tests and Measurements, Secondary Education Division*

MARY DABNEY DAVIS, *Specialist in Nursery-Kindergarten-Primary Education*

RAY L. HAMON, *Chief, School Housing, School Administration Division*

R. R. LOWDERMILK, *Educational Uses of Radio, Auxiliary Services Division*

## U. S. Education Mission Report

by Bess Goodykoontz, Member of the United States  
Education Mission to Germany

“GERMAN EDUCATION shall be so controlled as completely to eliminate Nazi and militaristic doctrines and to make possible the successful development of democratic ideas.” So ran the terms of the Potsdam Agreement of August 1945, dramatically formulated on German soil by representatives of the victorious nations who shared the responsibility of planning for Germany’s future. In that future, schools and colleges were recognized as playing important parts.

When the armies marched into Germany, schools as well as other aspects of institutional life were at a standstill. Schools were closed, populations were

scattered, buildings were in ruin, teaching staffs were gone. Military government in the American Zone acted promptly to reopen schools, and by the fall of 1945 most of the elementary schools, a large share of the secondary schools, and some of the vocational schools and colleges had reopened. Emergencies of all kinds had to be met—finding and training teachers, repairing buildings, appointing administrative officials, securing even meager instructional materials.

By the summer of 1946 the American military and education officials wished to secure an appraisal of the situation. Accordingly, the War Department and

the Department of State invited 10 persons to go to Germany “for the purpose of observing and evaluating the educational program of the United States Military Government in that country.” They left for Berlin in August, spent approximately 5 weeks observing schools and colleges in Berlin and the three Länder which comprise the American Zone, and presented a report to General Clay, Deputy Military Governor, Office of Military Government for Germany, before they returned to the United States.

The principal recommendations of the mission regarding schools and colleges are briefed and quoted here:

### 1. Democratic School Experience

To begin with, all children should stay together for 6 years in the elementary school without being divided according to sex, social class, race, or vocational or professional intentions. They will thus participate in a common school life, working on common projects and developing a genuine feeling of unity.

### 2. Unified Secondary Schools

The secondary schools, however, *höhere Schulen* and vocational schools, should be organized into unified systems as far as possible. All secondary schools should be made tuition-free so that attendance will no longer be limited to the privileged. Duplication and overlapping of schools and departments should be eliminated. The differentiation necessary with regard to the future vocational or professional intentions of the students should be provided not in separate school units, but by an elastic organization of the curriculum in core subjects and elective courses.

### 3. A Curriculum Centered on Needs of Pupils

From this extended elementary school unit of 6 years to the comprehensive secondary school, including the vocational schools, it is imperative that the whole school program make a significant contribution to democratic experience. The present curriculum of the secondary school seems crowded with subjects, heavy with academic tradition, and in most respects remote from life and ill-adapted to the present and future needs of the pupils.

#### **4. The Social Science Curriculum**

The most important change needed in all German schools is a change in the whole concept of the social sciences, both with respect to content and form. The pupils themselves must be the active agents in the learning process. Thus the social sciences (history, geography, civics, and *Heimatkunde*) will contribute perhaps the major share to the development of democratic citizenship.

#### **5. Experience in Democratic Living**

But school life in all its phases must be so organized as to provide experience in democratic living. Cooperative class projects, classroom committees, discussion groups, school councils, student clubs, community service projects—all the forms of democratic life possible in the school community—should be developed. . . . Not the least of the possible influences for democratic living are the teachers and their dealings with pupils, parents, and the community. The teacher-dominated class and the academician withdrawn from student activities and community concerns have no place in an educational system dedicated to the cultivation of the democratic attitude. Men and women of broad, human spirit, of sincere interest in the growth and development of boys and girls, as well as of intellectual interests and attainments are needed in the schools.

#### **6. The Vocational Education Curriculum**

As for vocational education the curriculum must be drastically revised if the schools are to assume their share in democratic reeducation. While retaining the present objective of providing well-trained workers in every field, the new objective of training for effective citizenship must receive equal attention. To aid in this the number of class hours for vocational students should be greatly increased so as to provide the additional time needed for social studies and cultural subjects. The discussion technique should be developed and student government given opportunity for expression. A similar shift in curriculum is needed for the full-time trade schools.

#### **7. Preparation of Textbooks**

Just now the schools are faced with the fortunate chance of writing specifications for an almost entirely new set

of textbooks. These should be prepared with the aim of facilitating a new and better curriculum, not of dictating what it shall be. To get these two matters in proper sequence, the ministries of education should be assisted by the Education and Religious Affairs Branch to create a curriculum commission, widely representative in membership, to formulate guiding principles for curriculum development in all fields. . . . Special consultants should be provided by the Branch whenever they can be helpful.

#### **8. Professional Organization of Teachers**

The mission recommends . . . that steps be taken to provide teachers with opportunities to work together on common professional problems, so as to form the basis for an early reestablishment of teachers' organizations, especially of a comprehensive national organization open to teachers of all levels and all fields—an indispensable asset for the profession.

#### **9. Guidance for All Students**

Since the majority of youth in Germany make their occupational choices by 14 years of age, it is important that guidance for these choices start at an early age and take into account both the special aptitudes of the individual and the possible occupational opportunities . . . It should be recognized that guidance has a role to play for all students, for those who plan to go to the universities, as well as for those who enter nonacademic professions . . . There is no organized vocational guidance in the German school system at present to serve these needs. It is recommended, therefore, that in view of the critical need, vocational guidance be made a regular service of the education system, and that trained personnel be employed for this purpose.

#### **10. Provisions for Young Children**

It is apparent that an increasing proportion of women will have to work outside their homes to maintain themselves and their families, with the result that their young children will be left without home guidance for considerable amounts of time. Even where this is not the case, the problems of crowded homes, lack of play space and equipment, food shortages, nervous tension in

the family, short school sessions, and other limitations all rest heavily upon young children. . . . Whenever conditions make it desirable, kindergartens for children under 6 and educational-recreational programs for children under 6 and educational-recreational programs for school-age children . . . should be provided as part of the regular school services. School feeding and rest programs should also be included as needed.

#### **11. Education of Teachers**

Under both governments (the Weimar Republic and the Nazis), the education of secondary school teachers was largely separated from that of the elementary school teachers. Candidates for secondary school positions came from a higher class of German society than the elementary school teachers. When they completed their training, they received more pay and enjoyed greater prestige.

In the reconstruction of teacher education it must be recognized that this dual pattern of education is incompatible with the ultimate development in Germany of a citizenry interested in the peaceful advancement of the common man. The vital place of elementary education and elementary teachers in the educational system of Germany must be recognized by higher salaries and by the requirement of a higher standard of general education. . . . Both elementary and secondary teachers should have certain courses in general education, which may temporarily be offered in seminars or lecture courses, or in any other way which will bridge the present hiatus between elementary and secondary teachers.

#### **12. Research and Experimentation in Education**

Preparation for teaching, for educational research, experiment, and leadership in the elementary and secondary schools have not been recognized by the universities in the American Zone of Occupation as a field with which the universities should be seriously concerned. . . . It is recommended that German universities in the future accept the responsibility of leadership in developing better methods and practices in both the elementary and secondary schools.

### **13. Use of Dependents' School Service as Demonstration**

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. . . . Staffed with teachers capable not only of teaching well, but of serving as cultural ambassadors abroad, the schools should provide opportunities for observation by German teachers and administrators and teachers-in-training, so that what Americans say about democratic education will be clear in practice. . . . Further, the schools should invite discussion of mutual professional problems, and thus help to rebuild the affiliation of teachers' organizations here and at home. . . . Finally, if the cause of understanding, respect, and good will is to be permanently advanced, it is important that students at all ages get to know and work and play with German students. . . .

### **14. Exchange of Teachers and Students**

It is recommended that the American Government, private philanthropic agencies, learned societies, and educational institutions in the United States develop plans for providing scholarships, fellowships, exchange professorships, financial grants, and other forms of assistance for German teachers, research workers, men of affairs, and students to attend educational institutions and other scholarly agencies in the United States. It is also recommended that American students and teachers be granted financial aid and be encouraged to study in Germany.

### **15. General Education in the Universities**

It is recommended that all universities and higher schools include within each curriculum the essential elements of general education for responsible citizenship and for an understanding of the contemporary world. It is further recommended that extra-class activities such as informal discussion groups and student government be inaugurated to provide practical experience with the processes of democracy. . . . It is recommended that the German universities and higher schools investigate the needs

for new types of advanced instruction required by emerging vocational and professional groups and make provision for it on an equivalent status with the traditional courses of study.

### **16. Universities Related to the Social and Economic Life of Germany**

In a democracy, where the structure of society may change rapidly, educational institutions must be especially responsive to contemporary needs.

It is recommended that advisory

bodies broadly representative of social groups other than educators be appointed by the various ministries of education to advise the faculty of each university and higher school concerning ways in which the curriculum should be modified to adapt it more closely and more immediately to changing social conditions. Membership in these bodies, which should meet at specified times, should not be considered solely as an honor but as a responsibility to society at large and to the institutions themselves.

## **Secondary Education in the Schools of Germany**

by Philip G. Johnson, Specialist for Science, Secondary Education Division

IT HAS BEEN the practice for German youth to enter upon secondary education at about 10 years of age. Before entering the fifth grade the boys and girls had to decide between continuing their elementary education for 4 more years and then entering a narrow vocational education on a full- or part-time basis, or entering upon secondary education which would prepare them for the university and a career in the professions. In a few communities there was another choice; namely, entering an intermediate school which continued for 6 years and prepared students for lower civil service positions and for trade, industry, and commerce.

### **Many Youth Excluded**

The influence of the wishes of the parents on the youth, the necessity for paying a tuition fee in the secondary schools, the meager number of free scholarships, and the distribution of secondary schools largely in the cities—all these and other factors excluded many youth from secondary schools and consequently from the universities and the professions.

In general, out of each 100 pupils, 10 or fewer (most often boys) entered the secondary schools. Of these only two or three remained and graduated. Those who entered and dropped out re-

turned and completed their required school attendance in the elementary or vocational schools. Those who later than the fourth grade decided to enter a secondary school found it almost impossible to make the change from the elementary school to the secondary school. The end of the fourth grade was crucial in determining the future for each German youth. From the age of 10 years the youth who sought to become the elite were segregated from the youth seeking the vocations.

Under the Nazi regime three types of secondary schools were permitted; namely, the *Gymnasium*, the *Oberrealschule*, and the *Aufbauschule*. Each of these secondary schools placed emphasis on a strictly academic curriculum which, for the most part, was the same for all pupils. The *Gymnasium*, the dominant type of secondary school curriculum, placed stress on Latin and Greek. From this curriculum a student could enter any institution of higher education. The *Oberrealschule* stressed mathematics and science. Students from this curriculum were greatly limited in the university programs which they could enter. The *Aufbauschule* catered largely to the more intelligent of the rural youth and was never of much influence, since less than 10 percent of secondary schools were of this type and these schools were small in enrollment. Even

the larger secondary schools of Germany seldom had more than between 200 and 600 students.

An idea of the curriculum under the Nazi may be obtained by knowing that about half of the student's time was given to the traditional fields, while the other half was devoted to "concentration" in history, geography, art, music, biology (heredity), and physical education. Inflexibility has been characteristic of the secondary school curriculum except for a few schools that during the Weimar Republic departed from the accustomed practices and built experimental curricula to recognize the local situation and the specific needs of the students. Under the Nazi such experimental schools were made to conform to the approved patterns.

### Entrance Criteria

The youth who sought entrance to the secondary schools were most often boys. Even when girls were admitted they were assigned to separate secondary schools for girls. Under the Nazi, entrance was dependent upon Aryan blood, physical prowess, mental ability, ideological reliability, leadership ability, and a satisfactory record in history and German. Ability to do successful work in the secondary school and the university is now judged to be the important criteria for entrance, but the procedures by which such abilities are measured are not sufficiently reliable. Objective testing techniques are practically unknown. Free secondary schools open to any youth who can effectively use the training there provided are contemplated in the planning of educational reforms.

The methods of teaching have been, and for the most part have continued to be, direct and formal. The teacher is commonly the obvious center of the educational process. Facts and other data are given to the students. The student learns what he is taught. Under the Nazi, lively dialogs between teacher and students were encouraged, but the dogmatic truth had to be the outcome of any correctly taught class. While many teachers in the German secondary schools of today are encouraging and practicing free discussion and informal study, they are doing so under the difficulty of fixed seating, severe shortages of books, writing materials, and other

instructional aids, and with meager knowledge of and experience in democratic procedures. They desire and they need help.

The secondary school buildings now available would be judged thoroughly inadequate by our secondary school administrators and teachers. Characteristically, the buildings are severely damaged, dark, and cold. Roofs have been patched or a temporary roof has been erected. Some window glass has been replaced, but many windows have been partially or wholly blocked out with brick or scrap materials. Electric lamps are scarce and electric power is critically short. The central heating system can, for the most part, not be used because of broken parts or shortages of fuel.

The many destroyed or damaged secondary school buildings coupled with the shortages of fuel have caused the remaining buildings to be used by several school units on a shift basis with shortened class periods. Since secondary schools of Germany have for many years been in session only during the forenoon period, with the students free

ulum. The damaged buildings have also placed upon students and teachers the additional problem of going to a usable school building often far from home. The lack of adequate shoes and other clothing, the problems of transportation, and the additional time required have made attendance at secondary schools exceedingly difficult.

### Training of Teachers

The teachers of the secondary schools are commonly elderly men, with here and there an elderly woman and sometimes a young man or woman. They were trained in a university after graduation from a secondary school. Their training required 4 years of study in philosophy, psychology, and 3 scientific subjects chosen from German, religion, history and geography, foreign languages—Greek, Latin, French, or English—and mathematics and science. After passing, based largely on subject-matter mastery, the candidate for teaching became a *Referendar* for a 2-year period of observation and practice teaching at a secondary school for boys or girls.



Typical Classroom of Today

for study and recreation in the afternoon, such doubling up has been possible, but not to the extent of three or more school units using the same building. Looted or damaged science, shop, and library facilities have often resulted in a curtailment of the curric-

This observation and practice, coupled with tutoring by the regular teachers and seminars with the school administrators, added the required professional training. After another successful examination the candidate became an assistant teacher pending

appointment as a regular teacher. This training for secondary school teaching has tended to perpetuate formal instructional methods and a strong academic emphasis. Since universities have had no department for carrying on educational research and providing instruction to school administrators and classroom teachers (who in turn provide the professional training to candidates for teaching), the experimental approach to a solution of educational problems is relatively unknown. While German teachers are often primitive in teaching and testing procedures they are by no means unintelligent. They grasp new ideas quickly and demonstrate resourcefulness in putting them into practice.

### Summarizing

In summary, it can be said that the secondary schools of Germany are small

in enrollment and a small minority of pupils of the appropriate age attend them. The curriculum places emphasis on an academic preparation for college. The schools are housed in damaged buildings with rather inflexible seating. The classes are taught by older men and women who use rather formal procedures and who must work with meager instructional materials in dark and often cold rooms. The schools are frequently far away from home for both the teachers and the pupils. Many German educational leaders have a strong desire for democratizing their secondary schools as shown by their eagerness to learn about and to put into practice procedures common in the United States. However, their hindrances are many and severe and progress in the removal of handicaps has necessarily been slow and difficult.

### Democratic Program Cannot Be Superimposed

The policy of the U. S. Military Government has been to place major responsibility for educational reforms on the Germans themselves, and the committee was in agreement with this plan. Manifestly, a democratic social studies program cannot be superimposed on the German or on any other school system. Indeed, it will be difficult to arouse interest in any school reform until a defeated people sense the direction in which lasting political and economic reconstruction will proceed; are able to concern themselves with problems other than those of obtaining food, clothing, and shelter; and have at least minimum supplies of books, paper, pencils, and other basic school equipment.

To insure the development of a democratic program of education in the American Zone, the committee felt that 12 years of tuition-free, common schooling (rather than 4, as at present) should be made available to all pupils. German architects and educators should have a chance to consult with experts from other countries in setting standards for school buildings, equipment, and playgrounds that meet modern educational requirements. Promising German teachers and school administrators should be encouraged to carry on advanced study both at German institutions and abroad.

To achieve the democratization of Germany, changes must be made in the curricula for elementary children and for youth enrolled in the secondary schools. An effective program for adults must also be carried on through the *Volkshochschulen*. To insure the last-named objective, it will be necessary to reconsider the objectives, organization, offerings, and financing of the adult schools. At the present time, students in these schools are compelled to pay tuition, and there is little interest in social-science courses dealing with present-day problems.

### Translations Needed

To insure the professional development of teachers, and the development of more functional curricula, the committee recommended the organization of groups of teachers and school administrators in each of the Länder to study, discuss, and evaluate modern educa-

## A Program in Social Studies for German Schools

by Howard R. Anderson, Specialist for Social Studies,  
Secondary Education Division

**T**HE REPORT of the United States Education Mission to Germany stated: "The most important change needed in all German schools is a change in the whole concept of the social sciences, both with respect to content and form. The pupils themselves must be the active agents in the learning process. Thus the social sciences . . . will contribute perhaps the major share to the development of democratic citizenship."

To facilitate the development by German teachers and administrators of an improved program in the social studies, the War Department late in January 1947, assembled in Washington, seven specialists<sup>1</sup> who, following a period of briefing, were sent to Berlin to receive further information from the Educa-

tion and Religious Affairs Branch of the U. S. Military Government. They then were assigned to the various Länder in the U. S. Zone of Occupation. After visiting German schools and teacher-training institutions, talking with German officials, professors, and teachers, and working with German authors and curriculum committees, the committee returned to Berlin to prepare a report on its findings.

This report treats "Social Education in Germany," "Goals and Principles for Social Education," "The Social Studies Program," "The Social Education of Teachers," "Materials and Equipment," and ends with recommendations termed, "A Program for Action." In English and in its German translation the *Report of the United States Social Studies Committee to Germany* has been widely circulated in the U. S. Zone of Occupation. In this country its early publication may be sponsored by the National Council for the Social Studies.

<sup>1</sup> Howard R. Anderson, U. S. Office of Education; John H. Haefner, University of Iowa; Allen Y. King, Cleveland Public Schools; Margaret O. Koopman, Central Michigan College of Education; Frederick J. Moffit, New York State Department of Education; Burr V. Phillips, University of Wisconsin; J. Russell Whitaker, George Peabody College for Teachers.

tional practices and to become familiar with the research evidence justifying such practices. To facilitate such study (and the reeducation of German teachers generally) it is important to translate into German the best works on philosophy of education, educational psychology, child development, and methods of teaching, as well as authoritative works in the fields of history, geography, political science, economics, sociology, etc. It is difficult for Americans to understand how completely German teachers had been cut off from the outside world from 1933 to the end of World War II.

Committees of teachers should be organized to plan a new social-studies curriculum; it should not be dictated by the German Ministries of Education. To facilitate the development of, and experimentation with, improved materials and procedures, the problems of curriculum development should be considered in courses and workshops sponsored by the teacher-training institutions for both pre-service and in-service groups. Experimental schools should be established at the teacher-training institutions, and the schools for American children maintained by the Army should be made into demonstration centers open to German teachers and administrators.

It is difficult to summarize briefly the weaknesses in the social studies instruction which had been characteristic of German schools. Generally, too little time had been devoted to such instruction; too little opportunity had been provided for social learning through activities inside and outside the classroom; too much emphasis had been placed on lecturing and on rote memorization; teaching had been authoritarian and formal rather than practical. In most German schools the social studies program reflected an intense preoccupation with the past, and the logical arrangements of subjects took precedence over the planning of a program which met the needs of children and of society. To be sure, the Nazis developed a program of direct indoctrination which differed sharply from the approach used in the days of the Weimar Republic. The new Germany must break both with the perverted goals of the Nazi regime and with the tradition of not dealing realistically in the curriculum with

problems of immediate concern to youth.

### **Some Guiding Principles**

It is even more difficult to suggest briefly the guiding principles which might contribute to the development of an improved social studies program for German schools. The following statements, however, reflect the thinking of the Committee:

1. Much time and effort are required for the development of social competency.
2. A good social studies program must be

characterized by the highest scholarship and objectivity.

3. Differences between peoples are explained by differences in their history and in their environment.
4. The social studies program should counteract tendencies to narrow self-interest, class-consciousness, provincialism, and chauvinism.
5. Teaching which reflects the findings of modern psychology will increase the effectiveness of the social studies program.
6. The citizens of the local community, as well as the school authorities, have a responsibility for the type of social education provided by their schools.

## **Evaluation and Guidance in German Schools**

by David Segel, Specialist in Tests and Measurements,  
Secondary Education Division

**T**HE EDUCATION branch of the Office of Military Government of Wurttemberg-Baden (Germany) assigned to the writer the problem of investigating and evaluating the methods now used for the selection of pupils for the secondary schools. This work was begun simultaneously on two fronts. On the one hand, a subjective investigation was launched. German educators were interviewed, schools visited, and available statistics on enrollments were studied. On the other hand a second approach—an objective one—was made through the construction of an intelligence test and using it in getting at the facts concerning the selection process at a critical point in the German school system. This paper gives some results of these investigations and makes a general appraisal of the status of the evaluation and guidance program in the German schools.

### **Subjective Evaluation of Methods of Selecting Students**

Although presented from various angles in other articles in this issue, the following description is given as background for this discussion. In Germany all children attend the same schools for the first 4 years or until they are 9 or 10 years of age. At the end of these 4 years certain selected pupils, about 10 percent of the total, enter secondary education which con-

tinues for 8 more years for a total of 12 years of elementary and secondary education. Graduation from the secondary schools is a preparation for and entitles them to enter a university or higher technical school. Pupils not selected to enter secondary schools continue in the elementary school for another 4 years for a total of 8 years of elementary education. A few of the pupils completing this 8-year elementary school program enter a special trade school for another 2 or 3 years, but the large majority go on to a work-continuation school program—working at some job, except for 1 day a week at school. This continues until they are 17 years of age, when they become full-time industrial workers.

Although there are variations from these two curriculums, in general pupils either go through elementary school and end their full-time formal education at the age of 14, or they enter the secondary school with the hope of passing through it and the university with final university graduation at the age of 22 or 23. Aside from the differences in the length of time required for completion of these two curriculums they differ substantially in the nature of content and methodology of instruction.

How are the secondary school pupils selected? During the first 4 years of

(Turn to page 18)

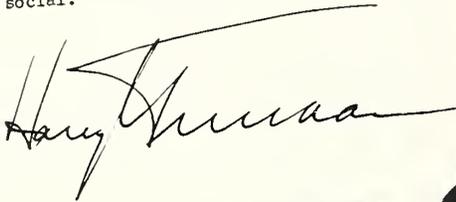
THE WHITE HOUSE  
WASHINGTON

NO BUSINESSMAN IN THE UNITED STATES can afford to ignore the dangerous possibilities ahead if the present crisis in our schools is not met and solved.

Our country has progressed and prospered in direct ratio to the growth and strength of our American educational system. There is no doubt that we can slip backward with alarming speed if the deterioration which has taken place in that system these past few years continues unchecked.

American business and businessmen can arouse public opinion -- through the power of advertising -- to the need for improving conditions in our schools and our teaching profession.

Only by so doing can we avoid paying heavy costs, both economic and social.



A Message from the President Appears on the Cover of the Booklet



Campaign Symbol is Featured on Car Card and also Appears on Every Ad

ADVERTISEMENTS dramatize the value of education to children, parents, and the Nation. Heavy emphasis is placed on the importance of the teacher. Each ad urges readers to take an active interest in educational conditions in their community.

# American Business

**Radio programs,  
newspapers, and magazines  
to carry messages**

**T**HE material on these pages is reproduced from a booklet now being mailed to thousands of American business firms and advertising agencies. The booklet emphasizes the stake of business in surmounting the present crisis in our schools, urges businessmen to bring the situation home to the public through their advertising and other channels.

The booklet contains 9 advertisements, including those shown here; graphic designs suitable for use as posters, car cards, or outdoor advertising; and other material. Businesses are invited to run the ads "as is" or to use them as a basis for preparing their own material.

It is hoped that the booklet will help secure advertising support from business firms which use space in magazines and newspapers. Radio advertisers are already cooperating. Some 500 nationally sponsored programs have carried messages. Others are scheduled in the months ahead.

Educators will be interested in the steps taken to secure this extremely valuable support from American business. Some 9 months ago the Citizens Federal Committee on Education and the U. S. Office of Education asked the Advertising Council, a non-profit organization representing every segment of the advertising business, to help arouse the public to the need for improving conditions in the schools. The Council agreed, developed a Fact Sheet for radio advertisers, and asked a leading advertising agency to prepare the booklet now being distributed. The creative work on the campaign, as well as the space and time devoted to it by advertisers, is donated as a public service.

Additional plans are being developed by the Citizens Federal Committee and the Office of Education in cooperation with the Advertising Council. For example, a "kit" of materials—including ads, radio announcements, etc.—is being planned to help communities present local information campaigns about their schools.

Architect of your child's mind...



**BUILDER OF HIS FUTURE**

"A teacher affects eternity; he can never tell where his influence stops," said Henry Adams, and how much more immediate and close to home is the teacher's influence on your child's mind—his kind of thinking—his equipment for success in life.

Yes, the teacher is really important to your child's whole future welfare... yet there are not enough teachers today to guarantee each child his full quota of education. Classrooms are overcrowded, school hours are cut short, individual attention and guidance almost impossible.

**What Can We Do About This Dangerous & Urgent Crisis?**

You can help in two important ways: 1. Check up on educational conditions in your local school. 2. Back up and work with organizations seeking to improve teachers' working and living conditions.

Unless every citizen takes action now, the teaching situation will affect the future of all our children and our future as a nation.

Sponsored by (NAME OF SPONSOR)



In cooperation with the Advertising Council, on behalf of the national effort to improve our schools.

today I decided to be a teacher -



The ability to teach is a special skill. A good teacher is a gift not only for possessing knowledge, but for cultivating wisdom—for developing in others not only the ability to remember, but to think. Such a gift is among the really great talents with which a human being can be endowed.

Today there is a desperate need for more fine teachers. Those who decide to teach know well that the work is exhausting, that working conditions are not ideal, that thousands are leaving the profession, discouraged.

But they know, too, that more and more communities and states are taking determined steps to make teaching more attractive. And they know that guiding the develop-

ment of young people toward a better future carries a deep reward of its own, rich in special satisfactions.

**Help Make Teaching More Attractive in Your Town**

You can help attract teachers to your community by doing these two things: 1. Check up on educational conditions in your local schools. 2. Back up and work with organizations seeking to improve teachers' working and living conditions.

Your children need more teachers... you can help provide them by helping to improve educational standards in your community.



Sponsored by (NAME OF SPONSOR)

In cooperation with the Advertising Council, on behalf of the national effort to improve our schools.

# Supports Campaign on School Conditions



keep our place in the world?

...of a year... first among nations in national income. First in production of wheat, corn, cotton, petroleum, coal, and iron! First in communication, in mass vehicles, per capita—first in many essentials to good living and progress.

And does it relate to that position of leadership in our standard of education—for it has been shown that a country's wealth and welfare rise along with its educational standards. And countries rich in natural resources, on top and back, and with the benefits of education.

Yes, the United States is a leader in the field of education now. But for how long? Appalling conditions prevail today in many of our schools. Many of our nine billion teachers are working against

...low-iced classrooms, shortages of equipment and textbooks, long hours. Thousands are leaving the profession for other work.

You, and every United States citizen, will suffer from this situation, because it cannot help affecting our national prosperity for long.

**WHAT TO DO?**

Today—make it your business to take these two steps: 1. Check up on educational conditions in your local schools. 2. Back up and work with organizations seeking to improve teachers' working and living conditions. For only by keeping our educational standards high can we hold our place in the world—and assure a prosperous future for our children.



Sponsored by (NAME OF SPONSOR)

In cooperation with the Advertising Council, on behalf of the national effort to improve our schools.

How well DO YOU KNOW YOUR CHILD'S TEACHER?



While your children are school age, think of the many hours they spend with their teachers. More hours, sometimes, than they spend with you.

Think of how a few bad teachers affect your children. How often is an opportunity to know them or a statement made by you that affects their development of their best by their wings spread from home?

Think of how great the influence is — how needed for parental understanding, sharing, tender, humane ways. Think of how important it is to your child's future and how better. Don't you want to know her better?

**YOUR CHILD MAY SUFFER**

Today there are not enough qualified teachers to assure every child his full share of careful, individual guidance at school. 70,000 teaching jobs are vacant — 100,000 teachers hold only emergency (sub-standard) teaching permits — 2,000,000 school age children are not in school.

**YOU CAN HELP!**

Every parent can and must help in this alarming crisis. **FIRST** Check up on educational conditions in your local schools. **SECOND** Back up and work with organizations seeking to improve teachers' working and living conditions. **THIRD** Get to know your children's teachers. Show them they have your understanding, friendliness and support.



Sponsored by (NAME OF SPONSOR)

In cooperation with the Advertising Council, on behalf of the national effort to improve our schools.

the elementary school period, parents and teachers decide for each child whether or not he is to be put on the register of some particular secondary school for the purpose of taking its entrance examination. The entrance examination itself is largely in the hands of the secondary school. There is one major and one minor fault involved in this procedure. The major fault is that the basis of selecting the pupils who are to take the entrance examinations is not a uniform one or one founded on any objective principle of selection—being in the main based on some combination of the wishes and status of the parents and the opinion of the elementary school teachers. The pupil himself has little to say in the matter. His mental capacities or scholastic aptitudes seem to receive little consideration. The social and economic background of the family is, in

the opinion of the writer, fundamental in this decision. Only about 10 percent of the elementary school pupils are selected to take the secondary school entrance examination. Since most of the pupils selected for the entrance examination pass it (around 95 percent) the real selection occurs on the subjective and indefinite basis briefly described above. The entrance examination is, therefore, not a true screening device since the screening has been done before the pupils take the examination.

The minor fault in this process is that the type of entrance examination used is subjective—being of the essay type and without any prestandards set up for judging the product—so that the different persons reading the examination papers often arrive at very different marks.

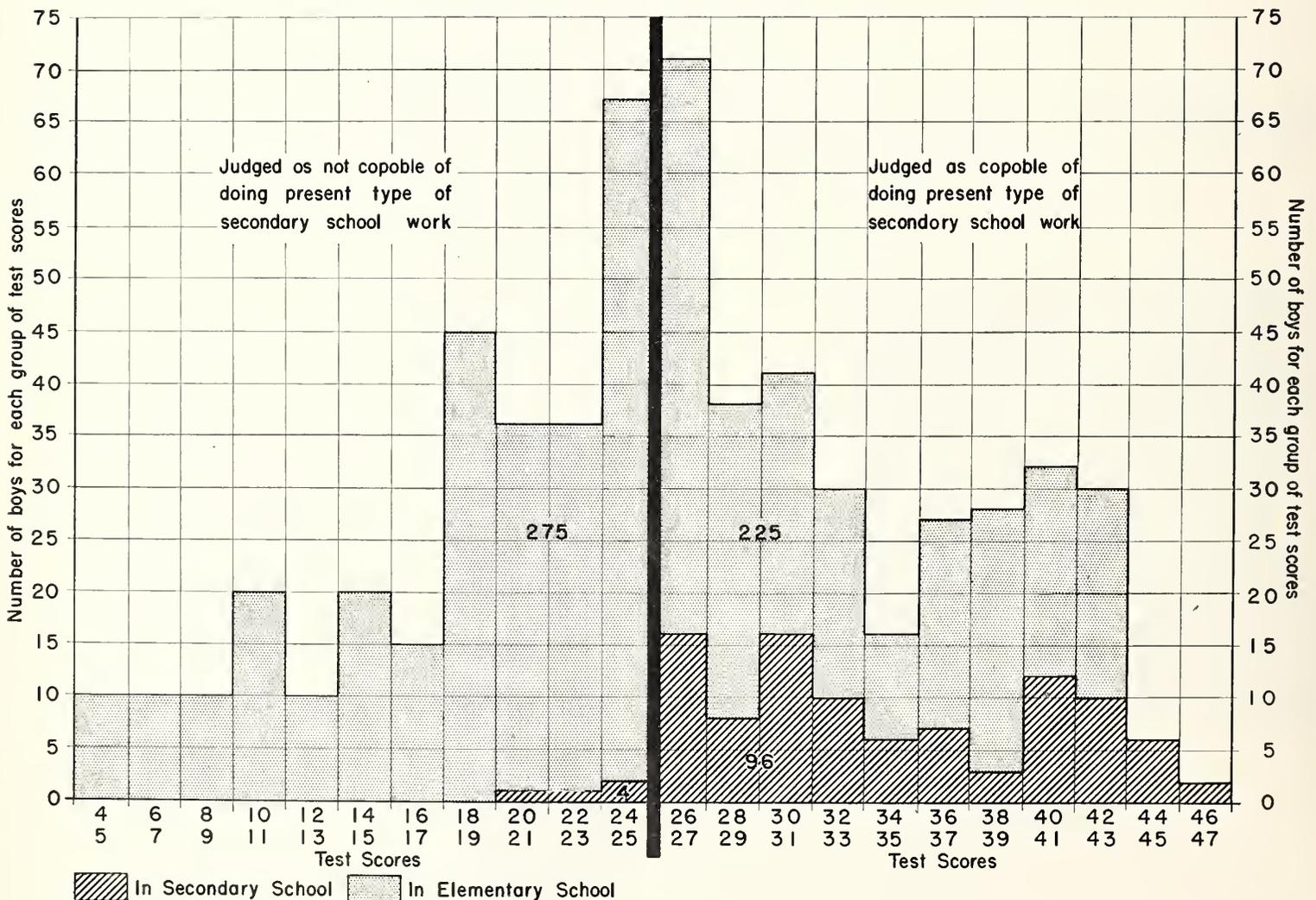
From the subjective investigation it was concluded that the system used for selecting candidates for the secondary

school is unscientific and subject to all possible capriciousness, and that it is highly improbable that the selection taking place results in those pupils who are best qualified being given an opportunity to attend secondary schools. In fact, the writer would set down as a general principle that any system of selection which eliminates 90 percent before the (presumably) screening on the basis of ability takes place, is one which leaves itself open to other types of influence such as social and political status, economic conditions, parental ambition, or pure caprice.

**Objective Study of Selection**

The second approach to this problem, developed simultaneously with the above-described subjective investigation, was to construct an original group intelligence test and administer it to representative boys in the eighth year of schooling—both in the elementary

**DISTRIBUTION OF SCORES ON A VOCABULARY TEST FOR A REPRESENTATIVE GROUP OF 600 STUTTGART BOYS IN THEIR EIGHTH YEAR OF SCHOOL**



# The Curriculum for German Schools

by Mary Dabney Davis, Specialist, Nursery-Kindergarten-Primary Education

and secondary school. The result on one part of the intelligence test discussed is pictured in the accompanying figure. The results on the other sections were similar. These results show that although the boys attending secondary school were as a whole above the average in intelligence there was a large number of boys of equally high intelligence in the elementary school. Actually, the average score of the high intelligence group in the elementary school was somewhat higher than that of the boys attending high school.

Evaluation and guidance work in the sense in which we use those terms in the United States has been practically nonexistent in Germany. Objective measurement for either instruction or guidance has been absent from the German schools since 1931. Before that date some objective tests had been constructed, but no group standardized tests had been developed. The Bober-tag Revision of the Binet-Simon had been used but not extensively. Evaluation methods represented by more or less standardized procedures such as are used in the United States for the evaluation of schools or classes have never been used in Germany. The only evaluation carried on is that of individual pupils and this is done without uniform procedures, i. e., on the basis of subjective examinations, oral interviews, and the general judgment and wishes of teachers and parents. No research has been carried on to check the accuracy of these subjective evaluation methods. About the only guidance work in German schools occurs at the time youth leaves the elementary school to enter a continuation school and apprenticeship program. The employment offices give information about different occupations to youth to help them decide the vocation in which they are to be apprenticed.

All our evaluation of conditions in German schools points to the great need for measurement and guidance work if the schools are to fulfill their mission as democratizing agents. The result of this objective investigation is especially significant in showing the clear need for reorganizing both elementary and secondary education so that all pupils would be given an equal chance and the mental potentiality of youth would be utilized by German society.

**T**HE GROUP of consultants assigned to study and advise on the curriculum for German schools represented all levels of education from the elementary school through the teachers colleges and universities. A detailed briefing by the headquarters staff in Berlin gave a background for the varying assignments. It also threw into relief the rapidity and effectiveness with which the present organization for Germany's education program in the American Zone of Occupation has been developed.

Preparation for this education program began with initial paper plans made in England during the spring of 1944. Later as our armies advanced into Germany the responsibility of education authorities centered upon getting children in the conquered towns off the streets and into schools as a measure of safety. As order was established, the major problem centered in disposing of nazism as the core of the curriculum. This past school year has been regarded as the beginning of the long pull for a sound educational program for Germany based upon democratic principles and made available to all.

To assist with the development of this program the consultants were assigned individually or in small groups to study, assist, and recommend adjustments to improve the service. Some members of the group worked in all three of the States of our Zone of Occupation and others centered their attention within a specified area where assistance in developing or furthering a special service was requested by the Military Government's educational staff.

In each State major attention was being placed upon the development of an over-all plan for the *New School* of Germany. This program provided many opportunities for the consultants to work with the German education officers and to meet with members of

both the general and the curriculum committees.

## *Planning the New School in Hesse*

Each State program is required to be based on principles of democracy which will help to break many past traditions of limited school opportunities for different social classes and open the way for needed innovations.

In Hesse, as in the other two States of our Zone, responsibility for educational leadership is vested in a Minister and his staff whose assignments are somewhat comparable with those of our State education departments. In developing the curriculum for Hesse's *New School* the Minister appointed an over-all Committee of Fifty representing all sections of the State and all aspects of school administration and program from kindergarten through the college level. To this general committee reports are referred by the five main committees concerned with kindergartens, elementary schools, high schools, vocational schools, and teacher preparation. In turn, reports are made to these organizational committees by subcommittees on the social studies, mathematics, languages, physics and chemistry, religious education, art, music, and physical education. Twenty members work on each committee. Problems of content and teaching method are brought first to the general committees organized by school levels. Knotty problems and questions of policy are settled by the over-all Committee of Fifty.

This seems a workable plan and membership on the committees is regarded as an honor and a major responsibility. Discussion at the meetings is active. Staff members of the Military Government's education office attend and advise as needed. Publishers, members of the legislature, and others have been invited to attend and in some instances, to present proposals for the *New School*.

Those of us serving as consultants had opportunities to comment on questions of Committee policy, to explain how we in the United States organize and administer our schools, how we teach, what our classrooms look like, and how we prepare our teachers. Frequently the question centered upon "What has happened since 1933?"

### **Provision for Kindergartens**

Although first developed in Germany, kindergartens have been regarded as a "stepchild" by public education and with few exceptions the schools caring for young children have been operated by private agencies, by church organizations, and by labor unions. Teacher education has been separate from that for primary school work and sometimes offered by a type of vocational institute. Under the present *New School* program in Hesse kindergartens are authorized in public education at public expense.

Answers to questions on which the first meeting with the *New School* Kindergarten Committee centered, covered the basic need to study child growth and behavior; a description together with strip films of a kindergarten day in an American school; cooperative relationships between parents and school, kindergartens and elementary classes, school and community health and welfare services; records of children's development; equipment designs; the relationship of publicly and privately controlled schools; teacher preparation, and teachers' professional groups. Discussion of these topics led to invitations for consultation with privately-controlled as well as publicly-supported schools.

One of the results of these and other conferences was a request from the superintendent of schools for Frankfurt, where kindergartens have been a part of the public-school program for many years, to assist in making a closer relationship between the kindergartens and primary classes. This resulted in plans for an exchange of classes by a limited number of kindergarten and first-grade teachers for the present school year.

### **Curriculum Aids**

It is no slight task to guide the development of major adjustments in a Nation-wide school system. Facing

the need for authentic guides to be used by both the American and the German staffs, plans were made by the headquarters staff in Berlin to develop a *Curriculum and Textbook Center* in strategic places within the three States, the Bremen Enclave, and Berlin.

Nine *Centers* are now in operation throughout the American Zone. Within the limits of their resources they provide materials for curriculum committees interested in all age levels, for people working on programs of teacher preparation, and for agencies interested in youth activities and adult education. German professional workers, members of education and welfare staffs in the British, Russian, and French sectors of Berlin are welcome at the Berlin Center which is located in education office headquarters.

Reports presented at the June meeting of directors of the *Centers* pointed to current problems and suggested new steps to be taken in providing materials and in making them easily available to local schools, colleges, and community groups. Accounts of progress

included additions of texts, bulletins, and visual aids, and increased requests for material on principles of democracy. A statement of present needs of the *Centers* includes a publicity organ for distribution to teachers throughout the Zone, loan packets of pupil records and samples of children's work in American schools, and translations of our curriculum materials into German.

The "long pull" for our education program in Germany is well under way. Its progress cannot travel an easy path for school buildings are inadequate even though great effort to rebuild them has been made. Equipment is outmoded, inadequate, and not conducive to the forming of small groups which help to develop social habits. Class supplies are difficult to obtain. Shortages still exist in food and clothing. The responsibility of extending this program to meet the need of education for democracy in Germany during these years of adjustment is a heavy one and requires the continuing interest and helpfulness of American educators.

## **School Plants in Germany**

by Ray L. Hamon, Chief, School Housing, School Administration Division

**T**HE REHABILITATION of German school plants and the erection of new facilities depend upon such basic considerations as: The political reorganization of Germany; economic rehabilitation; reorganization of a public-school system to serve a democratic German society; the ultimate number, size, type, and locations of schools; and revised curricula and methods of instruction.

The immediate problem is to provide safe, adequate, and healthful school housing for all elementary, secondary, and vocational school pupils. This phase of the problem will not be too difficult in the rural villages and small undamaged towns, but it may require from 2 to 5 years to achieve this goal in the larger population centers. Most of the school buildings in the industrial areas suffered war damage ranging from slight to total destruction. In many cases, portions of the buildings were completely destroyed, while other

portions suffered only roof and window damage.

Thousands of roofs have been patched, temporary roofs have been erected, some glass has been replaced, and many windows have been partially blocked out with brick and scrap materials. Still thousands of classrooms could be put back in service if more window glass and roofing materials were available. The chief bottleneck to school building rehabilitation, as well as general economic recovery, is coal to operate manufacturing plants. Another handicap to industrial rehabilitation is the fact that essential raw materials are in different Zones under different occupation authorities. As building materials become available, schools need to be given a high priority in order to share materials with family dwellings, hospitals, and industrial and commercial establishments essential to a subsistence economy.

In addition to destroyed and damaged

school buildings, the German schools have suffered the temporary loss of many buildings which are used for other than school purposes, such as German civilian hospitals, German civil administration, American dependent schools, American military offices, and troop recreation facilities. Careful study needs to be given to the minimum housing requirements and the possibilities of other accommodations so as to release German school buildings for the use of German schools as soon and as completely as possible.

### Inadequacies of Physical Facilities

The German schools in operation are handicapped by the inadequacy and poor condition of physical facilities. One of these handicaps is lack of fuel and heating facilities. Many central heating plants are out of commission and materials are not available for their repair. Many buildings are being used for types of schools other than their original purpose. Certain phases of the curriculum must be omitted because special facilities have been destroyed. The general food shortage has made it mandatory to attempt to serve school lunches. Since modern lunchroom facilities did not exist in the original German schools, soup kitchens have been improvised, thus adding to the difficult school organization.

The following table indicates the school building situation in the State of Bavaria, including both urban and village schools.

	1938	1947
Total population----	7,000,000	9,000,000
Classrooms in school use -----	21,700	17,000
Enrollment :		
Total -----	1,280,000	1,650,000
Elementary -----	900,000	1,200,000
Secondary -----	80,000	100,000
Vocational -----	300,000	350,000

Bavaria was hard hit, both by the loss of buildings and by an influx of population from Berlin and from the portion of eastern Germany taken over by Poland. More than 3,000 of the 17,000 Bavarian classrooms in use in 1947 were repaired by teachers and pupils for temporary use.

In the spring of 1947, 2,450 usable classrooms in Bavaria were still being used for purposes other than schools; mostly for German hospitals, general

German administration, and refugees. Even when these facilities are returned to school use, it will require 13,550 additional classrooms to house the Bavarian enrollment with 50 pupils per room.

The following table gives some indication as to the school plant situation in the City of Berlin.

	1938	1947
Total population----	4,500,000	3,500,000
Classrooms in school use -----	13,127	6,062
Enrollment :		
Total -----	431,836	449,339
Elementary and special (1-8)---	259,528	308,980
Intermediate (5-10) -----	12,878	16,266
Secondary (5-12) -	58,310	43,229
Vocational -----	101,120	80,864

At the beginning of World War II, there were 608 school buildings in use in Berlin. By June 1945, 124 of these had been totally destroyed; 111 were so heavily damaged that they could not be used; 81 were being used as hospitals, by occupation troops, etc.; and the remaining 292 buildings, although partially damaged, had a total of 3,044 classrooms which were usable. The picture in 1947 shows remarkable progress, but there is still a long way to go. Berlin now needs 8,000 more classrooms. About 1,800 of these needed rooms could be provided if glass, cement, lumber, and roofing materials were available for their repair.

A remarkable thing about the Berlin situation is a 50,000 increase in elementary enrollment from 1938 to 1947 in spite of a 35,000 drop in secondary and vocational enrollment and a loss of one million in total population. Some of this is due to retardation of pupils because of disrupted schools during and immediately following the war. Some is probably due to influx of refugee children. The chief explanation, however, seems to be the high birth rate encouraged by the Third Reich.

### Comprehensive Plans Needed

Considerable portions of the large industrial cities will have to be rebuilt. This vast amount of reconstruction will require many years, and should not be undertaken without comprehensive city and area plans. Now is an opportune time to prepare long-range plans for rebuilding German cities with wide thoroughways, parks, civic centers, and

public buildings for administration, hospitals, and schools. German school authorities and city planning engineers in Berlin, Munich, Nürnberg, and other localities are making progress in planning for rebuilding. There is a danger, however, that city engineers may provide only for the traditional types of schools on restricted sites unless the planning is done in close cooperation with the *Kreis Schulrat* in accordance with standards and principles to be established by the Land Ministry of Education.

The types, sizes, and locations of schools must be determined early in the planning program in order that adequate sites may be provided in the comprehensive city and area plans. Schools should be planned as community educational, cultural, and recreational centers for youth and adults, as well as for the regularly enrolled pupils. In the larger cities, it may be necessary in some cases to locate secondary schools on the outskirts in order to secure sufficient land for school and community play fields and public recreational facilities. In the rural areas the over-all area plan should contemplate some consolidation of small village schools in order to provide educational centers sufficiently large for economy and effectiveness.

### Typical Schools and Classrooms

Most of the German school buildings are massive, formal, and dark, and are located on small sites. The typical city school building consists of basement and four stories. The smaller village school buildings are usually two stories with living quarters for teachers and their families on the second floor. Some of the older buildings were built with masonry walls and combustible floor and roof construction, but most of the buildings erected since World War I are of fire-resistive construction.

The classrooms in general are too small for anything except the most formal type of teaching. Classrooms of about 19 by 24 feet seem to be typical for many buildings. In a few cases classrooms are about 21 by 32 feet, which is approximately the size of our traditional American classroom which we now consider to be too small for modern teaching methods.

The typical German classroom has



Typical Classroom Before the War

windows on one side, blackboard on two sides, cloak hooks along one wall or in adjacent cloak room, cement floors with or without linoleum, and a platform for the teacher's desk across the front end of the room. Tack board, supply cabinets, and acoustical treatment are lacking in the German schools. The teacher's platform usually exists even in the more modern schools built as late as 1930.

The most typical characteristic of German classrooms is the pupil seat and desk equipment, which indicates the most formal type of pupil-text-teacher relationship. The German school seat-desk equipment consists of a double combination similar to the American double seat of two generations ago. These double units are usually hinged to the floor at one end so they can be turned up on end for sweeping under them. Some designs combine the double seat and attached back support with the double desk; in other designs, the seat or bench only is attached to the desk it serves and the pupils use the next desk to the rear as a back support.

Science facilities are usually meager and homemaking and industrial arts equipment, even in the special schools, is limited. These special instruction facilities are now almost entirely lacking where the destruction was heavy.

Because of the loss of special equipment, many special rooms are now used as regular classrooms.

### Attention to Designs

In planning buildings for a long-range program, careful thought must be given to designs which will contribute to a more informal type of school organization and educational method along more democratic lines in keeping with the educational reform which is now taking place. German school architects need to familiarize themselves with modern school designs in other countries as well as the best prewar German school buildings. It is essential that the German educators instruct the architects as to the space and equipment requirements for functional plants which will house adequately and satisfactorily the new and evolving German school system. The German engineers and builders erected some good school buildings between the two world wars. Structurally they were excellent, and they might have been functional for the types of education then offered. The same types of design will not, however, be satisfactory for the reformed post-war educational programs.

Around 1928 there was an attempt by two or three progressive German architects to apply modern architecture to schools. This break with tradition is

illustrated by two schools erected in Berlin in 1928 and 1930, a 1939 school in Nürnberg, and a 1930 Frankfort school which is now used as an American dependents' school. Even these schools, although of modern architecture, were designed for a formal type of education.

Arrangements should be made for adapting some of the modern American school plant literature to German needs and translating it for publication in the German language. It cannot be stressed too strongly, however, that German educators and architects must design their future school plants to meet their own conditions and needs.

The next step in solving both the immediate and long-range phases of the German school plant problem is a comprehensive survey of all school plant facilities as to their condition and adequacy and the need for additional facilities. Such a study should: (1) reveal the possibilities of further release of school buildings now being used for other purposes; (2) indicate materials and labor required out of the present restricted economy for the further repair of school buildings; (3) point out the need for providing temporary facilities sufficient to accommodate all pupils for a full school day; (4) develop principles of city and area-wide planning to the end that adequate school sites will be reserved at the proper locations; (5) develop techniques for cooperative planning by school officials, teachers, architects, and engineers looking toward functional designs for future school buildings; and (6) develop general principles for the selection of school sites, the design and construction of school buildings, and the design and manufacture of school furniture and equipment.

### Compact Day—November 21

NOVEMBER 21 marks the three hundred and twenty-sixth anniversary of the signing of the Mayflower Compact. Materials for schools, including *Suggestions for the Observance of Compact Day* and *Suggestions to Teachers*, may be obtained from the General Society of Mayflower Descendants, Box 936, Providence 1, R. I. Copies of the Compact and of radio addresses including bibliographies are available from the Society.

# The Place of Instructional Materials and Methods in Rebuilding Public Education in Germany

by R. R. Lowdermilk, Educational Uses of Radio, Auxiliary Services Division

**R**EALISTIC PLANNING aimed at rebuilding public education in Germany takes into account the fact that, traditionally, much of the teaching over the years has been concerned primarily with "implanting" ready-made conclusions and with developing effective self-disciplines which sharply delimit the areas within which the individual will presume to exercise independent judgment. Students were "told," in effect, *what* to believe, rather than trained to use the techniques of critical thinking.

Consequently, with each passing generation, an increasingly large segment of the German population was psychologically "conditioned" to look to its presumably informed authorities in public life for social and political leadership. Thus, the very nature of the teaching which characterized much of Germany's public education through the years was responsible, in some measure at least, for creating the kind of thinking habits and civic attitudes which made possible the Nazi Party's rise to power!

## A Task of Vast Proportions

Now that their country has suffered the second major military defeat within the life-span of a single generation, the more thoughtful elements of the German people seem to recognize the dangers inherent in putting their trust in authoritarian leadership. Many express the viewpoint that the new German state must be fashioned along the lines of a republican form of government, wherein national policies stem from the manifest will of the majority, and elected leaders are the *servants* of the people, rather than their masters. They recognize, too, that an enlightened electorate is essential to the ultimate success of any republican form of government. Consequently, one of

their first steps toward building an enduring democracy will necessarily be that of developing a system of free public education to prepare their young people effectively to assume the civic responsibilities that citizenship in any democracy entails.

This represents a task of vast proportions. In the course of the War, many of the school buildings and much of the equipment, as has been pointed out in another article in this issue, were either destroyed or damaged so severely as to make them unusable. Most of the technical equipment, such as laboratory apparatus, motion-picture and lantern-slide projectors, radio receiving sets, and phonographs, as well as teaching supplies are practically nonexistent. Relatively few of the text and reference books remain, and most of these contain Nazi propaganda which renders them unusable.

Even more serious is the critical shortage of qualified teachers. Those in service when the Nazi Party gained control of Germany's educational system were replaced by others strongly pro-Nazi in their sympathies. Since teachers of this kind, obviously, can not be employed in the schools now being reopened, it has been necessary to recall as many of the former teachers as are still available—teachers, it must be remembered, who have not been permitted to practice their profession during the 14 years of Nazi domination. Many of these teachers are advanced in years—some past retirement age—and, in view of the fact that Germany has been virtually isolated, culturally and intellectually, for 14 years, they are out of touch with newer trends and developments in educational theory and practice in the rest of the world. It is hardly surprising, then, that these

teachers, lacking textbooks and other teaching materials, should fall, naturally, into their old, established habits of lecture-method teaching.

In other words, the conditions under which the reopened schools of Germany are forced to operate will tend to perpetuate the same kind of "fact-giving" teaching which has characterized German education in the past! Instead of being trained to analyze, compare, and evaluate facts and opinions about presumed facts, students are *still* concentrating their efforts on rote memorization of what their teachers tell them are facts!

Unfortunately, remedying this condition is a slow and difficult process. True enough, existing school buildings are being repaired, and planning is in progress for the construction of new school plants. New school furniture and other kinds of equipment are scheduled for early production. Existing textbooks and other instructional materials are being inspected carefully for Nazi propaganda, and those found to be free of any objectionable material are promptly released for use in the schools. A number of manuscripts of new textbooks prepared since the end of the War have already been approved for publication, and still others are being written. German educators and statesmen, with the help of our military government's educational specialists and visiting educational specialists from America, have developed detailed outlines for the preparation of new curricula in the major areas of instruction, and courses of study are now being written. The majority of the teacher-training institutions have been reopened, and are filled to capacity with eager young Germans who are applying themselves seriously to preparation for the teaching profession.

However, it will probably be years before there is a sufficient number of adequately equipped school plants to meet the needs of the expanded program of tuition-free public education now planned. Because of the critical paper shortage in Germany at this time, it had been possible, up to May 1 of this year, to publish *only one* series of new textbooks—a set of school atlases—and it is estimated that, even assuming that an adequate supply of paper can be made available, it would take at least

2 years before enough new textbooks could be printed to relieve the present situation materially! Within the next year, graduates of the teacher-training institutions will begin to take their places in the schools. This, unquestionably, will ease the problem of teacher shortage somewhat in the not-too-remote future, *but*, every effort needs to be made in the meantime, to change instructional methods in the teacher-training schools themselves, so that these newly trained teachers will not copy the "fact-giving" methods of their instructors, rather than teach their students *how to think!*

This does not mean that what has been done, to date, by way of rebuilding Germany's educational system, has been without value. To the contrary, those things which have been undertaken have had definite places as an essential part of the over-all program. But it is hoped that increased consideration can be given to the potential implications of the traditional tendency, in Germany, for teachers to "teach facts" rather than to stimulate critical thinking. If this assumption is correct, it would appear, then, that *the most immediate need of the schools of Germany* is that of free access to an abundance and rich variety of new, up-to-the-minute instructional content, organized so as to *stimulate inquiry* rather than *to end it; to provoke thoughtful analysis* rather than *to encourage passive acceptance*; and to *promote the continuing re-examination of beliefs* rather than *to reinforce deliberately implanted biases*.

### **Radio an Available Medium**

A medium most readily available in Germany through which this purpose must be accomplished is, of course, radio broadcasting.

Radio broadcast stations in Germany are supported by funds derived from a special tax on receiving-set owners, rather than from income received from the sponsors of paid advertising. Control of the programing policies of each station is vested in what amounts to a special board of directors representative of the various social, cultural, civic, and occupational groups within its service area. Hence, as much station time can be made available for broadcasting educational programs as the schools consider necessary. In addi-

tion, many of the larger cities of Germany have wired radio systems (drahtfunk) which, though not in operation now, could be rebuilt and extended for use in school broadcasting, should the time come when the demand for educational programs might become so heavy as to be a burden to the regular stations. A number of democratically minded frontier thinkers in education are known to officials of our military government in Germany, who, with a little help from America (perhaps a few months of training in this country, or assistance in the nature of a few educational program writers and producers sent to work with them for half a year), should be capable of training teacher groups to write and produce programs of the kinds needed. Substantial assistance from America would be needed in order to equip the schools with suitable program-receiving facilities, at least at the outset, but the expense involved would be relatively small in comparison with other items of the cost of occupation.

The actual problems involved in instituting a comprehensive program of education by radio in the American Occupation Zone of Germany are far outweighed by the values it would afford. The initial stages of such a program would probably need to emphasize providing teachers with the instructional content. At least some of the broadcasts, at this stage, might properly be of the "direct teaching" type, in order to show German teachers, by example, that teaching involves something more than merely "teaching facts." However, as new textbooks become available, and as teachers develop instructional methods appropriate to the educational objectives they seek to accomplish, radio can be used for many other educational purposes for which it has been shown to be uniquely effective.

With respect to *promoting the intellectual growth of students*, for example, it can provide the teacher with a wealth of instructional materials appropriate for use in awakening interests, stimulating intellectual curiosity and critical inquiry, in promoting searching analysis, and in broadening the bases for comprehensions. With respect to *developing social understandings*, it can present dramatic sketches showing social motivations and the selection and

application of social techniques, or it can sharpen perceptions of social significance through objective analysis of contemporary issues and events. In the field of *appreciations*, it can provide programs—great music, literary masterpieces, and drama—to be used in developing discriminating tastes and in giving students command of the techniques by which they can enhance their own individual satisfactions. In the field of *guidance*, by employing the techniques of the panel discussion or forum, it can provide young people with a convenient medium through which they can analyze and evaluate their everyday experiences; or, employing the techniques of dramatization, it can provide them with opportunities to participate in the solving of problems similar in nature to their own.

Even more important from the standpoint of redirecting instructional emphasis in the schools of Germany, is the fact that, whereas the classroom teacher can contradict with impunity an opinion stated in a textbook or any of the other conventional media of instruction, in teaching with radio, he is likely to find himself confronted, at times, with several different points of view pertaining to the same public event or issue, all of which are mutually contradictory. Faced with a situation of this kind, in order to establish any logical basis for deciding which viewpoint is most nearly correct, he must first examine each of them in terms of its overall social implications. Then, in order to provide a common basis for comparison among them, each has to be analyzed and evaluated in terms of the validity of the premises on which it rests, of the substance and significance of the arguments advanced to support it, and in terms of known or suspected biases which may have operated in the selection and manipulation of these arguments. In short, the kind of instructional techniques the teacher is forced to employ in situations of this kind serve, by example, to show his students how to apply the processes of critical thinking in arriving at their own independent conclusions. Once this habit of rational analysis has become firmly established, we can expect the students in the schools of Germany to become less inclined to accept "ready-made" answers.

## IN THE FIELD OF UNDERSTANDING

SCHOOLS and newspapers are long-time community institutions. Both serve in the field of education, in the field of understanding. How well they serve depends largely upon how well they are able to work together for the common good. The results are not measured in column inches but in community betterment, in the stature of citizenship.

### Millions of Taxpayers

Schools—big and little—have opened again. This year they enroll some 32,100,000 students. They have the services of some 1,125,000 teachers, supervisors, and administrators. They are controlled by some 350,000 school board members. They are supported by millions of taxpayers. Yet not all taxpayers, not all parents even, can possibly see for themselves the day-to-day work of the schools. They are unable to watch Johnny and Mary in their many classes. They have little opportunity to observe just how the teachers teach, or the superintendents superintend.

Most citizens—in fact most parents—know their schools in a general way only. And here is where that other long-time community institution—the newspaper—comes in. Through the press the work of the public schools may be truly brought to the public. Our schools, our colleges, our educational institutions and agencies, all need the diffusion of information about their work so that the people in small or large communities may better understand their services and better understand how to help improve these services—for children, for youth, for adults.

### High Dividends

Schools are full of good, constructive feature stories. They run over with news. They have pictures everywhere—for the taking. They hold the stuff that makes effective editorials. Their great potentialities along these lines need to be put into action.

Newspapers—rural or urban—mean to be friendly to education, but newspapers have the world to cover. School people should therefore make every

ethical effort to give to their local newspapers clear-cut and timely information so that the newspapers will be able to keep the public well acquainted with what's going on educationally. Telephone and personal visits to discuss school activities and plans with local newspapers often bring high dividends in education and community building.

A step of Nation-wide significance in the direction of diffusion of school information was taken during the National Education Association meetings in Cincinnati this summer. An organization to be known as the *Education Writers Association* was formed. Its membership includes editors and reporters who devote all or a considerable part of their working hours reporting and writing on school and educational affairs.

### Worth Thinking About

An editorial relating to the idea was recently published in *The Cincinnati Enquirer*. It points out some things to think about as follows:

"There probably isn't a newspaper in the country in a city of more than 50,000 population which doesn't have reporters especially assigned to city hall, courthouse, and political beats, but in too many instances the handling of school news is on a haphazard basis, with whatever reporter who happens to be handiest drawing the assignment. The newspapermen (and women) who are organizing the Education Writers Association feel that this is wrong and that the reporting of school news requires just as much specialized expertness as the reporting of political, sports, or police news.

"Here in Cincinnati it costs almost as much to run our public schools as it does to operate our city, and this, of course, also is true in every other community. Every resident of the community is—or should be—interested and concerned with what goes on in our school system. If they don't have, or never expect to have, children of their own in the public schools, they should be interested because they have a financial concern. If a person is not paying

taxes directly to the schools as a property owner, he is paying them indirectly in rent, and a substantial portion of every penny of sales tax comes back to the public schools.

"There is a Baseball Writers Association and a Science Writers Association, and membership in both organizations is highly prized by the writers who specialize in those fields. The field of education is at least equally as important as either of these and should be as highly specialized. There is a definite place for an Education Writers Association, and we have nothing but wishes for success for the men and women who have brought about its organization."

### Time Is at Peak

With education writers taking that kind of noteworthy leadership, time is at its peak for school people everywhere to help more than ever to bring "the mountain to Mahomet." Education news brought directly from the schools, through the press, to the people, offers opportunity for increasing manyfold the sum total of constructive understanding within communities and throughout the world. Only through understanding can free schools, free press—even freedom itself—be maintained.

Those long-time institutions—the schools and the newspapers—have lots of teamwork ahead in this atomic age.

### Education Writers Officers

OFFICERS elected by the Education Writers Association for the coming year include: President, Benjamin Fine, *New York Times*; Vice President, George J. Barmann, *Cleveland Plain Dealer*; Secretary-Treasurer, Millicent Taylor, *The Christian Science Monitor*. The following were elected to the Executive Committee: Helen Fleming, *Chicago Daily News*; Harrison W. Fry, *Philadelphia Evening Bulletin*; Allan Ecker, *Time Magazine*; and William G. Avirett, *New York Herald Tribune*. Elected an Honorary Member of EWA: Dr. Belmont Farley, Director of Press and Radio Relations for the National Education Association.

# Education for World Understanding

## A Report of the NEA Representative Assembly Meeting

THE URGENT NEED for education for world understanding was re-emphasized in the following resolutions adopted by the Representative Assembly of the National Education Association, in session in Cincinnati, July 7-11:

"The National Education Association reaffirms its support of the United Nations as the world organization designed to maintain peace and security. The Association recommends that all educational institutions teach the history, structure, progress, and problems of the United Nations.

"The National Education Association recommends that the international program of UNESCO be fully supported.

"The National Education Association recommends that the policy of the exchange of teachers with foreign countries be extended as rapidly as possible; that the Congress provide more funds for the Department of State and the United States Office of Education to expand this program; and that communities render financial assistance to facilitate exchanges.

"The Association recommends that the teaching of foreign languages and foreign cultures, especially in the elementary and secondary schools, be extended and improved. Educational institutions should give credit for residence and study spent in foreign areas.

"The National Education Association recommends that all members, departments, and affiliated organizations give full support to the World Organization of the Teaching Profession in the interests of international understanding and universal free education."

A related resolution had to do with intercultural relations. It reads:

"The National Education Association believes that teachers and educational institutions have a responsibility for educating youth to understand and appreciate the contributions made by various groups to our civilization and an obligation to encourage active participation in the establishment of a favorable en-

vironment in which all groups may develop."

Other resolutions adopted by the Assembly included those relating to professional responsibilities, professional standards, qualifications for State and county school administrators, a national board of education, Federal aid, national security, and Federal income tax exemption. The Assembly urged that salary adjustments be sought "in a professional way through group action," and stated that "the Association condemns the violation of contracts by teachers, believes that the strike is an unsatisfactory method of solving professional problems, deplors the existence of conditions which have caused teachers to strike, and urges that those within the profession assume a larger share of the responsibility for the removal of these conditions."

### Growth of the Professional Organization

The National Education Association was reported as having reached an all-time high in membership—more than 386,000 members—in fact, a gain of 45,670 over the preceding year.

### President's Message

President Pearl A. Wanamaker's address before the Assembly emphasized approval of the Federal aid legislation before Congress (S. 472 and H. R. 2953). She also asserted that educational leaders "have a vital responsibility in maintaining the impregnability of the wall between church and state"; that "the National Education Association stands firm in its objection to organic affiliation of the profession, as a body, with any part of the national life that entertains an exclusive economic, religious, or political point of view."

### New Officers

Officers elected for 1947-48 include: *President*, Glenn E. Snow, president, Dixie Junior College, St. George, Utah; *first vice president*, I. R. Amerine, Mound Junior High School, Columbus,

Ohio; 11 *other vice presidents*—John Milne, superintendent of schools, Albuquerque, N. Mex.; Glenn W. Moon, principal, Stamford, Conn.; Earle T. Hawkins, director of instruction, State Department of Education, Baltimore, Md.; Kenneth G. Young, superintendent, Moro, Oreg.; Edward E. Keener, principal, John Hay School, Chicago, Ill.; Thomas A. Babcock, teacher, Mount Clemens, Mich.; Alma T. Link, teacher, Oshkosh, Wis.; M. G. Farrow, superintendent of schools, Fremont, Nebr.; Edwin M. Bonde, dean of boys, Tulsa, Okla.; J. Frank Faust, superintendent of schools, Chambersburg, Pa.; Mary DeLong, teacher, Roanoke, Va.; *treasurer*, Gertrude E. McComb, teacher of science and mathematics, Junior High School, Terre Haute, Ind.; *executive committee*—Corma Mowrey, high-school teacher, Clarksburg, W. Va.; Mrs. Beulah Keeton Walker, activities director, Alex W. Spence Junior High School, Dallas, Tex.

## HOME ECONOMISTS MEET

THE PROGRAM of work of the American Home Economics Association for 1947-48 will stress the following nine points, according to action taken at the Association's 38th annual meeting, held in St. Louis, Mo., in June:

1. Intensive study of the problems of the family and institution groups.
2. Improvement and extension of homemaking instruction.
3. Further improvement of professional education and stimulation of continued professional growth.
4. Encouragement of investigations and research for the development of functioning programs in home economics and for the contribution of new knowledge in all areas of home economics.
5. Interpretation of home economics to our own members, to administrators, to potential recruits, to parents, to other organizations and agencies, and to the general public.
6. The support and promotion of legislation which will improve family welfare on local, State, national, and international levels.
7. Development of an active program for the purpose of recruitment of workers to include effective vocational guidance.
8. Provision for improvement in the professional standards and status of home economics.
9. Study of better ways and means of interpreting home economics to visitors, students, and professional workers from foreign countries. This program involves an in-

creased effort on the part of home economists to understand and appreciate the cultures of all nations and groups.

Trends in each of the six subject-matter areas of home economics were briefly presented at a joint meeting of the divisions. The Nation-wide *Consumer Speaks Project*, sponsored by the Consumer Interests Committee of the Association, was also reported.

Recommendations of the Association's Legislative Committee included support for: Federal agencies which bear directly on family welfare or fall in the field of home economics, including the U. S. Office of Education; legislation to provide a school lunch program which includes provision for nutrition education and trained personnel; legislation to equalize educational opportunities in all parts of the Nation through Federal aid and to increase the opportunities for home economics education; legislation to facilitate the international exchange of information to personnel for better understanding of home life and to facilitate the economic construction of war-torn countries and thus help to preserve the peace.

Dr. Marie Dye, dean of the School of Home Economics, Michigan State College, and president-elect of the Association, will assume office in June 1948, and will serve until the annual meeting in 1950. Edna M. Martin, Director of Home Economics, Seattle (Wash.) Public Schools, was elected as one of the three vice presidents.

Announcement was made of 7 International Scholarship Award winners—2 from Greece, 2 from China, 2 from India, and 1 from the Netherlands.

### Conference Proceedings Available

COPIES of the *Proceedings* of the Tenth Annual Educational Conference of the Sisters of Loretto held at Webster College, Webster Groves, Mo., November 29 and 30, 1946, are available on an interlibrary loan basis from the Library of the U. S. Office of Education, Washington 25, D. C. The proceedings contain the papers, a summary of general and divisional meetings, and a digest of the conference.

A limited number of copies of the proceedings are also available upon request. Inquiries should be sent to the President of Webster College, Webster Groves 19, Mo.

# What Will This Year's Record Be?

## American Education Week Widely Observed

**M**ORE THAN 10,000,000 citizens in the United States "went to school" long enough to participate in American Education Week programs during that event last year, reports the National Education Association. National sponsors for American Education Week are: National Education Association, American Legion, National Congress of Parents and Teachers, and U. S. Office of Education.

Throughout the Nation, *American Education Week*, Nov. 9-15, will be observed in many ways. "Schools are Yours" is its general theme. The attendance record this year is expected to top all previous records, particularly because of the widespread community interest in the critical school situation.

### First Proclamation Issued

The Presidential proclamation which first set apart a week to be known as American Education Week was issued in 1921 by President Harding. It pointed out some of the general problems that faced education following World War I: "Whereas the experience of the war revealed vast elements of population that are illiterate, physically unfit, or unfamiliar with American ideals and traditions . . ."—words in that first proclamation—still sound familiar in meaning after World War II.

The National Education Association, in a statement issued that same year, pointed to the necessity of securing support of the public in meeting the needs of the public schools. And the needs, too, do not sound a quarter century old: Better buildings and equipment, better-paid teachers, better vocational education, and a few others.

Topic for the first day of American Education Week, this year, November 9, is *Securing the Peace*. "The atomic discovery makes peace and survival synonymous," reads the explanation. This sort of explanation we didn't hear in 1921.

Other emphases this year, as indicated by daily topics, include promoting health and safety, and enriching home and community life. Health and safety can hardly be considered new concerns

of the public schools. The fact remains, however, that there were 6,700 accidental deaths of school children in the United States during 1945. In matters of health, there has been notable progress. Tuberculosis, for example, has been dropping off regularly in recent years. Paradoxically, the Nation is still confronted with a great burden of health deficiencies. That pricking sensation in our conscience is caused by the knowledge that it is within our power to conquer most of the ills that affect school-age children. Community and financial support are keys to further progress.

The effort to enrich home and community life derives impetus from such distress signals as increased incidence of divorce, delinquency, and related social problems. It is perhaps a moot point as to how much the home is responsible for these developments. In any case, the school must be concerned with psychological growth and emotional maturity if the Nation is to have a high quality of citizenship.

### Students Will Speak for Democracy

"WHAT democracy means to me" will be the underlying theme of a Nation-wide contest for junior and senior high school students to be sponsored by the National Association of Broadcasters and the Radio Manufacturers Association during National Radio Week, October 26-November 1.

Tentative plans for the contest call for 5-minute presentations by high school students, in local, State, and finally national competitions to select the winning "Voices of Democracy." The suggested subject of each presentation will be, "I Speak for Democracy."

Details of the contest, including plans for awarding of radio sets to schools attended by winning students, will be announced through local radio stations and various other channels. The U. S. Office of Education is serving in a consultative capacity for the contest.

## Librarians Concentrate on Significant Problems

by Ralph M. Dunbar and Nora E. Beust

WITH "Moratorium on Trivia" as its general theme, the American Library Association held its sixty-sixth annual conference in San Francisco, June 29 to July 6. Over 2,600 librarians registered at the meeting, including representatives from 25 other countries. Among the subjects stressed were: Responsibility of libraries for improving international understanding and good will, the significance of the present scientific age for libraries, service to young people, and the urgency of extending library facilities throughout the Nation.

At the opening session, President Mary U. Rothrock emphasized the theme of the conference by pointing out that "events have placed on today's libraries, as on other institutions concerned with education and enlightenment, a more positive responsibility for getting the insides of books into the minds of men." She stated further that "the broad extension of libraries, popular as well as scholarly, is indispensable to the full, purposeful, responsible diffusion of information. How this is to be effected is a question for which we must seek the answer."

### National Plan for Libraries

One answer to the problem was given in the recently completed *National Plan for Public Library Service*, which was presented for the consideration of the delegates by the Postwar Planning Committee of the Association. In outlining the plan, John S. Richards declared that the United States has "a little of the best library service in the world and a great deal which could classify as almost the worst." To remedy this situation, the National Plan is recommending the establishment of 1,200 large units of service instead of the present 7,500 public libraries. The financing would involve the spending of \$140,000,000 annually for operating expenses, a capital outlay of \$400,000,000, and an additional expenditure of

\$150,000,000 to stock new libraries with books and to help substandard libraries.

### Service to Children and Young People

The Division of Libraries for Children and Young People opened its meetings in joint session with the Public Libraries Division. The supervisor of children's work in Kern County Free Library described how children are served by the public library and the type of service made available to schools through the public library in this California county. A talk on reading done by Japanese children and the possible role of American children's books in Japan was presented at another session by a librarian who had recently returned from Japan.

Considerable attention was given to the subject of library service to youth. Standards for public library service to youth are being formulated, and a survey of young people's work in New York has been completed. Among papers on the subject was "The Oak Ridge Youth Council," by Helen M. Harris, librarian of the Lawson McGhee Library, Knoxville, Tenn. This experiment with youth who take responsibility when given the opportunity has implications for many communities. Other papers dealt with types of services given by public libraries and junior college libraries, and with the importance of the procedures used in reading guidance for young people.

The preschool story hour, a service given to children before they are borrowers of library books and a comparatively recent extension of public library services to children, was discussed by a staff member of the Detroit Public Library. It was pointed out that the most desirable sized group is one of 10 to 15 children but that public libraries sometimes have groups of 100. Consideration was given also to the use of recordings as a new medium for reading

guidance in the story hour. Mrs. Ruth Harshaw spoke to the group on the need for informing trustees of the importance of work with children and young people.

The annual Newbery and Caldecott awards were presented at an open meeting. Carolyn Sherwin Bailey received the Newbery medal for *Miss Hickory*, and Leonard Weisgard received the Caldecott medal for illustrating *Little Island*, written by Golden MacDonald.

### College and University Libraries

At the meeting of the university librarians, the chief topic was the problem of segregation of the library for the undergraduates from the library for graduate students and research workers. In addition, the college and university librarians devoted a series of meetings to the problems of library buildings. The director of the Harvard University Library, Keyes D. Metcalf, stated that rising construction and maintenance costs are posing difficult questions for college or university authorities who are in process of deciding upon a library building program. Is providing more library space the only answer to the problem raised by increased book collections and enlarged student bodies? Another speaker raised questions about the suitability of the "flexible unit" type of building for meeting all the varied demands placed upon a library building by the modern instructional program of the college.

### Audio-Visual Aids

The Audio-Visual Committee sponsored a Film Institute on distribution and use of educational films through libraries. Short presentations on various problems were given by specialists in the field, including representatives from State departments of education, universities, public libraries, and advisers on films.

### Salaries of Librarians

Salaries came in for due consideration at the meetings of the Board on Personnel Administration. At an open meeting representatives of trustees, staff organizations, administrators, library extension agencies, and city governments presented their views on what should be done in the matter of library salaries. The following points were considered as of primary importance in

the effort to improve the compensation of librarians:

(a) Sharp distinction between professional and clerical duties and between the various levels of professional work must be made;

(b) Librarians must study their salaries in relation to other comparable professional groups;

(c) Efforts should be made to increase salaries at all levels, not merely to raise minimum salaries;

(d) Librarians must demonstrate the value of their services to their users to convince their governing bodies and the taxpaying public.

### **Active Participation Urged**

In the final session of the conference the new president, Paul North Rice, urged the active participation of librarians in promoting international understanding. "American public libraries," said Mr. Rice, "have always prided themselves on being neutral on all subjects. . . . In this atomic age, however, it may be necessary for us to desert our boasted neutrality. . . . Many of us are sure that the only hope is international cooperation. If we believe that, do we dare make our libraries neutral as between an isolationist or an international point of view?"

### **Special Libraries Convention**

"New Frontiers" was the theme of the 38th annual convention of the Special Libraries Association which was held in Chicago June 10-13.

In accordance with the basic organization of the membership of the association into groups with specialized interests, the convention program included a series of meetings and visits to the outstanding local special libraries for members from the following groups: Advertising, biological sciences, business, financial, geography and map, hospital and nursing librarians, insurance, museum, newspaper, science-technology, social science, transportation, and university and college.

"UNESCO and the Library" was the subject of an address by Theodore Besterman, counselor of the Bibliographical and Library Center, UNESCO House, Paris, France, when he spoke at a joint meeting of the social science group and the university and college group.

## ELEMENTARY EDUCATION

### **Conference and Workshop Reports**

Reports of working conferences and workshops held throughout the country during the past summer indicate a continuing popularity for this informal type of organization for group planning and for group analysis of current school problems. The accounts available indicate increased initiative on the part of State departments of education and of State colleges and universities in providing opportunities for cooperative group work. It may be noted that community and family problems enter extensively into the study of educational needs.

### **Annual Leadership Conference**

There are no "special" subjects in the elementary school curriculum. Similarly there are no "main" subjects in the elementary school program. Each field of learning has its own contribution to make to the lives of children and youth; each is valued in the degree to which it can add to children's growth and development. The program for boys and girls in the elementary school should provide experiences which contribute to their personal competence as effective members of a democratic society. A curriculum with its focus on children's needs, providing for living and learning, is the aim of education today.

So said representatives of the 17 national organizations who met with the staff of the Elementary Education Division of the U. S. Office of Education June 12-14, 1947, at the invitation of Commissioner Studebaker. The conference brought together representatives from the following organizations: Association for Childhood Education, National Association of State Directors of Elementary Education, Department of Elementary School Principals (NEA), Association for Supervision and Curriculum Development, American Association of School Administrators, Department of Rural Education (NEA), National Council of Teachers of English, National Association of Penmanship Teachers and Supervisors, National Council on Elementary Sci-

ence, National Council of Geography Teachers, Association for Health, Physical Education and Recreation, National Council for the Social Studies, National Council of Teachers of Mathematics, Music Educators National Conference, Department of Art Education (NEA), American Industrial Arts Association, International Council for Exceptional Children.

The report of the conference is now available from the Elementary Education Division of the Office of Education.

### **State Directors Association**

The Association of State Directors of Elementary Education has had under way for several months a series of six committee reports dealing with current problems of State supervision. Areas of these committee studies include Characteristics of a Good Elementary School, Coordination of School and Community Services for a Twelve-Month Development Program, Programs for Children Below Six, Techniques for Stimulation of Curriculum Development Throughout the State, Programs for the Continuous Professional Preparation of Teachers, and School Housing Facilities for a Desirable Educational Program. At the invitation of the U. S. Office of Education, representatives of these committees met for a working conference in Washington June 22-24 to evaluate, revise, and prepare the reports for publication.

### **Art Workshops in Virginia**

As a Virginia State Education Department project the State Supervisor of Art and an assistant organized and conducted two art workshops for the purpose of developing an art curriculum guide. One was held at the Richmond Professional Institute and the other at Virginia State College, Petersburg, during a 4-week period in June and July. Members of the workshop groups included teachers, principals, and supervisors at elementary, secondary, and teachers college levels, together with art teachers and supervisors.

# EDUCATORS' BULLETIN BOARD

## NEW BOOKS and PAMPHLETS

### Audio-Visual Education

*Foundations for Teacher Education in Audio-Visual Instruction.* By Elizabeth Goudy Noel and J. Paul Leonard. Washington, D. C., American Council on Education, 1947. 60 p. (American Council on Education Studies. Series II, No. 9.) 75 cents.

Designed as a practical manual and guide for those who are initiating, developing, or revising programs intended to prepare teachers in the use of audio-visual materials. Includes suggested content for meeting teaching requirements, suggestions for pre-service and in-service education of teachers, guides for the evaluation of teacher education programs and a bibliography.

### Consumer Education

*Consumer Education in Your School.* Washington, D. C., Consumer Education Study. National Association of Secondary-School Principals, A Department of the National Education Association, 1947. 128 p. 60 cents.

Developed by the Consumer Education Study to help teachers and administrators determine what shall be taught and which methods of curricular organization and instruction are likely to be most effective. Part V, "The Consumer Education Library," lists material for the self-education of the teachers as well as instructional material needed in the classroom.

### Citizenship Education

*The Education of Youth as Citizens; Progressive Changes in Our Aims and Methods.* By Henry W. Thurston. New York, Richard R. Smith, 1946. 225 p. \$3.50.

States its two main purposes: "1. To give teachers clear perspectives on the changing processes of school education of youth as citizens. 2. To formulate, illustrate and emphasize the essentials of sound teaching processes for the education of youth as citizens in schools of all grades, from elementary schools to and including normal colleges."

### Merchant Marine Careers

*Down to the Sea in Ships; the Story of the U. S. Merchant Marine.* By Wallace West. New York, Noble and Noble, Publishers, Inc., 1947. 153 p. illus. \$2.00.

Traces the history of the U. S. Merchant Marine and reviews the vocational opportunities in its service. Describes the training courses offered by the State Maritime Academies and the course of study at the U. S. Merchant Marine Academy at Kings Point.

### National Parks

*Exploring Our National Parks and Monuments.* By Devereux Butcher. New York, Oxford University Press, 1947. 160 p. illus. \$1.75.

Prepared under the auspices of the National Parks Association. Describes the national parks and monuments—their natural beauty, their plant and animal life, and geologic history. Emphasizes the vigilance required for the conservation of these areas and the maintenance of high standards. Includes many illustrations and would be useful in a school library.

### Vocational Training

*Training High-School Youth for Employment.* By C. E. Rakestraw. Chicago, American Technical Society, 1947. 217 p. illus. \$3.50.

Discusses the Cooperative Diversified Occupations Program and describes in detail the organization and operation of the vocational training program for youth, in which the students are engaged in a diversity of occupations and alternate between school and work on a half-day basis. The author has been a pioneer and leader in the establishment and development of diversified occupations training.

### Driving and Safety

*Let's Teach Driving; An Administrative Guidebook.* Washington, D. C., National Commission on Safety Education of the National Education Association, 1947. 135 p. 50 cents, single copy.

Aims to give a broad understanding of the need for teaching automobile driving and to help schools provide the instruction. Outlines plans for organizing a classroom course. States that "with high-school-age drivers continuing to pile up the worst accident record of any age group, the truth is that we can no longer afford to withhold driving instruction."

*Sportsmanlike Driving.* Washington, D. C., American Automobile Association, 1947. 425 p. illus. \$1.25, single copy to AAA clubs, schools, colleges, or other educational groups.

This new edition presents text material which is the outgrowth of more than a decade of experience in class work and behind-the-wheel driving. A new teacher's outline for use with *Sportsmanlike Driving* will be available later.

### Music Lessons

*So We're Going To Have Music Lessons.* By Frederick A. Taylor. Boston, Bruce Humphries, Inc., 1947. 20 p. illus. 50 cents.

Compiled by a music teacher for interested parents. Discusses the age to begin lessons, the selection of a teacher, practice, how long a child should study, qualities developed, possibilities for a music career and other pertinent topics. A pamphlet for the pupil, *So You're Going To Take Music Lessons*, is also available.

### 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.

### Commercial Education

*A Classroom Teaching Procedure in Bookkeeping.* By Ralph F. Knost. Master's, 1945. University of Cincinnati. 97 p. ms.

Develops a teaching procedure based upon a class project of 24 related complete cycle bookkeeping problems.

*A Comparative Study of Stenographic and Typewriting Courses, as They Are Accepted From High School and Accredited Toward a Degree in 50 Selected Colleges in the United States.* By Elizabeth Mower. Master's, 1947. Boston University. 71 p. ms.

Compares, in some detail, the number of courses accepted from the secondary school business education curricula for entrance into State teachers colleges and liberal arts colleges of the non-proprietary type. Finds a wide discrepancy between the amount of credit accepted for the secondary school courses in different colleges.

*A Comparative Study of Terminal Business Curricula in Public Junior Colleges and Private Business Schools.* By Marie I. McCarthy. Master's, 1947. Boston University. 63 p. ms.

Attempts to determine the frequency and location of public junior colleges and private business schools offering terminal business curricula, and the types of such curricula offered.

*The Educators' Bulletin Board is prepared each month in the U. S. Office of Education Library.*



## 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

#### Federal and State School Officers.

Washington, U. S. Government Printing Office, 1947. 37-p. (Part I, Educational Directory, 1946-47) 15 cents.

Gives names of U. S. Office of Education staff, of principal State education officers, executive officers of State Library extension agencies, and principal education officers of the U. S. Indian Service.

#### Statistical Summary of Education, 1943-44.

By David T. Blose and Emery M. Foster.

Washington, U. S. Government Printing Office, 1947. 49 p. (Chapter I of the Biennial Survey of Education in the United States, 1942-44) 15 cents.

A continuation of a series of periodic reports which have been prepared by the U. S. Office of Education since 1871. Basic data from the other three chapters of the Biennial Survey, covering both public and private education from kindergarten through the university, have been brought together to present as complete a picture of education in the United States as is available from the statistical reports received in the U. S. Office of Education.

#### Vocational Training for War Production Workers—Final Report.

By W. Daniel Musser.

Washington, U. S. Government Printing Office, 1946. 290 p., illus. (Bulletin 1946, No. 10) 60 cents.

Record of facts connected with the operation of the program. One of six reports on the defense and war training activities of the U. S. Office of Education.

#### Rural War Production Training Program—Final Report.

Prepared under the direction of W. T. Spanton.

Washington, U. S. Government Printing Office, 1946. 72 p., illus. (Bulletin 1946, No. 11) 20 cents.

Part I. Program under the National Defense Training Acts, Oct. 9, 1940-June 30, 1945. Part II. Food-processing program in the public schools under the special grant funds June 8, 1945-Dec. 31, 1945.

#### Training Films for Industry.

By Floyd E. Brooker.

Washington, U. S. Government Printing Office, 1946. 103 p., illus. (Bulletin 1946, No. 13) 30 cents.

Final report on the War Training Program of the Division of Visual Aids for War Training of the U. S. Office of Education.

### New Publications of Other Agencies

#### DEPARTMENT OF AGRICULTURE

#### Cooperative Frozen-Food Locker Plants.

By S. T. Warrington and Paul C. Wilkins, Cooperative Research and Service Division, Farm Credit Administration.

Washington, U. S. Government Printing Office, 1946. 82 p. (Circular C-127) Free from the Director of Information and Extension, Farm Credit Administration.

Outlines planning for cooperative ownership, plant design and operation, and statistics and experience of selected cooperative plants.

#### Farm Fishponds for Food and Good Land Use.

Washington, U. S. Government Printing Office, 1947. 29 p. (Farmers' Bulletin 1983) 10 cents.

Tells how to build and manage a good fishpond. Supersedes Farmers' Bulletin No. 1938. Fish for Food from Farm Ponds.

#### Farm Work for City Youth.

Prepared by the Extension Service.

Washington, U. S. Government Printing Office, 1947. 25 p. (Program Aid

No. 27) Free from the Extension Service as long as the supply lasts.

Points out some of the educational needs of youth today and the learning values to be found in farm work.

#### DEPARTMENT OF COMMERCE

#### Subject Headings for Technical Libraries.

Edited by Grace Swift and Jerrold Orne, Office of Technical Services.

Washington, U. S. Department of Commerce, 1947. 167 p. (P. B. 79322) \$1.50 from the Department of Commerce upon payment in advance with check or money order made payable to the Treasurer of the United States.

A specialized list relating particularly to recent developments in the fields of electronics, explosives, ordnance, tropicalization, aeronautics, photography, metallurgy, nuclear physics, and other related fields.

#### DEPARTMENT OF LABOR

#### Your Job Future After College.

Prepared by the Women's Bureau.

Washington, U. S. Government Printing Office, 1947. 8 p. Single copies free from the Women's Bureau.

Lists some important questions to be considered when choosing an occupation and summarizes current possibilities in various types of employment for women.

#### DEPARTMENT OF STATE

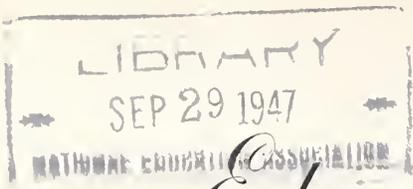
#### Publications of the Department of State, January 1, 1947.

Washington, U. S. Government Printing Office, 1947. 35 p. (Publication 2801) Free from the Division of Publications.

This list is cumulative from January 1, 1945, through December 31, 1946. Publications are grouped by type (such as Pocket Pamphlets, Posters, and Maps) and by general subject matter (such as Atomic Energy, United Nations). For earlier publications, use the Department's Publication 2609 (free), cumulative from October 1, 1929, to July 1, 1946. For very recent titles, use the leaflet issued May 1947, as Publication 2819 (free).

#### AASA Announcement

The 1948 winter convention of the American Association of School Administrators will be held in Atlantic City, February 21-26, according to its president, Herold C. Hunt.



# Educational Directories

**NOW AVAILABLE**



## *Part 1*

### **FEDERAL and STATE SCHOOL OFFICERS**

1946-47 edition. Lists U. S. Office of Education personnel, principal State education officers, executive officers of State library extension agencies, and principal officers of U. S. Indian Service. . . . . Price 15 cents.

## *Part 2*

### **COUNTY and CITY SCHOOL OFFICERS**

1946-47 edition. Lists all county school superintendents, and superintendents, business managers, and research directors of schools in cities of 2,500 population upward. Also lists superintendents of Catholic parochial schools. . . . . Price 25 cents.

## *Part 3*

### **COLLEGES and UNIVERSITIES**

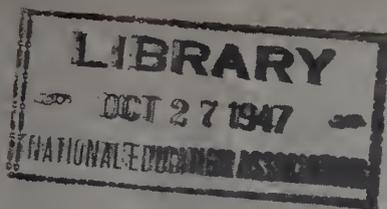
1946-47 edition. Gives names of colleges, universities, junior colleges, and teachers colleges, and their principal officers. Indicates their operating controls and the agencies by which they are accredited. . . Price 35 cents.

## *Part 4*

### **EDUCATIONAL ASSOCIATIONS and DIRECTORIES**

1945-46 edition, latest available. Lists presidents and secretaries of National, State, religious, and international associations, educational foundations and boards. Price 15 cents. (1947-48 edition now in preparation.)

Order from Superintendent of Documents, Washington 25, D. C. Orders of 100 or more copies, 25 percent discount.



# School Life

**OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION**

**Volume 30. No. 2. November 1947**

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## 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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Olga A. Jones, Editor-in-Chief,  
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Washington 25, D. C.

# The Chief State School Officer

by E. B. Norton, Deputy Commissioner of Education

PROBABLY NO SCHOOL OFFICIAL holds a position of more strategic importance than does the chief State school officer. He is known by various titles such as State Superintendent of Education, State Superintendent of Public Instruction, State Commissioner of Education.

By constitution in 33 States, and by law in the remaining 15, he has been designated as the executive head of the State public school system. Ordinarily he serves as the executive officer of the State Board of Education. However, there are 9 States that have no State Board of Education, and in such cases the functions and duties usually vested in such a board are exercised by the chief State school officer.

This important school official is responsible for long-range planning and for professional leadership in educational matters within his State. He has legal, official, and professional responsibility for recommending a State program of education and for advising the Governor and the legislature concerning the establishment and maintenance of the State system of public schools and the setting of minimum standards for the various local school systems.

Throughout the Nation education is recognized as a function and responsibility of the State. City and county boards of education, local school superintendents, and other local school administrative officers derive their powers and their legal educational responsibilities from State laws. Local school systems are usually considered as subdivisions of State governments. Local autonomy and administrative control of education are preserved through State law and are exercised under broad policies which encourage local initiative in conformity with recognized State patterns.

## High Quality of Leadership Needed

The chief State school officer exercises his responsibilities through a professional staff usually known as the State Department of Education which, as a legally established agency of official State government, is under his general direction. The State Department of Education should provide broad professional leadership and expert technical consultative services not otherwise readily available through local school administrative units. Probably no official or professional agency is comparable to the State Department of Education in potential influence for the advancement of education along sound lines. Poorer and less favored school communities, while retaining local control of their schools have a right to look to this official State educational agency for a high quality of leadership beyond their local power to provide. They must also look to the State Department of Education for the establishment and execution of sound policies for the equitable distribution of State funds to provide more nearly equalized educational opportunities throughout the State.

Recent years have brought a definite and rapid trend toward the assumption by the State of increasingly larger portions of the financial support of schools, and toward State-wide systems that promote equalization by providing greater assistance to local units having large enrollments and little taxable wealth. In 1944, 20 States provided from State sources over 40 percent of the revenue for public schools in those States, 11 States provided more than 60 percent of school revenues. In that year half of the States provided more

(Turn to page 10)



# Life Adjustment Education For Youth

Commission to Develop Program for Universal Secondary Education

by Roosevelt Basler,<sup>1</sup> Superintendent, Millburn Township Public Schools, Millburn, N. J.

**D**URING the past two decades thoughtful educators have become increasingly concerned about the apparent failure of the secondary school to provide educational experiences sufficiently diverse to meet the needs of all youth of high-school age. As more members of this age group have sought to avail themselves of a high-school education, the inappropriateness of much of our time-honored offerings for meeting the needs of a large proportion of these youth becomes ever more evident. The preparation of *Education for All American Youth*,<sup>2</sup> *Planning for American Youth*,<sup>3</sup> and other similar documents produced by national organizations

which speak with authority in the field of professional education represent efforts (1) to call attention to the fact that *all* youth deserve educational opportunities suited to their individual needs, and (2) to suggest possible ways of providing such opportunities.

Although much has been written and said about this persisting problem, the number of workable solutions in practical operation have remained pitifully few. It was with great eagerness, therefore, that the U. S. Office of Education entered into the work of stimulating the consideration and implementation of the Prosser Resolution as a means of aiding the schools of the Na-

tion to move more rapidly toward the provision of appropriate educational opportunities for those youth of secondary school age whose interests and abilities are such that they are neither candidates for college and the professions nor for training in the skilled oc-

<sup>1</sup> Dr. Basler was Chief of Instructional Problems, Secondary Education Division, U. S. Office of Education, until July when he resigned to accept his present position. (See October 1947, *SCHOOL LIFE*, p. 8.)

<sup>2</sup> National Education Association of the United States. Educational Policies Commission. *Education for All American Youth*. Washington, D. C., The Association, 1944.

<sup>3</sup> National Association of Secondary-School Principals. *Planning for American Youth*. Washington, D. C., The Association, 1944.

cupations. Five regional conferences and a national conference have been held thus far, the latter resulting in the establishment of the Commission on Life Adjustment Education for Youth.

### **Nature and Origin of the Prosser Resolution**

The Vocational Division of the U. S. Office of Education, in January 1944, undertook a study of *Vocational Education in the Years Ahead*. This study covered a period of 1½ years. There was a working committee of 10 persons; this was supplemented by a reviewing committee and a consulting committee. More than 150 persons participated in the study.

On May 31 and June 1, 1945, a final conference was held in Washington, D. C. At that meeting many problems were presented relating to a life-adjustment program for that major group of youth of secondary school age not being appropriately served by preparation for college or by training for a specific vocation. According to J. C. Wright, at that time Assistant Commissioner for Vocational Education and Chairman of the Conference on Vocational Education in the Years Ahead, few solutions to the grave and persisting problems were offered by the group assembled.<sup>4</sup>

Near the close of that meeting the chairman asked Dr. Charles A. Prosser to summarize the conference. As a part of his summarization Dr. Prosser presented what has now become a historic resolution. It was unanimously adopted by the delegates. It read as follows:

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 voca-

<sup>4</sup>From an address by J. C. Wright before the American Vocational Education Association at its Fortieth Annual Convention, St. Louis, Mo., Dec. 6, 1946.

<sup>5</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.

tional 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.

After receiving the Resolution the U. S. Commissioner of Education waited until the Director of the new Division of Secondary Education in the Office of Education had been appointed and then asked him to plan, in cooperation with the Division of Vocational Education, a series of conferences to consider the meaning and implications of the resolution and to consider possible means by which solutions to the problems which prompted it could be devised.

### **Five Regional Conferences**

From the beginning, the several activities which ensued have been joint undertakings of the Division of Secondary Education and the Division of Vocational Education. An Office of Education committee composed of representatives from both divisions prepared the agenda and made other plans for the five regional conferences.<sup>5</sup> The first, a pilot conference, was held in April 1946, in New York City; the second in Chicago the following June; the third in Cheyenne in September of the same year; the fourth a week later in Sacramento; and the fifth and final regional conference was held in Birmingham in November 1946.

The membership of each of these conferences was composed of leaders from the fields of vocational education and of general secondary education; there were approximately 25 participants in each conference; they included principals of secondary schools, State directors and supervisors of vocational education, other staff members of State departments of education, superintendents of school systems, administrators and professors from institutions which prepare teachers, directors of curriculum and instruction, directors and research specialists in pupil personnel services, and officers of national organizations in these several areas. They came from what may be accurately described as

every geographical region, including 35 States and the District of Columbia.

The work of the regional conferences consisted primarily of exploratory discussions of the problems inherent in the resolution, and of possible ways of reaching solutions to them. Some time was spent in considering the nature of the youth with whom the resolution was concerned; the characteristics they have in common, if any; and the means by which they can be identified. In addition, attention was devoted to the questions of what would constitute a suitable program of education for various types of youth and how the changes in schools and school systems which are indicated thereby can be accomplished. Careful reports on the deliberations of each of these conferences were prepared for distribution to the conferees and other interested persons and organizations.

The regional conferences overwhelmingly validated the existence and importance of the problem referred to in the Resolution. Each conference recommended that the U. S. Office of Education sponsor a *national* conference to develop a plan of action aimed at a concerted and continuing attack on this problem. Such a National Conference on the Prosser Resolution was therefore held May 8–10, 1947.

The regional conferences had served their purposes well. It was the ground work laid at these conferences which made possible the considerable accomplishments of the National Conference. Incidentally, they proved, beyond all question, that those who have been primarily engaged in *vocational* education and those whose work has been largely in the field of *general* secondary education can work together in harmony and can make outstandingly significant contributions by joint endeavor.

### **Plans and Materials for the National Conference**

The Office of Education Committee in charge of arrangements for the National Conference held frequent sessions for the purposes of making careful and detailed plans and for the preparation of pertinent materials needed in connection therewith. The policy of placing these materials in the hands of participants well ahead of the conference dates was followed. Reactions to the

contents of certain materials were solicited and used in further planning. The following materials were distributed to those persons who had accepted the Commissioner's invitation to participate in the National Conference:

1. *An Interpretation of the Prosser Resolution.*—On March 3, 1947, a 5-page statement was sent out. It had been prepared in collaboration with Dr. Prosser with a view to rewording and explaining certain portions of the Resolution, and to avoid misinterpretation and misunderstanding. The first paragraph of the revised resolution read as follows:

It is the belief of this conference that, with the aid of this report in final form, schools will be able better to prepare for entrance upon desirable skilled occupations those youth who by interest and aptitude can profit from such training. We believe that the high school will continue to improve its offerings for those youth who are preparing to enter college. In the United States the people have adopted the ideal of secondary education for all youth. As this ideal is approached, the high school is called upon to serve an increasing number of youth for whom college preparation or training for skilled occupations is neither feasible nor appropriate. The practical problems connected with the provision of a suitable educational program for this increasing number are so great, and the schools to date have had comparatively so little experience in this enterprise, that the problem merits cooperative study and action by leaders in all aspects of secondary education. We believe that secondary school administrators and teachers and vocational education leaders should work together to the end that the number of attempts being made in secondary schools to meet this need will be greatly increased and to the end that the pronouncements made in recent years by various educational groups which are suggestive of needed curriculum patterns will receive increased study and implementation.

2. *A Tentative Statement Concerning the Meaning and Implications of the Prosser Resolution.*—On April 3, 1947, a 51-page document was released. This document represented a synthesis of points on which there was general agreement at the regional conferences and of statements bearing on this problem which had appeared in recent pronouncements prepared by recognized national educational commissions and associations.

3. *Agenda for the National Conference on the Prosser Resolution.*—On April 25, 1947, an agenda went to prospective conferees, which outlined:

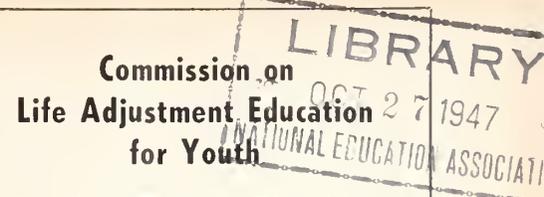
(1) the chief purposes of the National Conference; (2) the schedule of meetings for the 3-day session; (3) the manner in which the conference was to be organized; and (4) the assignments to be handled by each of the working committees and subcommittees.

4. *Personnel of the National Conference on the Prosser Resolution.*—Also on April 25, 1947, a complete roster of conference personnel was sent out. This proposed the memberships of committees and suggested the respective assignments of committee chairmen, associate chairmen, secretaries, consultants, and Office of Education representatives.

**Principal Purpose of the National Conference on the Prosser Resolution**

Throughout all its planning sessions, and in connection with the preparation of all the materials described in the foregoing section, the committee in charge of arrangements was guided by the fact that the developments to that date revealed that there was one inevitable and compelling purpose to be achieved by the National Conference, namely, *to devise an effective plan of action for developing a program of universal secondary education.*

The five regional conferences had validated the existence and importance of the problem referred to in the resolution. Certain clarifying interpretations had been developed by the committee in collaboration with Dr. Prosser. A group of specialists in the Office of Education had studied the findings of the regional conferences and the pertinent pronouncements of national educational organizations, and had prepared therefrom a statement concerning the meaning and implications of the Prosser Resolution on which general agreement at the National Conference was expected. As the many implications of the resolution were gradually uncovered and followed to their conclusions, both the importance and difficulty of the task of bringing about the many essential changes and improvements in the policies, the organization, and the offerings of the secondary schools became increasingly apparent. It was in the light of these facts that it was deemed appropriate to set the following task for the National Conference:



The Commissioner of Education announces as follows the appointment of the Commission on Life Adjustment Education for Youth which is composed of representatives from national organizations in the field of professional education:

- American Association of Junior Colleges: CHARLES S. WILKINS, *President, State Agricultural and Mechanical College, Magnolia, Ark.*
- American Association of School Administrators: BENJAMIN H. WILLIS, *Superintendent of Schools, Yonkers, N. Y.*
- American Vocational Association: J. C. WRIGHT, *Washington, D. C.*
- National Association of High-School Supervisors and Directors of Secondary Education: PAUL D. COLLIER, *Director, Bureau of Youth Services, State Department of Education, Hartford, Conn.*
- National Association of Secondary-School Principals: FRANCES L. BACON, *Principal, Evanston Township High School, Evanston, Ill.*
- National Association of State Directors for Vocational Education: M. D. MOBLEY, *Director, Division of Vocational Education, State Department of Education, Atlanta, Ga.*
- National Catholic Welfare Conference: Rev. BERNARDINE MYERS, *President, Secondary-School Department, National Catholic Educational Association, Care of Fenwick High School, Oak Park, Ill.*
- National Council of Chief State School Officers: DEAN M. SCHWEICKHARD, *Commissioner of Education, St. Paul, Minn.*
- National Education Association: MARCELLA LAWLER, *State Department of Education, Olympia, Washington.*

- TO PREPARE A PLAN for Organizing, Financing, and Administering a Three-Phase Action Program on the Prosser Resolution:
- A. Aimed at creating a wide understanding of the problem and its implications:
    - 1. On the part of the general public.
    - 2. On the part of all school people.
  - B. Aimed at stimulating in States and selected communities programs or aspects of programs which will be suggestive to other States and other schools.
  - C. Aimed at the initiation, operation, and continued development of such education services in every community.

THE PLAN for organizing, financing, and administering such an action program must take into account that all three of its phases are interrelated and will need to be carried forward concurrently and continuously. THE PLAN will need to provide for action at national, regional, State, and local levels.<sup>6</sup>

### **National Conference at Work**

The personnel of the National Conference resembled that of the several regional conferences in that it represented national leadership in the various aspects of vocational education and general secondary education. Their interest in the purposes and significance of this conference is attested, in a measure at least, by the fact that those attending came without financial reimbursement by the Office of Education, some of them crossing the continent and paying fares and other costs of travel out of their own pockets.

The two general sessions on the opening day provided opportunity for the conferees to hear Dr. Charles A. Prosser, father of the resolution, and also provided for a "briefing session" at which the cochairmen solicited comments and answered questions regarding committee activities and procedures. The conference then divided into working committees with a view to achieving definite, stated, attainable purposes as described in the Agenda.

### **Results of the National Conference**

After the committees had been in various sessions, a general session was held at which preliminary committee reports were heard and discussed. This device made it possible for committees to refine their recommendations so that the conference was able to take action on the completed reports at the final session with a minimum of revision.<sup>7</sup>

One committee was assigned the task of reviewing the document which was prepared prior to the conference bearing the title, *A Tentative Statement Concerning the Meaning and Implications of the Prosser Resolution*, and of suggesting revisions thereof to the end that it would serve as the conference platform on which an effective plan of action

<sup>6</sup> *Agenda for the National Conference on the Prosser Resolution*, p. 3.

<sup>7</sup> For brief report see: *National Conference Develops Plans for Implementing Universal Secondary Education*. SCHOOL LIFE, 29: 18, July 1947; for complete report see: *Report of National Conference on Prosser Resolution, Chicago, May 8, 9, 10, 1947*. mimeo.

for developing a program of universal secondary education might rest. The revised document which was the result of this committee's labor is being edited; it will soon be available. The document will be helpful to those desiring a comprehensive statement of the problems, as well as to those wishing to effect curriculum and other changes directed toward finding possible solutions to them.

Another committee of the National Conference outlined proposals for the establishment and administration of a continuing organization to direct and promote an action program on a national scale. Acting on the proposals submitted by this committee the Conference unanimously recommended:

That there be established a National Commission on Life Adjustment Education for Youth.

That this Commission be composed of one representative from each of a number of national educational organizations which by their nature are concerned with this problem.

That the U. S. Commissioner of Education notify the organizations concerned of the action taken at the National Conference and request them to submit nominations for the personnel of the Commission at the earliest possible moment.

That the U. S. Commissioner of Education proceed with the establishment of the Commission by making appointments from these nominations; and that he convene the Commission and preside until a permanent chairman is elected.

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.

That revenue for the operation of the Commission's program be secured from these sources and that grants-in-aid from the Federal Government through enabling legislation be sought in subsequent years.

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 achieve the ideal of universal secondary education.

A third committee undertook the responsibility of suggesting the types of activities which need to be prompted and directed by the Commission on Life

Adjustment Education for Youth if the schools of the Nation are to move more rapidly than they otherwise would toward realization of the objectives of the resolution. Included in the programs of action outlined are: (1) research studies, (2) conduct of workshops and conferences, (3) conduct of experimental programs in pilot schools, (4) demonstration, (5) publications, (6) related activities.

### **Conclusion**

The U. S. Commissioner of Education has sought nominations from organizations, and appointments are now being made. An organization meeting of the Commission will be held soon after its personnel is complete. To date the organizations invited to nominate Commission members are: American Association of Junior Colleges; American Association of School Administrators; American Vocational Association; National Association of (State) High-School Supervisors and Directors of Secondary Education; National Association of Secondary-School Principals; National Association of State Directors of Vocational Education; National Catholic Welfare Conference, Department of Education; National Council of Chief State School Officers; and National Education Association.

School people will watch with great interest the work of this Commission during the next few years. If its work is to be successful, the participation and support of State departments of education, teacher-training institutions, educational organizations of all types, local schools and school districts, and the people served by these schools must be secured. On behalf of this new Commission, whose work can mark an epoch in the progress of secondary education in the United States, the U. S. Office of Education therefore solicits the interest, the support, and the participation of all groups concerned. This is a great enterprise—an enterprise which has as its ultimate objective the realization of one American ideal: a high school accessible and available to *all*, with a program of educational experiences suited to the needs, interests, and abilities of each individual youth of high-school age no matter what may be his social and economic background, his scholastic aptitude, or his occupational future.

# International Conference on Public Education

by Galen Jones, Director, Division of Secondary Education

*The United States Government received an invitation from the United Nations Educational, Scientific, and Cultural Organization and the International Bureau of Education to send a delegation of from one to three members to the Tenth International Conference on Public Education, meeting in Geneva, Switzerland, July 14-19, 1947. The U. S. Department of State asked the U. S. Commissioner of Education to nominate the delegates. Dr. Howard E. Wilson, Assistant Director of the Carnegie Endowment for International Peace, and Dr. Galen Jones, Director, Division of Secondary Education, U. S. Office of Education, were selected and the latter was designated as chairman of the U. S. Delegation.*

THE AGENDA of the Tenth International Conference on Public Education was prepared by a joint committee of UNESCO and the International Bureau of Education. It included four items of major importance, namely: (1) Concise reports from the Ministries of Education on educational movements during the school year 1946-47, (2) Gratuity of School Supplies, (3) Physical Education in Secondary Schools, and (4) A Teachers' Charter. The International Bureau of Education had conducted preconference studies on the free provision of school supplies and physical education in secondary schools which supplied needed background information for the development of Draft Recommendations by the Conference relative to items 2 and 3 on the Agenda. These were published in French and available to the delegates under the titles: *La Gratuité Du Matériel Scolaire* and *L'Éducation Physique Dans L'Enseignement Secondaire*. UNESCO had requested the inclusion of the fourth item on the Agenda dealing with the desirability of developing a world charter for teachers.

Forty-two countries were represented at the Conference by 73 delegates. The

number of observers, including representatives of the press, varied from 6 to 80 at various times. One official observer was present for the United Nations; UNESCO was officially represented by 3 persons; and 1 official observer each represented the International Labour Office and the World Health Organization. The number of delegates varied from 1 each for 20 countries up to 5 in the case of Switzerland; usually there were 2 per country. The following countries were represented: Argentina, Australia, Belgium, Brazil, Canada, Chile, China, Colombia, Cuba, Czechoslovakia, Ecuador, Egypt, Dominican Republic, France, Greece, Guatemala, Holland, Hungary, India, Iraq, Iran, Italy, Luxemburg, Mexico, Norway, Panama, Peru, Poland, Portugal, Roumania, Salvador, Siam, Sweden, Switzerland, Syria, Turkey, Union of South Africa, United Kingdom of Great Britain and Northern Ireland, United States of America, Uruguay, Venezuela, and Yugoslavia.

The Conference was opened by Dr. Albert Picot, who is President of the Council of State of the Canton of Geneva. He is also Chief of the Department of Public Instruction in that Canton, and served as the principal Swiss delegate to the Conference. Following Dr. Picot's remarks, the Conference organized and elected by acclamation a chairman and three vice chairmen as follows: Chairman, Dr. Ronald Walker, Australian delegate; first vice chairman, Dr. Marcel Abraham, French delegate; second vice chairman, Mme. (Dr.) Z. Kormanowa, Polish delegate; and third vice chairman, Dr. Pedro Calmon, Brazilian delegate.

The chairman, following his own remarks, introduced M. Jean Thomas, Assistant Director-General of UNESCO. Both Dr. Thomas and Dr. Jean Piaget, Director of the International Bureau of Education, who followed him, addressed themselves to the new working relationship between UNESCO and the Inter-

national Bureau of Education, in effect since February 1947. M. Thomas cited the official agreement, which had been ratified by the General Conference of UNESCO and by the Council of the Bureau, as a tribute to the services rendered by the Bureau to the cause of education. He praised the frequent and cordial collaboration, the interchange of information, documentation, and staff which had resulted from the agreement and expressed the hope that the collaboration between UNESCO and the I. B. E. would become even closer.

In responding, M. Piaget voiced his pleasure over the innovation of the official agreement and the fact that the Conference had been summoned jointly by UNESCO and the I. B. E.

## Reports Presented

The majority of the countries represented submitted *Reports on Educational Movements During the School Year 1946-47*. Trends indicated by the various reports have more similarity than difference. Only the major ones can be summarized here.

In all countries there is a steadily growing conviction that equality of opportunity in education is not only an ideal, but also must be realized as rapidly as economic conditions will permit.

The principle of compulsory education has been adopted in virtually all countries. There are marked differences in the enforcement of the principle, however, due to wide divergencies in financial ability as well as to the traditions of the peoples.

Wide interest was manifest in the comprehensive or multilateral secondary school. The desirability of bringing together students from all walks of life is a broadening, democratizing factor of tremendous influence, according to the majority of the delegates.

With the raising of the school leaving age to 15 (18 as the ultimate goal in many countries), there is interest in reorganizing secondary education so that the choice of curriculum or secondary school can be deferred until the pupil is age 13 or 14 or later.

Programs of pupil orientation and guidance are receiving, therefore, increased attention in all countries.

All reports emphasized enlarged efforts in adult education designed not

only to make noteworthy inroads upon illiteracy, but also to raise the level of living by means of reduction in the amount of disease, poverty, and misgovernment.

The shortage of teachers, the social and economic status of teachers, and the revision of programs of teacher education were reported as problems of central importance in every country.

An increasing number of countries are employing commissions made up of laymen and educational experts in the study of their most pressing educational problems.

The desirable outcome to be achieved from an expansion in student and teacher exchanges are recognized by all countries.

There is an increasing awareness of the importance of education to national welfare and international understanding.

### **Gratuity of School Supplies**

The second concern of the Conference was the free provision of school supplies. The International Bureau only recently had published its study based upon data secured from 41 countries and entitled *La Gratuité Du Matériel Scolaire*. The discussion which followed the presentation of the rapporteur, M. Louis Verniers, Belgium delegate, was centered upon Draft Recommendation No. 21 to the Ministries of Education concerning the Free Provision of School Supplies. Five of the ten points included in Recommendation No. 21 are submitted as representative:

The Conference—

Believes on the one hand, that the principle of the free provision of school supplies ought to be considered as the natural and necessary corollary of compulsory schooling, and on the other hand that the application of this principle to young people attending noncompulsory types of education, should be considered as the human ideal towards which one ought to aim.

Believes in consequence, that an indispensable minimum requirement is the free provision of all school supplies required for compulsory education, it being understood that these supplies include both the teaching material for collective use and supplies for individual use.

Expresses the desire that adequate financial provision should be made for school libraries and that furthermore

the possibility of international publication of books for school work such as atlases of blank maps, collections illustrating physical and political geography, the history of art, development of applied science, of the customs, habits and dress of the nations of the world, should be seriously considered.

Considers furthermore that means of transport should be provided free for pupils living at a considerable distance from the school which they are obliged to attend.

Expresses the desire that an international agreement should be made with a view to increasing the number of educational films and other audio-visual material and of facilitating both their purchase and free circulation beyond national boundaries, so that the net cost may be reduced.

### **Physical Education**

The third item considered by the Conference was that of Physical Education in Secondary Schools. Responses obtained from 39 countries by the I. B. E. were presented in their publication entitled *L'Education Physique Dans L'Enseignement Secondaire*. The discussion which followed the report of the rapporteur, Dr. Joseph Vana, Czechoslovakian delegate, centered on several points such as the question of special courses for pupils exempted from regular physical education; of interschool and international sports competitions as a means of reconciliation and of understanding between individuals and between peoples; of the organization of the medical supervision of physical education; of the establishment of accident insurance for pupils and teachers; and of the situation of physical education instructors in relation to that of their colleagues.

The discussions were pointed toward Draft Recommendation No. 22 to the Ministries of Education concerning Physical Education in Secondary Schools. Adopted at the closing session of the Conference, these agreements were not available for use in this article.<sup>1</sup> In general they deal with the desirability of compulsory physical education in the secondary school, the importance of reserving sufficient time for physical education in the weekly time-table, the necessity for medical examinations for all pupils participating, the provision of special remedial treatment based on medical advice for all exempted pupils,

<sup>1</sup> Will be discussed in a later issue.

the encouragement of sports competitions under the best conditions, and the desirable professional competence and status of the teachers of physical education.

### **A World Charter for Educators**

Placed upon the Agenda at the request of UNESCO, *A World Charter for Educators* was debated at one of the sessions. Dr. Wilson put forth a point of view which became the consensus of the Conference. Only the briefest of summaries is possible in this report.

The development of *A World Charter for Educators* must be deliberate, requiring a number of years in the process. This is made necessary by the importance of many consultations among numerous voluntary professional organizations of teachers throughout the world, by the desirability of its study and discussion in institutes and centers of teacher education in all countries as well as in international conventions and workshops. Secondly, the Charter, when developed, should recognize clearly the teacher's relation to his State, with particular stress upon the fact that education is intimately related to community life—a relationship which must be strengthened, never weakened. Consequently the Charter should grow from national groups to the world level. The third general agreement was that the Charter should contain an emphasis on the responsibilities as well as the rights of teachers. In the fourth place it was held that education should be broadly conceived to include such personnel as librarians, educational script writers and radio producers, and creators of educational films. Finally, it was agreed that when developed *A World Charter for Educators* should be acclaimed as a preeminent contribution to literature.

Many countries are looking to the United States for stimulus and counsel in the development of their educational programs. The members of the U. S. Delegation are in full agreement upon the desirability of responding freely to all requests for information and believe that the United States should be represented at future conferences on Public Education which may be sponsored by UNESCO and the International Bureau of Education.

## VOCATIONAL DIVISION ASSIGNMENTS

*Ward P. Beard* and *James R. Coxen*, both veterans in the Vocational Education Division, have been named assistant directors of the Division, in charge of State Plans Operations and Program Planning Operations, respectively. The appointments were recently announced by R. W. Gregory, Assistant Commissioner for Vocational Education.

Other assignments, announced at the same time, are: Jerry R. Hawke, executive assistant to the director of the Division; Walter H. Cooper, chief, Trade and Industrial Education; Tom Watson, assistant chief, Trade and Industrial Education; Dudley M. Clements, assistant chief, Agricultural Education; Rua Van Horn, specialist, Program Planning, Home Economics Education.

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## RECENT APPOINTMENTS

*Nolan D. Pulliam* joined the Division of School Administration in mid-September as specialist for State school administration. Dr. Pulliam was State Superintendent of Public Instruction in Arizona since January 1947, and assistant State Superintendent for a year prior to that time.

From 1938 to 1942, Dr. Pulliam was executive secretary of the Arizona Education Association. Then he served as a base commander, rank of major, in the Army Air Forces from 1942 to 1945. Earlier, he was superintendent, 1929 to 1938, of Madison School District in Phoenix, Ariz.

Dr. Pulliam received his A. B. degree from Central College, Fayette, Mo., in 1925; his M. A. in educational administration from Stanford University in 1932; and his doctorate in education at Stanford in 1946.

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*Ellsworth Tompkins* recently assumed his duties as specialist in large high schools, in the Secondary Education Division. Mr. Tompkins came to the Office from Eastside High School,

Paterson, N. J., where he had served as principal since 1941.

In addition to many years in high-school administration, Mr. Tompkins for more than 2 decades has worked in various aspects of radio program production. He has conducted courses in speech and radio at Dickinson Junior College, Rutherford, N. J., and has served as commentator, consultant, and program director at various times for stations in the New York area. He was also in charge of the workshop in secondary school curriculum reconstruction for the past 2 years at State Teachers College, Montclair, N. J.

Mr. Tompkins received his bachelor's degree at Princeton University in 1924 and his master's in education at Harvard in 1942. He has done additional graduate work at Harvard and at New York University.

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*Jane Franseth*, of the University of Georgia, came to the Office in October, to become specialist for rural schools in the Elementary Education Division.

During the past academic year, Miss Franseth was on leave from Georgia on a Rosenwald Scholarship studying child growth and development at the University of Chicago. In March 1947, she was elected president of the Rural Department of the National Education Association. In 1944, she was a member of the White House Conference on Rural Education.

As associate professor of education at the University of Georgia since 1943, Miss Franseth directed the preservice education of rural school supervisors in Georgia, a combination of class study and field practice. Prior to that time, she was supervisor of schools in two Georgia counties, and for 7 years was assistant director of supervisory training at Georgia Teachers College, Statesboro, Ga.

Miss Franseth received her bachelor's degree from Western Michigan College in 1930, her master's from the University of Michigan in 1936, and has done additional advanced study at Columbia University.

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*John H. Lloyd* recently returned to the Office of Education as assistant chief, Information and Publications Service in the Division of Central Services. Mr. Lloyd has served 5 years in the Navy Department in Washington, D. C. His most recent position was head, in a civilian capacity, of the Publications Management Branch, Scientific Information Division, Office of Naval Research. Previously, he had been head of the Publications Branch of the Office of Research and Inventions, with rank of commander.

Before entering the Navy in 1942, Mr. Lloyd was assistant to the director of information in the Office of Education and was responsible for the NBC network program, *Education in the News*, sponsored by the Office. He had been a member of the editorial staff in earlier years, having first come to the Office of Education in 1930. Mr. Lloyd received his bachelor's degree in public administration from American University.

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*Helen Manley*, specialist in health and physical education, resigned after a year's service with the Office, to return to the University City Public Schools, University City, Mo., where she served as director of health and physical education for many years. Four articles by Miss Manley which appeared in recent issues of *SCHOOL LIFE* have been reprinted with the title *Health Education for the Elementary School*. (The reprint is available upon request).

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## REPRINTED IN JAPANESE

Four articles on science teaching in elementary schools, by Glenn O. Blough, are being translated into Japanese. The articles originally appeared in *SCHOOL LIFE* between July 1946 and April 1947, and were later issued together as a reprint. Mr. Blough is specialist in science and aviation in the Elementary Education Division. The articles are being published in *Science and Education*, a Japanese quarterly for science teachers.

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

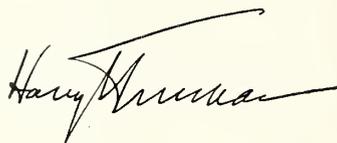
"The Schools Are Yours," the theme selected for the twenty-seventh observance of American Education Week, is a proud reminder that our forefathers saw that our schools would help children develop their potentialities for democratic living. To this end, they established free schools for a free people.

I would point out that the creative ideals of democracy must be taught in order to be learned. The vitality of our republic depends on the effectiveness of such teaching.

Today American education is in the grips of a grave crisis. Our schools are compelled to offer education of inferior quality. Educationally, many millions of our children are underprivileged.

We must act to correct conditions which sap our national strength and waste our human resources. We must prepare our young people to understand and preserve their priceless inheritance of freedom. We must give them the proper climate for developing intellectual competence and personal responsibility.

I therefore urge all Americans to rededicate themselves to the program of providing their children with a sound education. American Education Week, beginning November ninth, offers citizens the opportunity to meet together in the schools, to become acquainted with school needs. In so doing, they will take counsel in the very citadels of democracy.



### RADIO INDUSTRY SUPPORTS EDUCATION WEEK

More than 75 radio network programs will carry messages in support of the "Crisis in Education" information program during American Education Week, November 9-15. This has been assured by the Advertising Council working in cooperation with the U. S. Office of Education and the Citizens Federal Committee on Education.

The Citizens Federal Committee, an advisory committee to the Office, several months ago made application to the Advertising Council, Inc., to create public

awareness of the crisis in education. The Council is a national, nonprofit organization dedicated to public service.

It is expected that over 100,000,000 "listener impressions" will be reported during the week of November 9-15. A listener impression is defined as one listener to one program.

### VOCATIONAL POLICIES BEING REVISED

Policies governing the administration of vocational education are in process of revision, according to Raymond W. Gregory, assistant commissioner for vo-

ational education. With the completion of eight regional conferences attended by members of State boards of vocational education and by officials of the U. S. Office of Education, the work is almost completed.

The changes as finally approved will appear in a revision of Vocational Education Bulletin No. 1, *Statement of Policies for the Administration of Vocational Education*. The bulletin was last revised completely in 1937, although amending statements have appeared from time to time.

The new revision will contain policies regarding the Vocational Education Act of 1946 (George-Barden Act). This Act enlarged the scope of activities which States may undertake with Federal aid.

### STATE SCHOOL OFFICER

(Concluded from page 2)

than 33 percent of public school revenues in those particular States.

Since 1944 the trend seems to be accelerating. Accurate reports for 1946-47 are not yet available, but all indications are that States, as such, have continued rather rapidly to assume relatively greater proportions of the financial responsibility for public education.

Within the past 12 months some 44 State legislatures have met, and in most instances have given serious attention to the improvement of the public school system. Most of the appreciable increases in educational appropriations quite properly have been devoted to increasing the pitifully low salaries of teachers.

### The Next Forward Step

It seems reasonable to expect that a next forward step in educational advancement must be the strengthening and improvement of State Departments of Education for more dynamic professional leadership. Official State educational agencies must become more effective service agencies, providing technical resources to assist local school authorities in operating better schools under local control. Thus will local educational autonomy be preserved, local initiative be encouraged, State and local investment in education be safeguarded, objectionable centralization of controls be avoided, and better schools be assured.

# Elementary Science—Every Day in Every Way

by Glenn O. Blough, Specialist for Science, Elementary Education Division

Dear Sir:

Please send me any material you have describing how to set up an elementary science program. Do you know of school systems that have been working on a program for science in the grades? If so, will you kindly tell me how they began their work and something of how they are carrying it on?

Thank you very much.

FREQUENT LETTERS like the foregoing have prompted the writing of this article to indicate how various types of schools and administrative units have launched their work in science at the elementary school level. The personnel responsible in each of the situations described would be the first to say, "Our plan is just one of many that may be used. We present it for whatever value it may have. Were we to start all over again, no doubt our attack would be quite different."

Although the situations described are different from each other, certain similar basic problems must be solved in each case. There are specific lacks to be made up: (1) Teachers are not well prepared to teach science; they lack both subject-matter background and knowledge of how to teach science. This makes them slow starters—a situation easily understood but not so easily overcome. (2) There are comparatively few well-planned programs in elementary science to use as guides. Consequently each group must do much of its own ground work. (3) The program in the elementary school is already crowded and finding room for science is a problem. (4) There is a general lack of equipment and teachers do not have the background for recognizing material that is available or for preparing home-made gadgets and devices.

The problems then consist of a lack in (1) in-service training of teachers and (2) group planning to construct a course in elementary science to fit the needs of the girls and boys. The most

successful programs appear to be those that result from cooperative efforts of everyone concerned. It seems to take much longer for a ready-made program to catch on than it does one that results from cooperative planning by teacher groups. Supervisors and principals report that the best results are obtained by first surveying the needs and wants of the teachers involved, then helping teachers to proceed from this base to set up their programs.

It is possible to include only a few of the projects carrying on interesting work. There are a large number of schools and administrative units actively at work on planning and carrying out programs in elementary school science. Many State departments of education, county units, teachers college groups, university laboratory schools, city and town school systems are engaged in preparing bulletin materials and courses of study; conducting meetings; holding workshops, institutes, and conferences; and in many other

ways making progress in bringing about more effective science teaching. A few of these activities described in sufficient detail to be useful to those interested in developing similar projects are given here:

## Curriculum Center Schools in a Large City System

Anna Burgess, supervisor of elementary science in the Cleveland Public Schools, describes how individual schools in Cleveland were used as experimental curriculum centers in science as follows:

"In February 1928, the Cleveland, Ohio, Public School system designated several elementary schools as curriculum centers for experimentation in the different subject-matter fields. As elementary science was a new subject in the curriculum at that time, there were no teachers prepared to teach the subject. The supervisor selected good all-round teachers who were interested in any phase of natural or physical science as a faculty for the science curriculum centers. They were given free reign to discover pupil interests at different age-grade levels. The other subjects in the curriculum were to receive their due emphasis in the school, and their possibilities for correlation with science were to be explored.

"A slightly higher budget for such



centers was appropriated to provide supplies, equipment, and books for experimental use. Since the books adapted for use at the elementary level were few at that time, the teachers wrote many pupil-information sheets and work sheets. Much of this material was later included in the courses of study; some of it was, of course, discarded.

"Several methods were used to discover pupil interests and grade placement of problems and topics: (1) Pupil-interest surveys were taken three times a year; (2) teachers kept diaries of classroom happenings that seemed significant; (3) pupils' questions were listed.

"The most significant factor in the method of developing the course of study was that units were worked out with children in the classroom first and written up only after they had been tried out with several classes. Even then the units were sent out for further trial in other schools in the city. Finally, a committee revised them for the course of study.

"The school designated as a curriculum center also became an observation center. Teachers of other schools at that time had an opportunity to visit more frequently than is now practicable, so they came in great numbers. This visitation helped to spread interest in elementary science.

"During the years that the curriculum centers have been in existence, we have accomplished these things:

1. Discovered many learning situations in natural and physical science suited to the various grade levels.
2. Developed teachers of departmental elementary science (between 150 and 200 teachers have had experience in the center).
3. Worked out a mimeographed course of study in elementary science for grades 1 to 6.
4. Revised, for printing, courses for grades 4, 5, and 6.
5. Developed radio lessons in science for grades 1 to 6.
6. Experimented with supplies, equipment, and books; developed supply lists, equipment specifications, and book lists.
7. Investigated and advised purchase or development of visual aids.
8. Given countless demonstrations for teacher groups, for students in training, and for community groups.
9. Cooperated with the school gardening department to incorporate those activities in the course of study in science.

10. Discovered a wide range of interest for leisure-time activities.

11. Furnished a teacher to serve public-school classes at the Cleveland Museum of Natural History.

"Probably the one item, listed above, that succeeded best and most quickly in spreading good science teaching techniques throughout the city was the radio lessons. In these weekly broadcasts, all science teachers were able to participate in an excellent learning situation in science, which was a definite part of the course of study.

"The curriculum center school fills the same need in a school system that the experimental laboratory does in an industry. Experimentation is costly but necessary to progress, and when the experimenting can be done in one typical school, or schools, the entire system will eventually profit from the findings. It has been the experience in Cleveland, that the level of all teaching has been lifted as a result of the careful study of new methods and materials of instruction at the curriculum center schools."

### **An Experimental Project in New York City**

Dr. Jerome Metzner, coordinator of an experimental elementary science project in New York City writes:

"Our elementary school teachers have had meager training in science and are somewhat fearful of venturing into this unknown field. Consequently, we are faced with two problems: The need for in-service training of teachers in science and the need for developing a science curriculum. There are approximately 20,000 grade teachers in New York City. To launch an elementary science program without developing teacher-readiness for it would be harmful to teacher morale and unproductive of desirable outcomes.

"In 1945, an experimental science curriculum project in two districts of the New York City schools was formulated. The purpose of the project was to devise experimental techniques for introducing and incorporating science experiences in the elementary school program. This involved two primary objectives; the organization of an in-service program of teacher training in science and the experimental development of a science curriculum.

"During the first half-year experimental techniques were developed in three district schools with certain key teachers representing each grade level. Later the project was extended to include all district schools and teachers in the two districts.

"Teachers were asked, initially, to examine their current teaching plans for science implications, to select a few implications which they could teach with confidence, and to plan the science experiences for those implications. Experiences were to be real to the child. They were not to involve any complicated or unusual apparatus. It was made evident that home and 10-cent store equipment could be used to great advantage. As the teachers planned for science experiences, certain informational and procedural needs arose. Various steps were taken to satisfy some of these needs. The coordinator met with teachers in individual and group conferences and helped them to see science implications in their current work and to provide for relevant science experiences. Where a junior high school and an elementary school were housed in the same building, or where a junior high school was located near one or more elementary schools, provision was made for regular consultation between grade teachers and a junior high school teacher."

In this connection, Dr. Metzner indicates certain uses made of the high-school facilities: (1) A list of selected teaching aids available to elementary school teachers from the high school was drawn up and distributed. (List included science apparatus and visual aids applicable to elementary school and requests for it came from the teachers through the coordinator.) (2) Workshop courses were organized at the high school to provide informational background and skills for the grade-school teachers. (3) Provisions were made for visits by elementary classes to the high school. (4) High-school Nature and Science Clubs helped to stock the elementary classroom with live plant and animal materials. (5) Some high-school students assisted elementary school teachers on field trips and similar activities.

Regarding the essential teacher-training aspect of the problem, Dr. Metzner writes, "Two in-service science

courses were offered by the coordinator to teachers in the districts. One was organized along the following lines: At the first meeting the teacher-participants planned the areas to be covered in succeeding meetings. Separate teacher committees were formed to assume responsibility for conducting each meeting. The coordinator met with these committees and helped them to prepare for their specific sessions. Thus during one session a teacher presented briefly the essential background information of static electricity and magnetism. After this a second teacher demonstrated and explained simple experiences in these areas suitable for the primary level (kindergarten—second year). A third- and fourth-grade teacher performed similarly for the intermediate (third and fourth years) and other grade teachers did the same for upper (fifth and sixth years) levels. These presentations were followed by general discussion, evaluation, supplementation, etc. For each session, the teacher committee in charge drew up and distributed a relevant bibliography. Teachers scheduled to perform toward the end of the course had sufficient time to work out their assigned area, or part of it, with their classes. In these instances the teachers brought some of their pupils to the course to demonstrate and explain their science experiences just as they had done in their classrooms.

"The second course, offered during the following school term, helped teachers to use the science resources of the local environment — parks, zoo, botanic garden, industrial plants, etc. Emphasis was placed on the educational use of park areas where interdependencies, interrelationships, and adaptations were stressed rather than the acquisition of the names of things."

The curriculum development part of the program has progressed through cooperative efforts of all concerned. Dr. Metzner says, "It has been the experience of the teachers engaged in this project that once their initial reserve with regard to science was broken down by actually teaching science, then subsequent science teaching became increasingly easy and enjoyable. After it was observed that teacher-readiness for science was developing in promising fashion, it was then suggested that not

only may science experiences be related to a unit of work but that there may be at least two other types: *Science experiences capitalizing on spontaneous child interests and lasting as long as interest is sustained.* For example, Reggy went with his father on a walk through a nearby park. There, in the woods, he found a brightly colored mushroom which he brought back to his class. Reggy related to the class during 'show-and-tell' period all about the mushroom, where he found it, how it was attached, and about the little insects and the slimy slug he found among the gills. He carried his specimen around the class and allowed the children to look at and handle it. Other children in the class volunteered information concerning mushrooms. After 20 minutes, interest in Reggy's find subsided and the class went on with its work. Reggy placed his mushroom on a dish in the class science corner and printed a label for it. *Experiences growing out of child interests and developing into a unit or subunit on science.* In another class a high and sustained interest might have been evoked by the insects and slug found on the mushroom. This might have developed into a unit dealing with some of the interrelationships and interdependencies existing between plants and animals.

### Science Experiences Described

"Teachers were asked to write up the successful science experiences of their classes. These descriptions were collated, edited, and incorporated, together with other materials developed in the project, into a booklet *Science Experiences*. This was distributed to all teachers in the districts and thus permitted them to profit from the good work and thought of their colleagues.

"This booklet was the forerunner of a more complete account of science experiences resulting from the project. The new publication *Science in Everyday Living* gives further direction to teachers for integrating science into the modern pattern of elementary education.

"An invaluable aspect of this project, in the opinion of its directors, has been the mechanism established for securing widespread participation of teachers in its various aspects."

### Guidance Through Preparation of a Bulletin

A committee of interested individuals in Indiana are in the process of preparing a bulletin which should prove of great help to classroom teachers of science. Dr. R. W. Lefler of Purdue University has furnished the following account of a proposal for bulletin material. Writes Dr. Lefler:

"Many a teacher of the elementary school who lives, as we all must, in this physical environment states without embarrassment that she 'can't teach science.' But there are others who have lived with understanding in this same physical world; and although they have had little organized study in science, they know the plants of the yard and garden, the stars, the cause of the seasons, the phases of the moon, and the principles underlying the functioning of simple machines. They are, and have been, observant. This attitude of observation, investigation, and formulation of conclusions they are anxious to hand down to the young people with whom they work.

"To aid this latter group and to disarm the former, this committee is working in the State of Indiana on the development of materials which will facilitate the teaching of elementary school science.

"The committee proposes to prepare a bulletin which, among other things, will:

1. List the "essential learnings" or science concepts which should be taught in the elementary school. At present, judgment regarding these concepts will have to be based on present practice and the opinions of teachers. The Cooperative Committee on Science and Mathematics Teaching of the American Association for the Advancement of Science is now preparing for a study on "What science concepts are essential in the general education program?" and on "The grade placement of these concepts." When this study is completed, we shall have much more evidence than at present regarding which concepts are deemed essential in the elementary school offering.

2. Place these "essential learnings" in the order of difficulty, with a recommendation that the concept not be taught earlier than a given grade. There will be no attempt to say that the concept should be taught at a certain grade level.

3. Associate with each concept a graded group of activities to aid the teacher in presenting the idea. Activities suitable for offering the idea at the earliest grade level

recommended will be followed by activities suitable for use where the concept is taught later to more mature boys and girls.

4. Make suggestions for offering a related science, so that hygiene or safety or physiology or physics is not taught as such, but rather that all elements related to a concept or idea and of a level understandable to the student are brought to bear on the problem.

5. Include suggestions which will aid the teacher in applying the methods of science to the solution of problems, in the hope that students may eventually come to apply the methods of critical thinking to their own problems.

6. Provide a section on how to make or obtain and use the materials associated with the teaching of elementary school science. What kind of plant can you keep alive in a schoolroom with only north windows and where the temperature on week ends goes down to 40 degrees Fahrenheit on winter days? How can you construct a woods terrarium or a bird feeder or a simple scale for weighing objects?

7. Include an annotated bibliography to aid teachers and pupils with reference problems.

8. Present a discussion on evaluation, in the hope that we may get away from the use of the written test in covering factual information as the *only* means of evaluation.

"It will not be the purpose of this teacher's guide to specify any given sequence during any given year; there will rather be encouragement for each school to chart its own way through science, taking advantage of the special training, interests, and abilities of its teaching staff, and its physical environment, equipment, and other pertinent factors. All schools will start with curious and interested children; they will chart their own way through the science sequence and, having traveled by devious routes, will have provided the experience by which the pupil can better adapt himself to his physical environment."

### **With the Help of a State Principals Association**

Dr. Bernard W. Kinsella, chairman, Committee for the Study of the Teaching of Science, New York State Association of Elementary Principals, writes the following account of the method of work which this committee under the sponsorship of the Elementary Principals Association is carrying out. Observation in the schools of this State indicates that this association is bringing about considerable improvement in the classroom science teaching.

"An increased interest in the teach-

ing of elementary science has been evidenced by many individual members of the New York State Association of Elementary Principals. A means of meeting this interest was brought to a focus through the appointment in the fall of 1945 of a committee of principals in the area of Rochester and Monroe County, N. Y. This committee was to study the status of the teaching of elementary science in the schools of New York State.

"Through several discussion meetings the committee arrived at the decision to set for itself a twofold task: (1) To find out the status of science teaching which includes the extent to which elementary science is being taught in New York State, and how it is being taught, and (2) The working out of means of meeting the needs as revealed in the study.

### **Questions Asked**

"In February 1946, questionnaires were sent to the membership of the Elementary Principals Association. Among the questions asked were:

1. What course of study is being used in teaching science?
2. Is the course of study being used thought to be satisfactory?
3. What is the amount of time assigned to each grade level when science is taught as a separate subject? Principals were also asked to check the grades in which science is taught as a correlated subject.
4. Who teaches science—the grade teacher or a special teacher?
5. What are the greatest obstacles to science teaching?
6. What are the greatest factors favoring the teaching of science in the elementary school?
7. What would assist principals most in developing a good science program?

"Replies were received from over two-thirds of the principals. The responses were compiled and a mimeographed copy of the findings sent back to the principals.

"Having compiled and studied the findings, the committee sought to work out ways of meeting the needs thus revealed. The committee's work might be divided into three areas: (1) Preparation of a Science Teaching Handbook. (Some philosophy, but many practical suggestions and helps in the development of a good science program.) (2) Implementing the teaching of science in

practice. This latter phase of the work comprises the 'trying out' or the putting into practice of the ideas to be suggested in the handbook. Each committee member is working with his teachers in his own school and in at least one neighboring school. Science programs are being worked out. Techniques are being tried. Objectives in the teaching of science are being arrived at in practice as well as in theory by faculty groups. This phase comprises the in-service training of teachers. (3) The committee has set up a working relationship with the State Teachers College at Brockport, N. Y. This cooperative work has for its chief aim the improvement of the pre-service education of teachers. Teachers need to experience, under competent instructors, the kinds of experiences which they themselves should be able to provide for their pupils. It is felt by this joint committee that both the education courses and the experiences in 'practice teaching' need to be of the kind that provide for the prospective teacher an attitude and the skills and knowledge that will enable her to achieve the most desirable learning outcomes.

"It is felt by the committee that some direction has been given to the interest in science through our concerted effort in studying the status and the needs and in working through together ways of meeting the needs."

### **Some General Recommendations**

As indicated in the introduction, these are but a few of the places where curriculum construction and in-service training of teachers are taking place. Several States are at work on materials of instruction; many, but not enough, teachers colleges are offering practical courses in subject matter and teaching methods to prospective teachers of elementary science. Of special note is the field course and the on-campus courses offered under the direction of Dr. Gerald S. Craig at Teachers College, Columbia University. Many general supervisors of elementary schools are sponsoring work to assist their teachers to increase the effectiveness of their teaching of science. During the past 10 years the growth in interest and the progress has been pronounced.

If this interest and this progress are

to increase to meet the present and future needs of girls and boys, certain steps must be taken by all school systems and by many more institutions of higher learning, State departments, and other administrative units. Specifically here are some of these steps:

There is need for more emphasis on science in many of our elementary schools through activated plans initiated by the superintendents, principals, and supervisors and carried out through planning and working by the teachers themselves in the schools in which they serve.

It is impossible to overestimate the necessity for teachers colleges and all institutions that train teachers for elementary schools to reexamine their present offering in background science courses and in science teaching methods and revamp them to fit the needs of teachers in elementary schools. These institutions, with rare exceptions, are not equipping teachers to teach elementary science. Until more teachers colleges recognize this deficiency and take steps to remedy it, elementary schools will continue to receive untrained science teachers.

There is need for more science equipment in the elementary schools of the Nation; not complicated apparatus, but minimum essential equipment plus facilities for making additional instruction materials.

There is need for greater cooperation between high schools and elementary schools in planning a 12-year sequence of science instruction. Elementary school teachers can make much more extensive use of the high-school science teaching staff as consultants in planning and administering the science program in the elementary school.

Above all, it is essential that teachers themselves become more aware of the contributions elementary science can make to the growth and development of girls and boys. School administrators must in most cases take the initial steps to bring about this feeling and then make it possible for teachers themselves to function in the planning of a program workable in the schools. Much progress is being made in the field of elementary science. Much more must be made before the schools actually serve the needs of pupils in this important area of experience.

## LIBRARY SERVICES

### Book Week Spreads Throughout World

by Nora E. Beust, Specialist for School and Children's Libraries

CHILDREN'S Book Week will be celebrated this year during the week of November 16-22. The date has been changed from the second week of November, which had been designated as Children's Book Week for several years, to the third week in response to requests from school librarians whose observance of American Education Week, the second week of November, had conflicted with Book Week.

The slogan around which libraries, schools, and civic organizations will plan their annual programs is "Books for the World of Tomorrow."



The poster interpreting the theme was designed by Ingri and Edgar Parin d'Aulaire. The poster depicts the many generations of American children who have been privileged to inherit an ever increasing wealth of books which delight and entertain them as well as prepare them to be intelligent and cooperative citizens in "the world of tomorrow."

"Treasure Chest U. S. A." is the specific project that is being sponsored this year, by the Children's Book Council, The Save the Children Federation, Inc., and the Treasure Chest Campaign. Approximately 25,000 children's books have been sent to boys and girls in the war devastated areas of the world

through Treasure Chests. The present plan is to include children in this country who live in rural districts not served by libraries.

A Children's Book Fair will be held in New York City November 20, 21, 22, and 23 in the Education Hall of the American Museum of Natural History. The *New York Times*, the American Museum of Natural History, and the Children's Book Council are sponsoring this first large-scale book fair to be held during Book Week. Approximately 5,000 children's books will be displayed but no books will be sold. Programs featuring scientists and authors and illustrators of children's books are being planned.

The attempts since 1944 to make Book Week international have resulted in developments abroad. In New Zealand, for example, the Library Association decided to make an annual award to the author of the most distinguished contribution to New Zealand literature for children. The precedent of the American awards which are named after pioneers in the field of children's literature has been followed, except that the pioneer chosen was a native-born New Zealander rather than a celebrity from another country. The first award was announced during Children's Book Week in November 1945.

The U. S. Information Library in Cairo, Egypt, that opened its children's book service in a reconverted garage two years ago, made use of the Book Week poster and other materials prepared by the Children's Book Council. Posters were sent to the Egyptian, French, and English Schools as well as placed on display in the library. An exhibit of approximately 100 children's books attracted the attention of teachers, parents, and children. The librarian reports that the observance of Book Week marked the beginning of larger service to children.

In Istanbul, Turkey, the celebration of Children's Book Week served as an

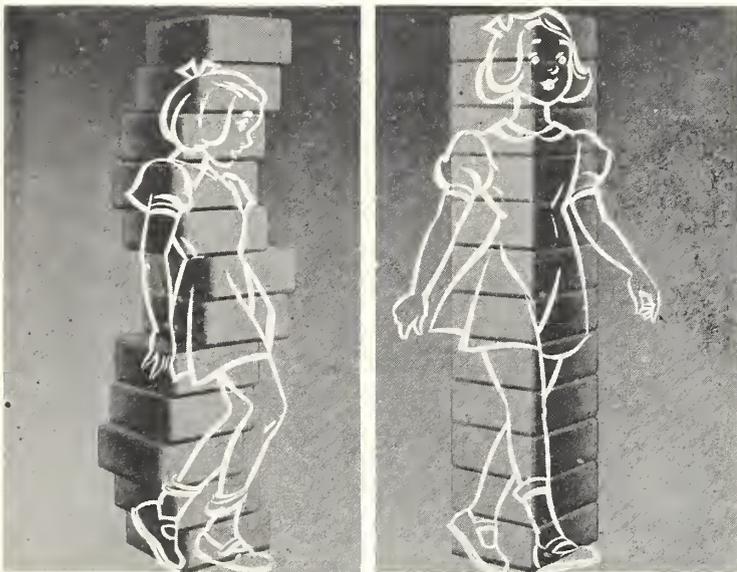
(Turn to page 30)

# GOOD POSTURE FOR BOYS AND GIRLS

THE FOLLOWING MATERIAL was prepared by Helen Manley, Specialist in Health Instruction and Physical Education. The bulletin was first processed by the Elementary Education Division, but so many requests have come for copies that it is reissued in *SCHOOL LIFE* in order to be more widely available.

## What is Good Posture?

**G**OOD POSTURE is more than standing or sitting straight. It is that position of the body in which all of its parts are working effectively and with proper balance, ease, and comfort. **GOOD POSTURE IS IMPORTANT.** The internal organs have plenty of room and the external



YOU LOOK BETTER *Courtesy: Samuel Higby Camp Institute for Better Posture*

parts are in correct balance when the body has good posture. Lungs, heart, and digestive organs function better when they have room. **YOU FEEL BETTER.**

## Steps to Good Posture



### A. Standing

1. Feet parallel, about 6 inches apart.
2. Head high, as if balancing a book on the head.
3. Chest out.
4. Stomach and hips firm.
5. Weight slightly forward, over the balls of the feet, and distributed evenly on each foot.
6. Knees very lightly flexed—**NOT LOCKED.**
7. Abdomen and back as flat as possible.



### B. Sitting

1. Sit back in the chair, so that hips touch the back of the chair: Feet flat on the floor.
2. Sit tall.
3. Rock forward from the hips when writing.
4. Keep chest out, and neck in line with upper back.



### C. Walking

1. Knees and ankles limber, toes pointed straight ahead.
2. Legs close together—**DON'T WALK LIKE A DUCK.**
3. Swing legs forward from hip joints.
4. Lift feet off the ground—**DON'T SHUFFLE.**
5. Head and chest high.
6. Shoulders free and easy—**NO PULLING OR TENSION.**
7. The heel touches the ground first—in each step, the progression is: **HEEL, OUTSIDE OF FOOT, TOES.**

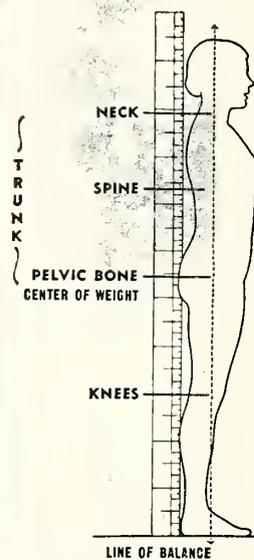


## How to Test Your Posture

Good posture is a result of holding your body in a balanced position. The easiest way to attain it is to think of an imaginary line running (side view) from the tip of the skull through your neck, shoulders, hips, knees, and insteps. When the head is bent forward, the abdomen thrust out, or the back bent, the line of gravity is shifted, and a strain placed on muscles to keep the body from falling.

To test: Stand with back to wall with head, heels, shoulders, and calves of legs touching it, hands by sides. Flatten hollow of back by pressing buttocks down against the wall. Space at back of waist should not be greater than the thickness of your hand.

Now check your posture standing with back against the wall with the figure alongside the ruler on left. If it is approximately the same, your posture is excellent, grade A.



The dotted line extending from top of skull through hips to insteps, is the line of balance or gravity

*Courtesy: Samuel Higby Camp Institute for Better Posture*

If your heels do not touch the wall when your shoulders do, you may be graded B or C. Use a yardstick to test if the dotted line of balance on the figure coincides with yours.

Stand facing close to wall, palms of hands touching front

of thighs. If chest touches wall first, your posture is probably excellent (A); or at least good (B); if head touches first, it is only fair (C); if abdomen touches first, your posture is really bad (D), and you should see a physician.

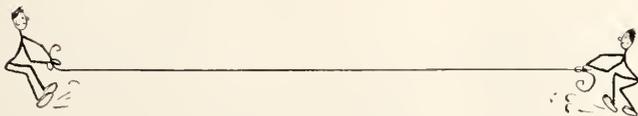
### Some Causes of Poor Posture

1. Poorly balanced diet. Food that builds bone and muscle is essential in order to have good posture.
2. Rapid growth. Different parts of the body sometimes develop at different rates, and there may be lack of coordination and poor posture.
3. Fatigue. Overfatigue causes inability of the muscles to hold the body in the best position.
4. General poor health. Infection, deformities caused by rickets and infantile paralysis, tuberculosis, poor vision are among causes of poor posture.
5. Poor posture habits. Sitting, sleeping, walking, standing in poor posture for a long time may develop habits which are hard to overcome.
6. Lack of vigorous and balanced exercise. Exercise should develop the whole body and strengthen the muscles in order to hold the body in good posture.
7. Mental health. Discouragement, lack of security, worry, and fear may result in slumping and poor posture.
8. Structural and orthopedic irregularities. Some children are born with, or have acquired, nonremediable postural irregularities.

### Parents and Teachers

Draw the line between the DO'S and DON'TS

- DO** . . . . . Say "Stand and sit tall."  
 . . . Show children how to check their posture and what good posture is.  
 . . . Check the adjustment of seats so that each child may sit with his feet on the floor when he is sitting as far back as possible. He can then write without raising a shoulder or rounding his back.  
 . . . Minimize fatigue by providing frequent rest periods.  
 . . . Abolish children's fear and feeling of insecurity and give many opportunities for success.  
 . . . Through physical examinations, discover the causes of poor posture and seek the remedy.  
 . . . Give children opportunities for a constructive physical education program, preferably outdoors and geared to individual differences.



- DON'T** . . . . . Say "Put your shoulders back."  
 . . . Ask Johnny why he doesn't walk like Jimmy.  
 . . . Have all the chairs the same size and not adjustable.



### Strong Muscles for Fun

- . . . Let children sit or stand for long periods of time.
- . . . Nag, fuss, or raise your voice at children.
- . . . Force children into corrective exercise without the advice of a doctor.
- . . . Expect a child to maintain good posture without a musculature capable of holding the body in position.



#### 1. Chinese Get Up

- (a) Partners sit back to back, feet flat on the floor, knees close to chest. Lock elbows, push, and stand.
- (b) Sit down, extend legs, and repeat.
- (c) For variety, stand half way; i. e., to a sitting-in-air position. From this position turn in a circle.

#### 2. Bear Dance

Squat on one heel and extend the other leg straight out to the side, change legs. Repeat 10-15 times. **KEEP A STRAIGHT BACK WHILE DOING THIS.**



#### 3. Wings

Leader in front of group. Group puts fingertips on shoulders, then each does what the leader calls, *not* what he does. Fingertips stay on shoulders. *Wings up*—elbows are raised; *Back*—elbows go back; *Down*—elbows are lowered.

#### 4. Climbing

Ropes, ladders, jungle gym, trees.

#### 5. Lie on Floor

Lie on floor, face down. Place hands on floor, shoulder-width apart. With weight only on hands and tip of toe, walk, dragging the body.



#### 6. Merry-Go-Round

Four to eight people stand, clasp wrists. Every other person sits down and braces feet in the center. Those standing lift the ones seated and move in clockwise direction, then reverse. **THE ONES SEATED MUST KEEP THEIR BODIES RIGID.**



#### 7. Wheelbarrow

Partners should be about equal in weight. Number 1 puts his hands on the floor, feet apart. Number 2 walks between Number 1's legs and grasps his knees. Number 1 walks, keeping his weight on his hands and arms stiff.



EDITOR'S NOTE.—Reprints of the above material may be ordered from the Superintendent of Documents, Washington 25, D. C. (Available by Nov. 20.)

# What the Community Expects of Its Teachers

*An address by William J. Lyons, Assistant to the Superintendent of Schools, San Diego, Calif., delivered at the September general staff meeting.*

**B**EFORE considering what the community has a right to expect of its teachers, perhaps we should reverse the question to read: What do teachers expect of the community? The answer is not difficult and need not be academic. Teachers have expressed themselves in real and practical terms on this subject through their own professional organizations, and a bill of rights for teachers has recently been developed.

## **What Teachers Expect**

Teachers expect the community to recognize the difficulty and the tremendous importance of their job, and, as a result, to provide adequate pay for their services—a professional wage for a professional job—not a mere cost of living wage designed solely to fluctuate with the rise and fall of prices and the business cycle, and thereby to provide teachers with a bare subsistence wage.

Teachers have a right to expect a reasonable degree of security and tenure of position, free from the fear of retribution for political and petty personal reasons by school board members, superintendents, or principals. Teachers rightly expect the guarantee of academic freedom, which, of course, exists in most instances in direct ratio to the degree of security and tenure of position.

## **Academic Freedom Defined**

Let us not quibble over terms. By academic freedom is meant the right to have various points of view and opinions on controversial issues discussed freely in the classroom by pupils who have no fear of offending the teacher and suffering the consequences, and by teachers who have no fear of recrimination from the school administration or the lay citizenry. Academic freedom, of course, does not imply the right to use the classroom for personal propaganda purposes, to advocate subversive doctrines, or to discuss matters of

questionable propriety. All right-thinking teachers will accept these limitations as just and proper.

Teachers naturally prefer a democratic and progressive type of administration, one in which any teacher can offer constructive suggestions for improvement which will at least be given due consideration. Teachers appreciate being invited to assist in educational planning and have contributed significantly to the improvement of the total school program. Any school system that does not allow for these things is not deserving of the names democratic or progressive.

## **Social Freedom Demanded**

And last, but certainly not least, teachers have a right to demand social and personal freedoms which enable them to live like normal human beings. Let us hope that no teacher in America will ever be asked to sign a contract such as was offered to a young lady in a small South Carolina community less than a decade ago, which forbade her during the 9 months' period of her employment to fall in love or to have any dates with young men, except insofar as church work was concerned. Such contractual limitations are an insult to an American citizen as they deny fundamental human rights. Teachers are citizens, after all, and as such have a perfect right to a social, political, and private life. The storm of protests and public indignation which arose over this South Carolina contract, once it was given adequate publicity, finally caused the school trustees to delete the offensive terms, which is evidence that the public as a whole does not favor such unreasonable restrictions for teachers.

Time does not permit further consideration of this aspect of the problem, but we as teachers can rightly ask ourselves to what degree our community has satisfied these expectations. Allowing for normal differences of opinion and the incidence of human error to be expected in any large business such as ours, we can certainly agree that our community has provided real leadership

in the setting up of a good educational system. The citizens of California last November, by a 3 to 1 majority, voted to provide additional State funds for education, which resulted in greatly improved salary schedules throughout the State. We enjoy tenure of position and the exercise of academic freedom, our teaching loads have been decreased for the coming year, we have a democratic and progressive school administration, and we enjoy reasonable personal and social freedom. Public education is on the march, and in hundreds of communities throughout the Nation significant gains are being made.

\* \* \* \* \*

## **What the Community Expects**

We now come to the problem of what the community should expect of its teachers, and by the community we mean the great body of reasonable and right-thinking parents, citizens, and taxpayers, and not the minority group of enemies of the public schools, malcontents, and crackpots.

First and foremost, the community expects its teachers to do a good, thorough, and sincere job of teaching in the classroom. The job is not an easy one, as any of us who have taught well know. It requires the exercise of great patience and the employment of real teaching skills. To do a good job requires that teachers be professionally trained and that they continue a program of professional improvement during their teaching careers.

The community has the right to expect that its teachers be well-rounded, personable human beings. Youth has stated its preference in no uncertain terms, and to put teachers with twisted and warped personalities in the classroom is little short of criminal. The sponsors of the recent Nation-wide radio contest, "The Teacher Who Has Helped Me Most," were convinced that the qualities of a good teacher were not always to be found on the rating sheets kept on file in the office of the principal or the superintendent. Twelve thousand pupils in frank, serious letters listed the qualities of a good teacher in the order of their importance, and the results are most revealing. Cooperative, democratic attitude, kindness, and consideration for the individual, patience, good disposition, and consistent be-

havior led the list. One pupil wrote. "(My teacher) has a smiling face a kind manner and a pleasing voice. She is a human being and not a nagging, driving bunch of nerves." In those two simple sentences this pupil has thrown down the gauntlet to the teaching profession of America.

The community has a right to expect that every public-school teacher exercise scrupulous fairness and justice in handling all the children of all the people. Teachers should have a natural sympathy for and understanding of the problems of minority groups, and a willingness to appreciate contrary points of view expressed by pupils. Nothing short of this standard is acceptable. Persons with racial, religious, political, or social prejudices, bigots and vindictive autocrats, have no place in the classrooms of America.

And finally, the community has a right to expect of its teachers a willingness to cooperate with character building community agencies and service organizations in the development of recreational and extracurricular programs for youth. The services of teachers are not always to be confined between the hours of 8 and 3, 5 days per week.

A teacher who measures up to all these expectations becomes automatically the finest possible public relations agent. The community must be kept continuously aware of what is being done in our schools, and as teachers we are expected to interpret the schools correctly to our community. But the teacher who does a good conscientious job daily in the classroom does more to sell education to the community than any other single public relations device. It is true that the end product of teaching is not easily measurable as is possible with office and factory workers and certain other professions. But the skilled, enthusiastic teacher sells education to his pupils and is discussed favorably in the homes of most of them, thereby selling schools to the parents and to the neighbors as well.

### **Complaining Teachers**

It is particularly important that we teachers keep our gripes, complaints, and personal disappointments within the professional family. Nothing is more damaging to the school public relations program than the whining com-

plaints of unhappy and disturbed teachers. Teachers who continuously complain of their assignments and duties, who are never in agreement with administrative policies and procedures, and who reflect and air their personal dissatisfactions, not only in the community, but in the very classroom itself, have no right to remain in the profession, and any system of tenure that keeps them there is morally and ethically unjust and indefensible. I make this statement, without fear of contradiction, as a former classroom teacher and officer of local and State teacher organizations who has always stoutly defended the rights and securities of teachers. Teacher tenure can still be defended as proper protection for the great majority of teachers. But, after all, our first duty is to the youth of the community. There is no defense for teachers hiding under the cloak of tenure in order to become habitual critics of the school and social system and to air their complaints, personal disappointments, and frustrations.

One further warning is in order. Teachers now face the possibility of overselling to the public the fact of inadequate salaries. Just last week I was distressed to hear a report of the education committee meeting of the international convention of the service club to which I belong. It was reported that after the showing of an excellent film on the results of education in the community, the meeting was thrown open to discussion and was completely monopolized by several educators who spent the entire time bitterly complaining of their low salaries. The person who made this report to the local education committee is normally friendly to schools, but he was thoroughly disgusted, and rightly so, with the degeneration of a meeting of some 200 persons into a personal gripe session dominated by 10 or 12 teachers.

The status of teachers in public education, in general, has improved greatly in the past few years as a result of wise and courageous educational leadership and the growth and development of strong professional organizations. Teachers have come through a difficult period, and the road ahead is not entirely smooth. Some groups momentarily lost sight of their professional obli-

gations and indulged in strikes, wild talk, and irresponsible actions which caused some loss of public faith in the profession.

### **Emphasize Improved Services**

Now it is time for our profession to emphasize improved services in education. It is time to take stock of ourselves as teachers to make sure that we are doing the best possible job in the classroom. We must remember that while the public has voted more funds for education, it has done something infinitely more worth while—it has at long last recognized the true importance of teaching as a profession, and the limitless possibilities of the instructor in teaching skills, in counseling, in molding character, and in shaping the future for America's boys and girls. Once this fact is recognized by the public, adequate budgets and professional salaries for teachers will no longer have to be fought for and defended.

We are rapidly approaching this universal recognition of the importance of public education. Will we be able to maintain this public confidence and support? We can do so if we keep our professional sights high and if we never forget that as teachers we are dedicated to the children of America. The personal satisfaction of helping to mold and shape the careers and destinies of young people is rewarding beyond all measure. It is the thing that has made our profession great. It explains why teachers for centuries have devoted their lives to the profession without any hope of proper financial reward. It will pull us through our present difficult period and it is the thing upon which we base our hopes for the future of education in America.

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### **"Great National Resource"**

The National Society for Crippled Children and Adults will hold its annual convention at the LaSalle Hotel, Chicago, on November 3-5.

The program will be centered about the theme "The Handicapped—a Great National Resource," with special attention given to rehabilitation services and to the development of programs for the cerebral palsied.

# Are Schools Returning to the People?

by Edwin H. Miner, Associate Commissioner

TO THOSE educational leaders who have not been familiar with activities of the Citizens Federal Committee on Education it may come as a partial surprise that the U. S. Office of Education has a lay group serving in an advisory capacity on vital matters of educational policy. Organized in 1946, this group has experienced growing pains similar to those of most newly formed school boards. Its members have assumed their tasks with the same air of humility which characterizes good school committee members. To be sure, the Office of Education is not in the business of operating schools and to that end this lay committee is not engaged in underwriting or determining operating policies for education in this country. However, the United States Commissioner of Education felt that in these critical times of readjustment from war to peace wherein every element of our existence, be it economic, social, political, or religious, is in a most unsettled state, it would be desirable for educators to have the benefit of thought and reflections of outstanding leaders in America today on the problems facing education.

Commissioner Studebaker felt also that such a committee could in its own right take the initiative in critical issues and extend a salutary leadership in the development of a public opinion which would assist and support schools in their endeavors to meet the new challenges. The record of the committee's action in behalf of the teacher crisis (see the October 1947, issue of *SCHOOL LIFE*) is one indication of what can be done when interested civic leaders pull together. In assisting in that crisis they have also helped the whole cause of education without prejudice or damage to local prestige or autonomy.

## Citizens Federal Committee

The fall meeting of the Citizens Federal Committee on Education (announcement on this page) gave opportunity within a framework of the agenda, for committee reports, summaries, and discussions.

## CITIZENS FEDERAL COMMITTEE ON EDUCATION

October 27-28, 1947

Washington, D. C.

Chairman

THOMAS C. BOUSHALL,  
presiding

### Program

Reports of Committee Activity  
Education for National Security—Presentation by Commissioner John W. Studebaker setting forth projected program plans of Office for 1947-48

Other Business

*Above is indicated the general program for the Committee's fall meeting.*

## Schools Under Searchlight

Is it a new venture to enlist an enlightened public in the joint planning of policy and program for the schools? Obviously, not. In the early days in this country when schools changed from the tutorial to the public-supported common schools, legal enactments assured the public that these new instruments of group instruction would not only be supported by all the people, but also would be controlled by them through representation. If spirited participation by the public in basic school issues appears new now, it may be because public schools in some areas have taken on the unfortunate appearance of another governmental activity which belongs as a vested right to the possessive hands of those who operate them. We should remember that there is nothing in the mandate or authority for the operation of public schools which has ever transferred responsibility from the public to the teaching profession. Schoolmen should not be alarmed if there now ap-

pears to be a swing of the educational pendulum back to a point where there will be more energetic activity by the public in the planning councils of public-school operation. Such a swing is not indicative of regression, but is rather a return of strength. Perhaps any weaknesses due to inbreeding of ideas can be eliminated and the curriculum reanimated.

At a time of national or world-wide emergency, when men's basic concepts of government, security, and social welfare are in debate, either to be defended or modified, the country's schools come under a strong public searchlight. Is youth being prepared to face the new challenges? Is the national security being adequately provided for in the training programs? Are the basic needs of mankind being provided for? Such questions were never more pertinent than they are today.

To any schoolmen who expected that the close of the war would mean an about-face in educational emphasis with a return to the prewar status quo, the current situation must be dismaying. Enrollments are still abnormal; qualified teachers are still scarce; new equipment and plant are difficult to obtain. The old, prewar courses of study do not quite fit; former methods and tools seem clumsy to those who have tried new ones. Higher education is faced with mass production. As if all this were not enough to confound those pedagogs, there is the additional hazard of "public intervention" in the schools.

## Renaissance of Public Interest

Today's alert schoolman will not only know his basic psychology and pedagogy better than ever, but he will be acutely conscious of the tenor of the public and the demands of this era in which we still struggle so desperately for the right of existence. He will sense the air of futility that grips remnants of a battered Europe which, 2 years after war, is not yet quite certain whether might makes right or right makes might. Not even during the war was the conflict in ideology over desirable forms of government more intense than today when democracy, together with the freedoms it extols, finds itself challenged by a counter concept of authoritarianism which seems bent on sweeping all other governments aside

and saddling humbled and crippled nations with its machine. In today's world race between peace with freedom and so-called peace by slavery, the schoolmaster is being looked to quite as much as the general as a builder of security. Increasingly there is an awareness that this is a conflict which will be won only when the minds of people function with their hearts and the priceless rights of man are guaranteed and assured to all mankind.

Fortunately teachers are not having to carry this load unassisted. At no time during the past 100 years have the schools been more clearly seen by the public eye. Inadequacies of teacher salaries, degradations and abuses of human dignity, social isolation, and ridicule have been rather freely admitted by an ashamed public, which views the future with alarm and the rapidly decreasing educational supply with deep concern.

The silver lining in today's storm clouds is this renaissance of public interest in our Nation's schools. It is taking place all over the country. Encouraged by dynamic educational leadership, the public is effectively giving vitality to the policies and programs of our schools. Not only do they want teachers better paid and accorded full respect due their responsible mission, but there is also clear evidence that the public wants education to be extended to more people, improved in quality and universality, and more intimately integrated with life and its demands.

### Examples Cited

If you are a superintendent or administrator who is skeptical of the values inherent in well-planned lay participation, we suggest you study in detail the projects which are briefly outlined here, or others which are being undertaken in your area of the country.

*New Hampshire* affords one interesting example. That State, long an exponent of democratic processes, has just completed and published a *Lay-Professional Report* to the people of New Hampshire for the youth of the State. Brief, readable, this laymen's report is the product of 432 members of 12 regional areas. In 8 months these regional councils, made up of one-third laymen, one-third school committee members, and one-third educators, held

more than 100 working sessions and developed a comprehensive program of education for the students of the State. A request to the State Commissioner of Education, Concord, N. H., will bring you a copy of the report and a recital of the tangible results that have already accrued therefrom.

*Florida* supplies the data for another fine illustration of public effort in education. There, when it became necessary for a detailed survey of the State-wide educational system, the Governor turned to the citizenry of Florida and named a lay surveying group. Under their control there evolved an excellent study based upon the observations of lay and professional people both from within and without the State. The conclusions and recommendations, however, were drafted by Florida people for the benefit of Florida people. This survey has already brought about State-wide improvements and will be the basis for long-range legislation and educational planning.

There are many other illustrations that could be listed, such as the "talk-it-over" discussion plans now functioning

in Syracuse, N. Y., Birmingham, Ala., and Allentown, Pa., and the activity of the Institute for Research in Social Science at the University of North Carolina which encourages communities to work out resource-use programs of education.

Since democratic education is of the people, for the people, and by the people, let's get laymen and professionals together in the cooperative planning of realistic school programs for American youth.

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## NEA Publishes Victory Action Program

IN THE *NEA Handbook and Manual*, published August 1947, the National Education Association outlines its Victory Action Program for the strengthening of the teaching profession in America. This program is Part I of the manual, and is described as "a tool for leaders in our united education associations." Consisting of 449 pages, paper-bound, the manual may be bought for \$1 from NEA's national headquarters, 1201 Sixteenth Street NW., Washington 6, D. C.

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## TRIBUTE TO TEACHERS

*THE FOLLOWING communication has been received by Commissioner Studebaker from B. de Rougé, Secretary-General, League of Red Cross Societies, Geneva, Switzerland.*

The Junior Red Cross Advisory Committee of the League of Red Cross Societies, which met in Paris from May 14 to 17 last, desirous of paying tribute to the very important part played by the teaching body in the development of the Junior Red Cross in the fifty-one countries forming a world membership of thirty-two million, unanimously voted the following resolution:

That this Committee expresses its warm appreciation and its gratitude to the members of the teaching body, who through their understanding, their goodwill and their initiative have contributed in very large measure to the success and the extension of the work of the Junior Red Cross.

The Secretariat of the League of Red

Cross Societies, in bringing this resolution to your attention, associates itself with this expression of gratitude on the part of the Advisory Committee, for it has long been aware of the great services rendered by the teaching body in the successful development of the Junior Red Cross.

The Junior Red Cross Advisory Committee was created in 1946 to supervise the development of the movement and the improvement of the methods used in carrying out its programme of health, service and international goodwill. It is composed of educators and Junior Red Cross Directors representing the Red Cross and Red Crescent Societies of the following countries: Belgium, Canada, Czechoslovakia, France, Great Britain, Panama, Sweden, Turkey, U. S. S. R. and the United States.

I shall be grateful if you will communicate this resolution to the members of the teaching body in the United States.

# School Population of the Future

by Hope Tisdale Eldridge and Joel Williams, Bureau of the Census

**I**N FORECASTING population or characteristics of the population such as educational attainment, it is not possible to take account of all factors, especially those which are not measurable or not predictable. For this reason, we prefer to speak of "projections" or "forecasts" rather than of "future estimates" or "predictions." The last two terms have an air of conviction about the future which the statistician is anxious to avoid.

The act of projection assumes that the trends of the past will continue in the future; that if a definite and consistent pattern appears in a historical series of data, one is justified in extending this pattern, though within limits, to be sure. For instance, it would not do to extrapolate the decline in fertility to the vanishing point or the decrease in mean size of family to zero. Yet, within the range of recorded statistics, these two declines have persisted with only sporadic interruption.

This description is oversimplified. A projection that is statistically respectable is not made by one sweep of the pen along the X-axis, or even by one carefully fitted mathematical curve computed from the proper roots and powers. It is, rather, a composite of as many subsidiary projections as can be mustered, each subsidiary projection representing one or more of the measurable factors which contribute to the phenomenon under consideration.

The population projections recently completed by the Bureau of the Census in cooperation with P. K. Whelpton of the Scripps Foundation for Research in Population Problems were made separately for each sex, color, and nativity group.<sup>1</sup> They were based on projections of birth rates and mortality rates that were specific for each 5-year age group within each sex-color-nativity group. Furthermore, each set of mortality and

fertility assumptions was given three levels of projection—a high, a medium, and a low. The resulting population figures are to be shown on the basis of various combinations of assumptions and are to include allowances for varying amounts of immigration, from none to 1,000,000 every 5 years.

These forecasts are a revision of a set prepared by W. S. Thompson and P. K. Whelpton and published by the National Resources Planning Board in 1943. The unexpectedly high wartime birth rates and the unexpectedly low wartime civilian death rates made it seem desirable to make this revision. Most of the age groups of the population were not greatly affected by revision, but the age group under 5 years in 1945, representing births between 1940 and 1945, had to be increased substantially as a result of both the underestimating of births and the overestimating of deaths in the earlier set.

Since the revised forecasts were prepared, the birth rate has climbed to a new high that leaves demographers wondering whether the revised forecasts for 1950 may not be pitched too low for the youngest age group. Indeed, unless the present high fertility is followed immediately by a compensatory drop, these forecasts, except possibly the high fertility set, will underestimate the population under 5 years in 1950.

There is even some question whether a fundamental psychological change may not be taking place. The estimates assume that the secular decline in fertility will be resumed by 1950 and will continue at a slowing pace until the end of the century. But if attitudes toward childbearing actually are changing, it is possible that the long-time trend will begin to reverse itself within the next 50 years. There does not seem to be much doubt that fertility among those groups of the population whose fertility is still high will continue to decline, but there is some possibility that the low fertility groups may show a rise. Such a stabilization of fertility might or

might not be above the level required to replace the population and prevent a decrease in numbers. The population forecasts upon which this discussion is based indicate that a peak of some 165,000,000 will be reached near the end of the century (as compared with about 142,700,000 as of January 1, 1947) and that a decrease in population will then begin.

At the outset of the war, it was expected that the birth rate would rise temporarily above trend with improved economic conditions (the rate fell below trend during the 1930's when economic conditions were bad), that it would then fall below trend during the war and would have a second temporary rise after the war with the return of servicemen. Actually this is the shape that the birth rate curve has taken so far. However, the peak in the birth rate 10 months after Pearl Harbor was higher than expected, the decline thereafter was smaller than expected, and the post-war rise, beginning about the middle of 1946, is higher than expected. The number of births in December 1946, was higher than for any month on record and the rate (on an annual basis) was higher than for any year since 1915. The number of 6-year-olds on September 1, 1946, was 2,358,000. The children of the war year 1942-43 will enter the schools in the fall of 1949—some 3,000,000. When the schools open their doors in the fall of 1953 to the children who are now being born, they will receive a larger crop of 6-year-olds into the first grade than they have ever known, perhaps as many as 4,000,000.

## Trends in Population

With all these reservations in mind, one is in a position to examine the projections without any delusions as to their exactness. Figure 1 presents, for selected age groups, the medium set of population forecasts—that is, projections according to "medium" fertility and "medium" mortality. These forecasts include no allowance for immigration after the middle of 1945, the base

<sup>1</sup>Bureau of the Census, *Population—Special Reports, Series P-46, No. 7, "Forecasts of the Population of the United States, by Age and Sex: 1945 to 2000."* This release presents only the "medium" estimates. The full report will be published some time in 1947.

date for the revised figures. The chart shows for 1910 to the year 2000, the number in the four 5-year age groups of the population that ordinarily go to school. These are: 5 to 9 years, 10 to 14 years, 15 to 19 years, and 20 to 24 years. The last was included as an approximation to the college group, in spite of the fact that a relatively small proportion of the population 20 to 24 attends school.

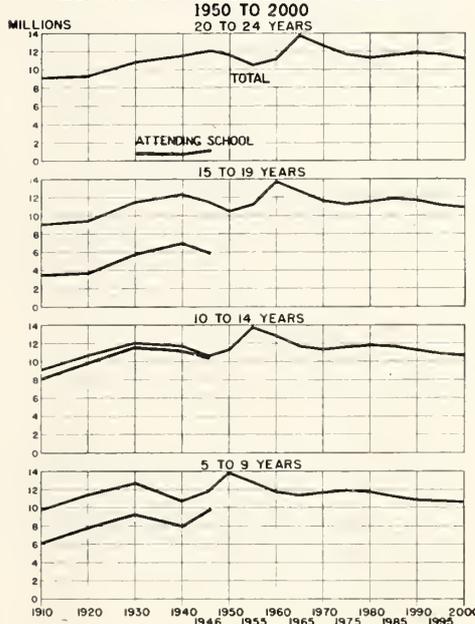
At first, the plan was to show age groups that approximated the various educational classes more closely. But since virtually the same trends would show up, whichever age group is used, and since the latter part of this discussion, relating to educational attainment, has to be in terms of the conventional 5-year age groups, this classification seemed to be the most useful for all purposes.

The number of children 5 to 9 years old shows increases between 1910 and 1930, is lower in 1940 (the depression deficit), peaks in 1950 (the wartime surplus), then diminishes gradually until the year 2000, when the number is about the same as in 1940. The older age groups show the same contours, but each has a lag after the next younger age group, which represents the aging of successive groups. Because persons in the age groups between 10 and 24 years in 1940 were born before the depression during a period of higher birth rates, their numbers in 1940 are higher and their decrease by the year 2000 is larger (between 0.5 and 1.5 million) than for the youngest age group. The diagonal patterns of dips and rises show how waves and troughs in numbers of births move up through the age groups and affect the size of the potential school population at the various school levels. Children born during the war will be 5 to 9 years old in 1950, 10 to 14 in 1955, 15 to 19 in 1960, and 20 to 24 in 1965. This group forms a major peak in each graph.

Only those fluctuations which had already occurred by 1945 are reflected in these data. No attempt was made to predict such fluctuations in the future, though they will no doubt occur, as in the past, in response to changing conditions. The chief purpose of this chart is to demonstrate that, even with a continued decline in fertility in the future, the absolute numbers of persons

of school age will not dwindle away by the end of the century. The number of persons in the childbearing ages will continue to be large enough to maintain a fairly constant child population in spite of lowered birth rates. This is true at the elementary school level, and it is even more certainly true at the high school and college levels, since the proportion who attend school at these levels is still increasing and the number may be expected to continue to increase

FIG. 1.- POPULATION AND NUMBER ATTENDING SCHOOL IN SPECIFIED AGE GROUPS, FOR THE UNITED STATES, 1910 TO 1946, AND POPULATION PROJECTIONS, 1950 TO 2000



whether the total population in the corresponding age groups increases or not. This being the case, there would seem to be no possibility of our needing to consider the eventuality of a contracting school population at any time in the foreseeable future.

Although the size of these population groups may be expected to remain fairly constant, the proportion that they make up of the total population will undergo considerable change. With the decline in fertility and the increase in average length of life that are implicit in these projections, the proportion of the population in the younger age groups will shrink steadily. A demonstration of how the "educational load" will be reduced by these two factors can be obtained by expressing the number 5 to 19 years old as a ratio to the number 20 years old and over. To be sure, an increasing proportion of those 20 to 24 may be expected to be in school, but

probably the major share of this age group will always be either in the labor force or married and keeping house. Meanwhile, there will probably always be a portion of the 15- to 19-year-olds working or keeping house to offset, partially at least, those of the next older group who are in school. The ratio of persons 5 to 19 years old to persons 20 and over was 72 per 100 in 1910; it dropped to 53 per 100 in 1940; the medium projections show that by the year 2000, it will have fallen to 35 per 100. Thus, while the number of school-age persons first rises then declines moderately, their ratio to the adult population diminishes throughout, and is cut more than half in the 90 years between 1910 and 2000.

### Trends in School Enrollment

A question on school attendance was asked in a census enumeration as early as 1840, but it is only for the period from 1910 to the present that there is what can be considered a reasonably comparable series of statistics.<sup>2</sup> The data collected in the census are restricted to those persons taking formal schooling, that is, enrolled in the regular school system. Thus, the Census Bureau has the unique advantage of making available a homogeneous mass of education data, collected on a comparable basis in all parts of the Nation, which can be used from decade to decade and region by region for measuring the growth of the school population and for other purposes connected with the evaluation of the school program and the determination of the efficiency of our educational system.

Figure 1 also shows the number reported as attending school for each of the three younger age groups at each census from 1910 to 1940. The terminal points on these lines represent the numbers obtained in a national survey of the civilian noninstitutional population

<sup>2</sup> Comparability between data for the various years is somewhat limited because of differences in the form of census inquiry as well as by differences in the time of year at which censuses were taken. For example, the question in the 1940 census related to school attendance between March 1 and April 1 of that year, whereas in 1930 the question related to school attendance at any time between September 1, 1929, and April 1, 1930, almost a whole academic year. If the 1930 question had been asked in 1940, it would probably have yielded higher counts than those obtained. For summary data back to 1890, see *The Sixteenth Census of the United States*, Vol. II, United States Summary, table 12.

conducted by the Bureau of the Census in October 1946.<sup>3</sup> Figures for the age group 20 to 24 are available only for 1930, 1940, and 1946. The inclusion of age 5 in the youngest age group makes their level as shown in figure 1 somewhat lower than it would otherwise be. The percentage for children 6 to 9 years old was 97 in October 1946. The percentage for the 10 to 14 group was 98 at that time.

The record of school attendance is generally one of increasing proportions of the school-age population attending school at each age for each decade. Table 1 shows the percent of the population, by single years of age from 6 to 20, who were enrolled in school at each census date from 1910 to 1940.

**Table 1.—Percent attending school, by single years of age from 6 to 20, for the United States: 1910 to 1940**

Age (years)	1940	1930	1920	1910
1	2	3	4	5
6.....	69.1	66.3	63.3	52.1
7.....	92.4	89.4	83.3	75.0
8.....	94.8	94.1	88.5	82.7
9.....	95.6	95.6	90.4	86.2
10.....	95.7	97.1	93.0	90.0
11.....	95.9	97.5	93.9	91.2
12.....	95.5	97.1	93.2	89.8
13.....	94.8	96.5	92.5	88.8
14.....	92.5	92.9	86.3	81.2
15.....	87.6	84.7	72.9	68.3
16.....	76.2	66.3	50.8	50.6
17.....	60.9	47.9	34.6	35.3
18.....	36.4	30.7	21.7	22.6
19.....	20.9	19.8	13.8	14.4
20.....	12.5	13.1	8.3	8.4

Of course, compulsory education has had a great deal to do with the improvement in attendance rates. With the passing of time, the lower limit of the age range at which schooling is compulsory has been reached steadily in the various States. During the first World War, there were only 20 States with compulsory age limit as low as 7 years; in 1946, 39 States had a lower limit of 7 or 6 years. The census statistics themselves show the effect of these changes clearly through the decades. The youngest age at which more than 9 out of 10 children were attending school has been lowered from 11 years in 1910 to 7 years in 1940 and

6 years in 1946. Furthermore, children tend to remain in school much longer, and the most marked improvements in school attendance rates have occurred among children in the high-school ages. For example, in 1910, 59 percent of the children 14 to 17 years of age were attending school as compared with 79 percent of these children in 1940.

Because enrollment for the age groups 5 to 9 and 10 to 14 is now so close to 100 percent, there is no point in trying to project it. Prospective changes in the size of the total age group are a sufficient approximation to prospective changes in the number to be expected in school.

For the next older age group, 15 to 19 years, the number in school has also increased, but the percentage in 1940 was only 56. The 1946 data for both this age group and the group 20 to 24 years old are somewhat confused by the veteran situation. In 1945, there were only 100,000 males 20 to 24 years of age enrolled in school or college, some 350,000 fewer than in 1940. One year later, when demobilization was virtually complete, more than 900,000 males in this age group were in school. Comparisons of 1946 with 1940 and earlier years cannot, therefore, be interpreted as showing trends.

Forecasts of school attendance have not been attempted for these two age groups, partly because the relationship between age and grade being attended is less clear-cut than at younger ages and partly because projections for these age groups are perhaps more appropriately made on the basis of educational attainment than on the basis of school attendance. After all, future attendance figures are not particularly useful unless they are related to the various school levels. That is to say, an estimate of the number of persons 15 to 19 years old who will be attending school next year is not of much value unless it is possible to separate the number into those who will be attending high school and those who will be attending college. Forecasts that will yield this information require a composite projection of the cross-classification of school attendance with educational attainment.

### Trends in Educational Attainment

Data on educational attainment were obtained for the first time in the 1940

census. For each person, a question was asked on the highest grade of school completed. The results for this question are available by 5-year age groups, up to 75 years and over, as well as by various other characteristics, such as sex, color, nativity, parentage, and urban-rural residence.<sup>4</sup>

Projections from observations for only one point in time can be made on the basis of age-specific detail for a characteristic like educational attainment, which, once obtained, remains set throughout the remainder of life. If we assume that the formal education of the group that was 25 years old and over in 1940 was so nearly completed that further changes would be negligible, we can, by arranging the data by age from the oldest to the youngest, obtain a historical pattern of change with respect to our chosen characteristic.

One assumption implicit in this type of analysis is that the characteristics of a given group of persons born in a given 5-year period who survived to 1940 are the same as the characteristics of those who died before 1940. This is probably not a sound assumption. The group 70 to 74 years of age in 1940 was born between 1865 and 1870. Most of them had died before 1940. On the basis of what is known about mortality differentials by socio-economic class, it is likely that the uneducated or the less well-educated segment of this group died off faster than did the well-educated. The result is that the distribution of the survivors by years of school completed is somewhat biased in the direction of more education than would have been observed if the information had been obtained in 1895 when the group was 25 to 29 years old.

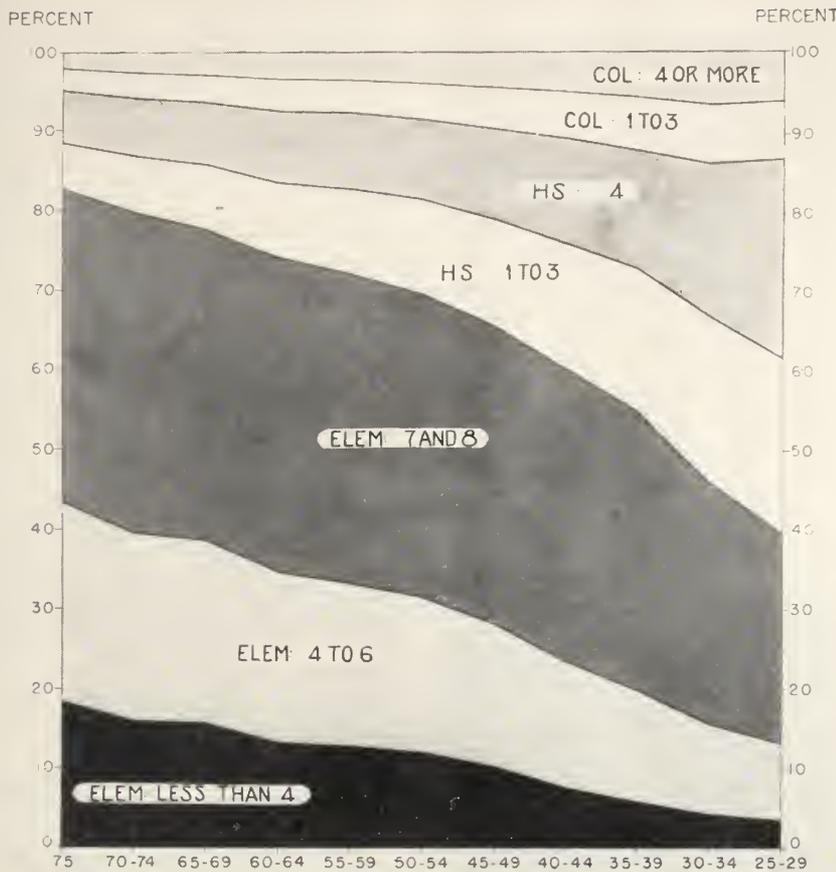
This bias is therefore greatest for the age group 75 and over and diminishes to a minimum in the group 25 to 29. Since projections are more strongly influenced by the middle and younger age groups which have been less decimated by mortality and since there is not enough information on which to base an adjustment in any case, no adjustment was attempted.

There is evidence of another type of bias in the statistics of educational attainment. It appears that there was a tendency for some respondents to overstate the amount of their schooling in reporting to the census enumerator.

<sup>3</sup> Comparisons between the 1940 and 1946 enumerations are somewhat affected by a seasonal difference; the former having been made in April, the latter in October. Also, the 1946 data are subject to sampling variations. For results of the 1946 survey, see Bureau of the Census, *Population, Series P-S, No. 18, "School Enrollment of the Civilian Population: October 1946."*

<sup>4</sup> See *The Sixteenth Census of the United States, Vol. IV and Special Reports.*

**FIG. 2—EDUCATIONAL ATTAINMENT OF THE POPULATION 25 YEARS OLD AND OVER, FOR THE UNITED STATES, BY AGE, 1940**



The effect of such exaggeration is to set the levels of attainment a little too high. Once more, for lack of precise information on which to base any adjustment, none was made.

No doubt the data contain other errors and biases of an unknown type, but in spite of them all, the historical patterns that emerge are striking and consistent. When percentage distributions of 5-year age groups by single grades of school completed from none up to 5 or more years of college are arranged in descending order of age from 75 and over down to the 25 to 29 group, definite trends within each educational class are apparent. The percentages at the lower educational levels diminish from older to younger ages and those at the upper educational levels increase.

For table 2 and figure 2, the data by single grades were consolidated into seven broad educational classes. The trends shown by these data are ex-

tremely clear and unmistakable. The tapering-off of the areas in the lower portion of the chart reflects the decrease in the proportion of persons who receive only elementary school education. The black area, representing 0 to 3 years of schooling gives a rough picture of the liquidation of illiteracy. The widening bands in the upper portion reflect the

growth of educational achievement at the high-school and college levels.

A few interruptions of trend are of interest. The small humps near the left (in the areas representing 0 to 6 years of education among the older population) probably reflect the period of heavy immigration in the early part of this century when large numbers of foreign-born with relatively small amounts of education entered this country. The fairly marked flattening in the college class among the younger population undoubtedly reflects the effects of the depression when fewer people could afford college. The flaring in the areas representing the high-school level indicates that during the depression many young people went to high school who perhaps would not have done so if they could have obtained jobs. This larger proportion with only high-school education is also caused, in part, by the inability of the "normal" number to go on to college and be classified in the topmost area of the chart.

A separate projection was made for each single grade of school completed. These particular projections were made for the total population in each age group. Better results would undoubtedly have been obtained if they had been made separately for each sex and for each color group within sex, since there are significant differences by sex and color and since any projection is improved by taking each known factor into account.

The statistics, therefore, are to be regarded only as rough estimates. In projecting a trend, no matter how clear-cut that trend may appear, it is possible to produce any number of straight lines or curves that seem to conform to the

**Table 2.—Percentage distribution, by educational attainment, of the population 25 years old and over, by age, for the United States, 1940**

Years of school completed	Age (years)										
	75 and over	70-74	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29
1	2	3	4	5	6	7	8	9	10	11	12
All classes .....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COLLEGE:											
4 or more .....	2.2	2.6	2.9	3.3	3.4	3.8	4.2	4.8	5.5	6.3	5.9
1 to 3 .....	2.7	3.1	3.4	3.9	4.0	4.4	5.1	5.7	6.5	7.4	7.3
HIGH SCHOOL:											
4 .....	6.6	7.4	7.9	9.2	9.7	10.2	11.4	13.3	14.9	19.3	25.0
1 to 3 .....	5.7	7.0	7.9	9.3	10.6	11.7	13.4	15.6	17.9	20.8	22.2
ELEMENTARY SCHOOL:											
7 and 8 .....	39.5	40.4	39.3	39.6	39.0	38.3	37.6	37.1	35.2	30.5	26.4
4 to 6 .....	24.9	23.5	22.9	21.4	20.5	19.5	18.0	15.8	14.1	11.4	9.7
Less than 4 .....	18.4	16.0	15.7	13.3	12.8	12.1	10.3	7.7	5.9	4.3	3.5

observed pattern. In dealing with this problem in connection with the population forecasts, trends and levels of fertility and mortality in areas other than the United States were studied in an attempt to set up reasonable levels for the United States in the year 2000. The records of States and of countries with low death rates and similar fertility experience were compared with the record of the United States to determine approximate time lags and to make the assumptions about our future as realistic as possible.

So, in setting levels of educational attainment in 1960 for those groups whose

1960) were filled in by linear interpolation.

For all the older age groups (that is, for persons who were 25 and over in 1940, and who will be 35 and over in 1950 and 45 and over in 1960) the 1940 percentages were held constant on the assumption that their educational attainment would not change after 1940.

Thus, a set of percentages in 1950 and 1960 for each age group over 25, by which the numbers in the future population could be distributed, were obtained. The results are summarized in table 3 and figure 3, showing the distribution of the combined population 25

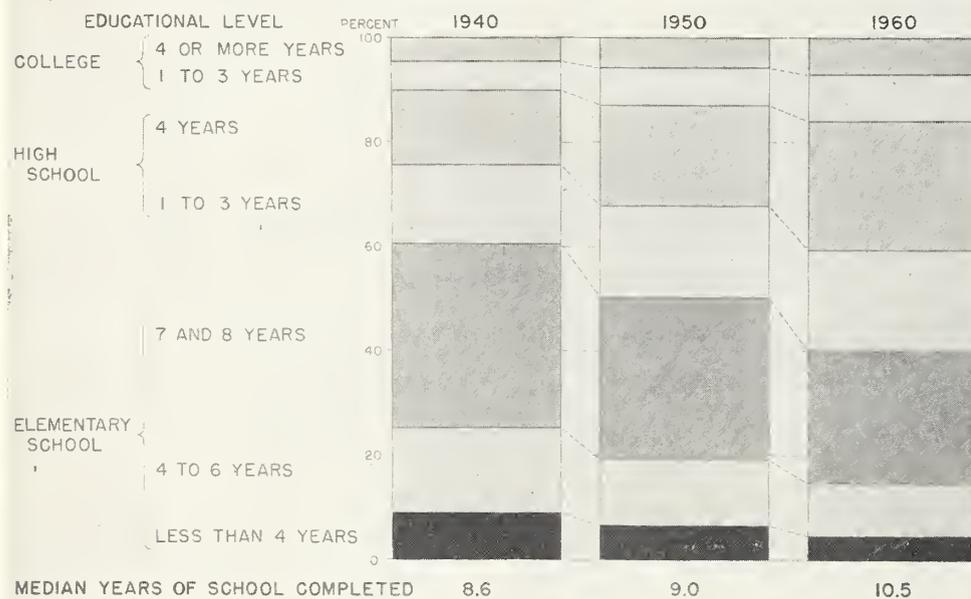
representing the second year of high school.

On an age-specific basis, the group 25 to 29 years old in 1960 represents what lies immediately ahead in the way of high-school population, since this group is now 12 to 16 years old and many of them are in high school. For this group the median in 1960 is 12.4 years, meaning that more than half of them will complete high school. Age-specific trends for the two high-school classes, 1 to 3 years completed and 4 years completed, show an accelerating tendency for students to complete 4 years of high school and a countertendency for smaller and smaller proportions to complete 1, 2, or 3 years only. Among persons 30 to 34 years old in 1940 the proportion who completed 1, 2, or 3 years of high school was larger than the proportion who completed 4 years (and no more). For persons 25 to 29 years old in 1960, this relationship is reversed and the proportion who complete 4 years of high school is almost twice the proportion who finish 1, 2, or 3 years. The present era might be called "the era of the high school."

Gains appear likely at the college level. About 7.5 million persons 25 and over had had some college education in 1940. By 1960, the number is shown as nearly 15 million, a gain of 100 percent. There were 3.4 million college graduates 25 years old and over in 1940. For 1960, the number obtained by projection is 6.5 million. For persons 25 to 34, the number was 1.3 million in 1940; the projection for 1960 gives 2.2 million, a gain of almost a million, or about 70 percent.

These statistics are not readily translatable into terms of the number to be expected in school at any particular time, but they do give some measure of potential changes in the size of the school population at various levels over a period of years, on the assumption that past trends will persist. The relationship between enrollment and attainment is not direct and constant, chiefly because of a qualitative factor. It is not only that more people go to school, but also that more of those who go stay in long enough to finish, whether to finish elementary school, or high school, or college. As a result, the median for years of school completed tends to rise faster than the proportion

FIG. 3- EDUCATIONAL ATTAINMENT OF THE POPULATION 25 YEARS OLD AND OVER, FOR THE UNITED STATES, 1940, AND PROJECTIONS FOR 1950 AND 1960



education had not been completed by 1940, data for the States were examined. A study of the percentage distributions by age and years of school completed for the white population of California showed roughly a 20-year lag between California and the United States as a whole. Since the projections were to extend over a 20-year period, the California pattern seemed a reasonable one to set for the country as a whole. After some minor adjustments of a fairly arbitrary nature the California percentages for white persons 25 to 29 years old in 1940 were used for all persons in the United States who will be 25 to 29 in 1960 (these were 5 to 9 years old in 1940) and the intervening values (i. e., for the group who will be 30 to 44 years old in

and over by educational classes in 1950 and 1960, with 1940 for comparison. In examining these data, one should remember that these are simple projections implied by available data for 1940 and take no account of the unusual conditions of the war and postwar periods. They are, in effect, forecasts of educational attainment under "normal" conditions.

The most interesting changes indicated by these projections relate to the high-school and college levels. In 1940, the median number of years of school completed was 8.6, representing completion of elementary school by more than half the population 25 and over. For 1950, the median is 9.0 years, representing completion of the first year of high school; for 1960, the median is 10.3,

attending school rises. Besides, attainment at a given time represents attendance in the past rather than at that time.

Since the present projections are submitted as estimates of the normal in 1950 and 1960, it should be possible to evaluate the current educational situation with respect to whether or not we are ahead of the game, so to speak. Data on the educational attainment of persons in the younger ages are available from the sample survey of October 1946. In the lower educational groups, the results for 1946 fit into the hypothetical pattern between 1940 and 1950. At the high-school and college levels, however, the 1946 data suggest that we have probably not yet made up for losses in educational attainment sustained during the war. The number of persons with only high-school education is larger than the forecasts for 1950 and the number of persons with some college education is considerably lower. In view of the fact that the veteran education program was just under way in the fall of 1946, it may be that the 1950 levels will be achieved within the next 4 years, but this will not happen unless a considerable number of those between 20 and 29 years of age who are not now in school return to school.

More than a million veterans were reported as attending school last October and most of these were in college.

## UNESCO and United Nations Program for 1948

Through students, teachers, and adults, UNESCO will promote education for international understanding, if the program proposed by its executive board is adopted at the Second General Conference to be held in Mexico City in November.

Raising of standards of education through its projects for fundamental education and for educational reconstruction has also been proposed for consideration of the Mexico conference.

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## Materials Available

*Guide for Lecturers and Teachers*, a 165-page, loose-leaf booklet is available

**Table 3.—Educational attainment of the population 25 years old and over, for the United States, 1940, and projections for 1950 and 1960**

Years of school completed	Number			Percent		
	1940 <sup>1</sup>	1950	1960	1940	1950	1960
1	2	3	4	5	6	7
All classes.....	73, 733, 866	85, 975, 000	93, 126, 000	100.0	100.0	100.0
COLLEGE:						
4 or more.....	3, 407, 331	5, 001, 000	6, 603, 000	4.6	5.8	7.1
1 to 3.....	4, 075, 184	6, 092, 000	8, 269, 000	5.5	7.1	8.9
HIGH SCHOOL:						
4.....	10, 551, 680	16, 566, 000	23, 036, 000	14.3	19.3	24.7
1 to 3.....	11, 181, 995	15, 127, 000	17, 989, 000	15.2	17.6	19.3
ELEMENTARY SCHOOL:						
7 and 8.....	25, 897, 953	26, 290, 000	23, 654, 000	35.1	30.6	25.4
4 to 6.....	12, 059, 692	11, 312, 000	9, 365, 000	16.4	13.1	10.1
Less than 4.....	6, 560, 031	5, 587, 000	4, 210, 000	8.9	6.5	4.5

<sup>1</sup> Figures exclude those whose educational attainment was not reported.

There is a large reservoir of veterans who have a high-school education or a partial college education but who were not in school at that time. If substantial numbers of these enter college between now and 1950, it is quite within the range of possibility that the 1950 projections will be a satisfactory picture of the situation at that time. But, so far as we can tell on the basis of the 1946 information, the abnormal veteran load now in the colleges does not represent a potential liquidation of the war deficit.

One peculiar aspect of the 1946 statistics is that the proportion of women 18 to 24 years old who are attending school (probably college) is much lower than it was in 1940. Possible explanations are (1) that "veterans' preference" is crowding some women out of the colleges for the time being; (2) that the

recent high marriage and birth rates represent a substitute activity for many women who otherwise would now be in college; and (3) that many young women are still in their wartime jobs.

It may be that by 1950 we shall be able to determine whether or not a net gain in educational attainment has been made. If the wave of veterans in school is still high, we shall not be able to say even then how much of a gain or loss has occurred. By 1960, it is reasonable to expect that "normal" trends will have been resumed. If the GI-education program should result in a net gain, the projections for 1960 will undoubtedly be too low, not only because veterans themselves will have achieved an above-normal amount of education, but also because education compounds itself. People who have a college education want their children to have one, too.

from the Section for Lecture Services and Educational Liaison, Department of Public Information, United Nations, Lake Success, New York, N. Y. The booklet is in three parts, concerning: the origin and organization of the United Nations; the work of the organization; and each of nine related organizations.

The report of the United States Delegation at the first session of the General Conference of UNESCO, held in Paris, November 19–December 10, 1946, is available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 35 cents.

Folding leaflets recently become available from the Department of Public Information of United Nations are: ICAO (International Civil Aviation

Organization), and UNESCO. Both describe briefly "What It Is \* \* \* What It Does \* \* \* How It Works."

The Department of Public Information also announces that the UN film, "Peoples' Charter," 2 reels, 20 minutes, may be obtained for nontheatrical production from Films of the Nation, Inc., 55 West Forty-fifth Street, New York City.

Two film strips also may be obtained from the Department of Public Information: *The United Nations at Work—The Secretariat*, and *The Economic and Social Council (Foundation for Peace)*, each 35 mm.

Because of limited supplies of these materials in face of the needs for worldwide distribution, teachers are asked to place their requests through city super-

intendents of schools or other corresponding officials, rather than to order them direct. It is expected that the superintendents will order enough copies for each school where courses on the United Nations are planned.

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## UNESCO Announces

*UNESCO and You* (Publication 2904), prepared by the United States National Commission for UNESCO, may be obtained without charge from the Department of State, according to announcement by that Department.

The title indicates that the purpose of the pamphlet is to present information and suggestions to the individual at the community level. The arrangement of material is that of questions and answers and the selection of material follows in general the requests for information and for plans of action which have been addressed by leaders of organizations to the United States National Commission for UNESCO.

## Teacher Examination Program

ARRANGEMENTS are under way by the American Council on Education for the establishment of examining centers for the ninth annual administration of its National Teacher Examinations.

The examining centers are conducted in cooperation with school systems and teacher-education institutions.

Superintendents and boards of education in many localities require teaching applicants to present National Teacher Examination records. The examination results are used as one of the factors in the selection of teachers.

The Teacher Examinations are also administered in connection with teacher education programs in colleges and universities, both at undergraduate and graduate levels. The examination profile is used for student guidance and self-study of strengths and weaknesses in areas measured by tests. The tests are frequently used as comprehensive examinations for undergraduates and as qualifying examinations for graduate students.

Information regarding the project may be obtained from the National Committee on Teacher Examinations, American Council on Education, 15 Amsterdam Avenue, New York 23, N. Y.

# Acts of the Eightieth Congress, 1st Session, Relating to Education

by Ward W. Keesecker, Specialist in School Legislation

**L**AWS ENACTED by Congress affecting education are of wide interest and concern to people of the United States, and especially to school officials and teachers. The Eightieth Congress, first session, through its respective committees, considered many bills which were introduced relating to education. Most of these bills are still in committees to which they were referred. However, some of them have become law. The following information briefly summarizes those educational measures which were enacted into law.

## U. S. Office of Education

*Public Law 165*, approved July 8, 1947. This is the Appropriation Act for the Department of Labor and the Federal Security Agency. It includes appropriations for the Office of Education as follows:

For the development of vocational education.....	\$17, 750, 000
"Provided, That the apportionment to the States shall be computed on the basis of not to exceed \$19,842,759.97 for the fiscal year 1948."	
For the promotion of vocational education in Hawaii.....	30, 000
For the promotion of vocational education in Puerto Rico.....	105, 000
For further endowment of colleges of agriculture and mechanic arts.....	2, 480, 000
For salaries and expenses of the U. S. Office of Education.....	1, 633, 900

## Higher Education

### Housing Facilities

*Public Law 85*, approved May 31, 1947. This act authorized an additional sum of \$35,500,000 for "necessary expenses in (1) completing the provision of temporary housing for which a contract in writing with any educational institution, State or political subdivi-

sion thereof, local public agency, or non-profit organization had been made prior to the enactment hereof" pursuant to title V of the act of October 14, 1940, "An act to expedite the provision of housing in connection with national defense," etc., as amended; and "(2) for reimbursing any such educational institution for funds expended by it in completing any such housing, or for the cost of utility and other work in connection with such temporary housing."

## United States Naval Postgraduate School

*Public Law 302*, approved July 31, 1947. Authorized the Secretary of the Navy to acquire 606 acres of land at Monterey, Calif., for the establishment of a Naval Postgraduate School, including the necessary construction of school facilities.

*Public Law 303*, approved July 31, 1947. Authorized and directed the Secretary of the Navy to establish the United States Naval Postgraduate School "for the advanced instruction and training of commissioned officers of the regular Navy and Marine Corps and the reserve components thereof in the practical and theoretical duties of commissioned officers." The Secretary of the Navy was also authorized to employ at the Postgraduate School, under the direction of the Superintendent, such professors and instructors as shall be deemed necessary. The Superintendent of the United States Naval Postgraduate School is authorized to confer "bachelor of science, masters, and doctors degrees in engineering and related fields." The Superintendent, pursuant to such regulations as the Secretary of the Navy may prescribe, is authorized, upon its accreditation from time to time by appropriate professional authority of the applicable curriculum of such school leading to bachelor of science, masters, or doctors degrees in engineering or related fields, to confer such de-

<sup>1</sup> See also *Veterans Education*.

gree or degrees on qualified graduates of such school.

### **Agricultural Research**

*Public Law 297*, approved July 31, 1947. Amends first sentence of section 11 of title I of the Bankhead-Jones Act of 1935, as amended by Public Law 733 of the Seventy-Ninth Congress, by striking out the words "authorized to be", after the words "funds", so that said sentence as now amended reads:

SEC. 11. Notwithstanding any other provision of this title, (1) not less than 20 percentum of the funds appropriated under section 9 (a) shall be used by State agricultural experiment stations for conducting marketing research projects approved by the Department of Agriculture, and (2) cooperative research projects provided for under sections 9 (b) (3) and 10 (b) shall be carried out under cooperative agreements between the Secretary of Agriculture and the cooperating agencies and shall include appropriate provisions for preventing duplication or overlapping of work within the State or States cooperating. \* \* \*

### **Veterans Education**

*Public Law 76*, approved May 26, 1947. Provided, through the Federal Works Agency, a deficiency appropriation of \$3,000,000 for the fiscal year 1947 to maintain veterans educational facilities, to be available until expended but not available for new projects after September 30, 1947, of which amount not exceeding \$100,000 shall be available for administrative purposes.

*Public Law 115*, approved June 25, 1947. This act authorized to be appropriated \$3,000,000 (in lieu of \$1,500,000 formerly authorized) for use by the Veterans' Administration "as a revolving fund for making advancements, not exceeding \$100 in any case, to persons commencing or undertaking courses in vocational rehabilitation." Without interest, the advancements are to be reimbursed in such installments as may be determined by the said Administration.

*Public Law 338*, approved August 4, 1947. This act increased the minimum allowance payable to veterans for rehabilitation in certain service-connected cases.

*Public Law 377*, approved August 6, 1947. Modified the veterans education program by including and defining "institutional on-farm" training course. Stipulated that such course "shall include any course of instruction approved by the appropriate agency of the State

or the Administrator. Such course shall be considered a full-time course when it combines (1) organized group instruction in agricultural and related subjects of at least two hundred hours per year (and of at least eight hours each month) at an educational or training institution, with (2) supervised work experience on a farm or other agricultural establishment. To be approved, such a course shall be developed with due consideration to the size and character of the farm on which the veteran is to receive his supervised work experience and to the need of the veteran, in the type of farming for which he is training, for proficiency in planning, producing, marketing, farm mechanics, conservation of resources, food conservation, farm financing, farm management, and the keeping of farm and home accounts."

### **Vocational Rehabilitation**

*Public Law 165*, approved July 8, 1947. Contains the appropriation for vocational rehabilitation. The amount appropriated to the States for vocational rehabilitation was increased from \$11,747,800 to \$18,000,000.

*Public Law 338*—listed under *Veterans' Education*.

### **Local School Facilities**

*Public Law 317*, approved August 11, 1947. Extended the period for providing assistance for certain war-incurred school enrollments. In order to enable authorities which are still overburdened with war-incurred school enrollments, this act authorized the Federal Works Administrator to continue to make during the fiscal year ending June 30, 1948, contributions for the operation and maintenance of school facilities to local school agencies requiring assistance that have received during the fiscal year ending June 30, 1947, Federal contributions administered by him for the maintenance and operation of their school facilities. The amount authorized under this act shall not exceed \$5,000,000 for the year ending June 30, 1948.

### **Institute of Inter-American Affairs**

*Public Law 369*, approved August 5, 1947. This act created an agency of the United States of America a body corporate with the name of "The Institute of Inter-American Affairs." "The pur-

poses of this corporation are to further the general welfare of, and to strengthen friendship and understanding among, the peoples of the American Republics through collaboration with other governments and governmental agencies of the American Republics in planning, initiating, assisting, financing, administering, and executing technical programs and projects, especially in the fields of public health, sanitation, agriculture, and education."

The management of the Institute shall be vested in a Board of Directors of not less than five members, each of whom shall be appointed by the Secretary of State.

"The Institute of Inter-American Affairs and the Inter-American Educational Foundation, Inc., two Government corporations caused to be created under the laws of the State of Delaware on March 31, 1942, and September 25, 1943, respectively, by the Coordinator of Inter-American Affairs, shall, within ten days following the enactment of this Act, transfer to the corporation created by this Act all necessary personnel, the assets, funds, and property—real, personal, and mixed—and all debts, liabilities, obligations, disabilities, and duties," etc.

### **District of Columbia**

*Public Law 163*, approved July 7, 1947. This act revised the classified salary schedule for teachers in the District of Columbia and provided substantial salary increases for teachers in the various classified schedules.

*Public Law 322*, approved August 1, 1947. Amended the District of Columbia Rent-Control Law so as to provide that schools and universities may recover possession of housing accommodations where there is a *bona fide* need for the premises for educational research, administrative, or dormitory purposes.

### **Indian Education**

*Public Law 137*, approved June 30, 1947. Appropriated \$88,000 for construction and equipment of a new school building under the direction of the Secretary of the Interior in Moclips-Aloha District, Grays Harbor County, Wash., the same to be available to both Indian and non-Indian children.

*Public Law 182*, approved July 11, 1947. This act authorized an appropri-

ation of \$300,000 for the construction, improvement and equipment of school buildings in Owyhee, Nev., the specifications to be furnished by the Commissioner of Indian Affairs; provided such school buildings shall be turned over to the Owyhee Public School District, and shall be made available to all Indian children of the district on the same terms, except as to payment of tuition, as to other children of the said school district.

*Public Law 223*, approved July 24, 1947. Authorized an appropriation of \$35,000 for cooperating with the public-school board at Walker, Minn., for the extension of public-school facilities to be available to all Indian children in the district.

*Public Law 231*, approved July 24, 1947. Authorized an appropriation of \$213,000 to provide additional funds for cooperation with public-school districts (organized and unorganized) in Mahanomen, Itasca, Pine, Becker, and Cass Counties, Minn., in the construction, improvement, and extension of school facilities to be available to both Indian and white children.

## BOOK WEEK

(From page 15)

added attraction in the opening of the U. S. Information Library in a new building. The celebration was held at the request of a group of Americans and Turks. Robert College Community School, the American Board Publications Department, and a committee of Turkish women assisted the library staff in arranging a display of book jackets in the lobby and filled the shelves on one side of the library with American and Turkish children's books.

Recently returned from Cape Town, Winifred Linderman gave the following report of the activities with which she was associated:

"Last year, for the first time, Cape Town, Union of South Africa, joined in the international celebration of Book Week. In 1939 the South African Public Library had arranged an independent exhibit of children's books which had proved so successful that it encouraged the School and Children's Library Section of the South African Library Association to undertake last year's exhibit.

"A committee, which started meeting

in August, formulated the plans which were presented later at a general meeting of publishers and their representatives, booksellers, and members of the press and broadcasting company. The response was immediate and generous, both in interest and money.

"A large hall in the center of town was rented for the week and a local artist was procured to design colorful wall banners for the central theme "Books are Bridges" and for the exhibit stalls in which the books were arranged by bridges to various subjects. The Mother Goose Bridge was particularly effective as was the one called "Books are Bridges to an Understanding of Other People." For this stall foreign consular officials supplied as many children's books as they could obtain from their countries. Another stall of local interest displayed children's books published in South Africa.

"Since South Africa is a bilingual country, banners and headings were made in English and in Afrikaans and a new heading in Afrikaans was adapted to fit half the posters procured from the States.

AMERICAN children's books were characterized by a Turkish newspaper editor on the occasion of last year's Children's Book Week in Istanbul, Turkey, as follows:

**1. There is no book of nonsense. Almost all of them teach something in an amusing way.**

**2. Almost all of them are printed on thick, dull paper that makes the writing and pictures conspicuous and that is not easily torn.**

**3. Most of the books have larger dimensions than the children's books we are familiar with. This shape of book is more attractive to the child.**

**4. Pictures on the covers of the books are in color and drawn by hand.**

**5. In almost every book 30-40 percent of the contents is devoted to writing and 60-70 percent to pictures.**

**6. Almost 60 percent of the pictures are colored.**

**7. Books for smaller children are printed in large letters.**

"A small committee visited all the book stores and publishing houses to select a list of good books obtainable in the local bookshops.

"The program for the week consisted of lunch-hour talks by authors of children's books, evening talks for parents and teachers, book talks for older boys and girls and story hours for younger ones.

"The broadcasting company cooperated by arranging several programs discussing the origin of Book Week, describing the exhibits, and reviewing some of the outstanding books. The daily papers gave complete coverage on the exhibit itself and on the program. The interest of Cape Town people was proved by the crowds which visited the hall during the week and by the often repeated questions: 'Why don't you do this every year?' and 'Why don't you arrange a similar exhibit for adults?'"

Book Week plans are being made in Argentina, Canada, and China, as well as in several countries in Europe. In England and Australia, Book Week is a local event, and not necessarily held during November.

The Children's Book Council, 62 West Forty-fifth Street, New York 19, N. Y., has available various materials to help in planning book programs.

## National Hearing Week

NATIONAL Hearing Week is a time set aside by the American Hearing Society, endorsed by the President of the United States, the governors of many States, and the mayors of many communities to focus public attention on the hearing problem. The dates set for this year are November 9-15.

It is estimated that some 3,000,000 children have a measurable hearing loss, and that some 300,000 children of school age are either deaf or sufficiently hard of hearing to demand special educational services. It is to promote such services for children and to help prevent a growing hearing defect through prompt attention to early symptoms of even a minor hearing loss that the American Hearing Society carries on its program. Information concerning its activities may be secured by addressing the American Hearing Society, 1537 Thirty-fifth Street NW., Washington 7, D. C.



## 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

**Better Homes for Negro Farm Families.** Prepared jointly by the Agricultural Education Service and the Home Economics Service.

Washington, U. S. Government Printing Office, 1947. 26 p., illus. 15 cents.

Organized into units; each unit contains suggestions which should assist vocational agriculture and home economics teachers in directing farm families—through all-day, older youth, and adult classes—to ways of providing improved housing conditions.

**Inter-American Understanding and the Preparation of Teachers.** By Effie G. Bathurst.

Washington, U. S. Government Printing Office, 1946. 100 p., illus. (Bulletin 1946, No. 15.) 30 cents.

Reports on the activities carried on in 22 experimental or demonstration centers for the in-service and pre-service preparation of teachers for inter-American education. A number of public-school systems, teacher-preparing institutions, State and county education departments cooperated with the U. S. Office of Education in the project.

**Guide to Occupational Choice and Training.** By Walter J. Greenleaf. Washington, U. S. Government Printing Office, 1947. 150 p., illus. (Vocational Division Bulletin No. 236.) 35 cents.

A handbook for counselors who deal with occupational materials. Offers suggestions for locating and assembling occupational data and descriptions, publications about occupations, professional reading, and visual aids. An extensive annotated bibliography, arranged by occupations, is appended.

**Education in Ecuador.** By Cameron D. Ebaugh.

Washington, U. S. Government Printing Office, 1947. 92 p., illus. (Bulletin 1947, No. 2.) 25 cents.

One of a series of studies on education in a number of the Central and South American countries undertaken by the U. S. Office of Education in connection with a project sponsored by the Interdepartmental Committee on Scientific and Cultural Cooperation. The purposes of the study are to promote understanding of education in Ecuador, to facilitate the proposed academic placement in the United States of Ecuadorian students who may wish to enter educational institutions, and to further cooperation in inter-American education.

### New Publications of Other Agencies

#### DEPARTMENT OF STATE

**The First Report of the United Nations Atomic Energy Commission to the Security Council.**

Washington, U. S. Government Printing Office, 1947. 101 p. (Publication 2737; The United States and the United Nations Report Series 8.) 25 cents.

This first official report sets forth in the form of findings and recommendations the progress made from June 14 to December 31, 1946. A chronological calendar of meetings and a list of representatives and advisers are appended.

**Making the Peace Treaties, 1941–1947.**

Washington, U. S. Government Printing Office, 1947. 150 p. (Publication 2774; European Series 24.) 50 cents.

Subtitle: A history of the making of the peace beginning with the Atlantic Charter, the Yalta and Potsdam Conferences, and culminating in the drafting of peace treaties with Italy, Bulgaria, Hungary, Rumania, and Finland. The appendix includes 15 official statements and reports upon which the discussion is based.

**Report by the President to the Congress for the Year 1946.**

Washington, U. S. Government Printing Office, 1947. 221 p. (Publication

2735; The United States and the United Nations Report Series 7.) 45 cents.

Includes a survey of the activities of all of the organs of the United Nations and the participation of the United States therein. Part II contains the Charter and 11 other documents.

#### FEDERAL SECURITY AGENCY

**“A Foster Child Needs His Own Parents.”** By Almeda R. Jolowicz.

Washington, U. S. Government Printing Office, 1947. (In *The Child*, 12: 18–21, August 1947. Published by the Division of Reports, Children’s Bureau.) Single copies, 10 cents; annual subscription, \$1.

Condensed from paper given at the New York State Conference of Social Welfare, November 1946. Copies of the complete paper may be had by writing to the U. S. Children’s Bureau.

**Social Security.** Prepared by the Social Security Administration.

Washington, U. S. Government Printing Office, 1947. 24 p. (I. S. C. 1.) Free, from Social Security Administration.

A brief explanation of the Social Security Act, including unemployment insurance, old-age and survivors insurance, public assistance, and children’s services under the act.

**Teamwork in Community Services, 1941–1946.** By Katherine Glover, Information Officer of the Office of Community War Services.

Washington, U. S. Government Printing Office, 1946. 80 p. Single copies free from the Director of Information, Federal Security Agency.

An account of a demonstration in Federal, State, and local cooperation presented “not merely as a historical record, but also as a significant background for the continuing development of community services.”

#### TREASURY DEPARTMENT

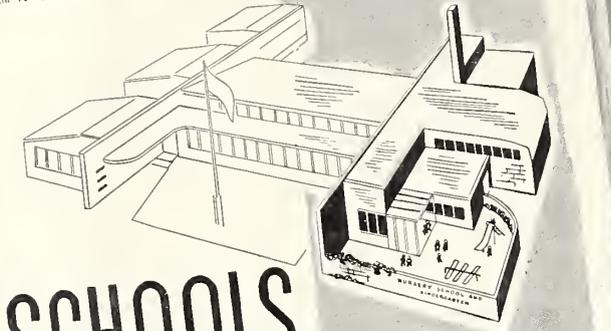
**Budgeting for Security, a School Savings Bulletin.** Published by the Education Section, U. S. Savings Bonds Division.

Washington, U. S. Government Printing Office, 1947. 24 p. Free, from State Savings Bonds Offices.

The study unit, which is for grades 6–12, is organized under the headings: (1) “Budgeting for Security,” (2) “Lessons in Budgeting,” and (3) “Preparing the Family Budget.”

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# SCHOOLS FOR CHILDREN UNDER SIX



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## A Report of Continuing Progress

THIS BULLETIN, just issued, reports recent progress in kindergartens and nursery schools. It shows the growing acceptance of these schools as the initial unit of primary education and as a part of the program of public education. In its 58 pages it presents statistics of child population and enrollment, names types of schools and tells how they are organized and operated. Illustrated. Order your copy today.

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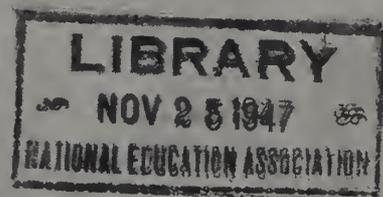
# School Life

OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION

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## **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.

## **Indexed**

SCHOOL LIFE is indexed in *Readers' Guide to Periodical Literature*, and in *Education Index*.

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JOHN W. STUDEBAKER

*U. S. Commissioner of Education*

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Olga A. Jones, Editor in Chief,  
U. S. Office of Education,  
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Washington 25, D. C.

# WHO SHALL BE EDUCATED?

by John Dale Russell, Director, Division of Higher Education

THE POLICIES followed in the United States in determining who shall be educated and how far they shall be educated need careful examination. Every State now has an attendance law requiring children to be in school until at least age 16. This indicates a public policy of expecting all young people to take advantage of the opportunity for the normal period of elementary education and about half of the high school. Education at the advanced levels is considered highly desirable, both for the individual and for society as a whole. Most Americans would agree that the security and the welfare of the country are promoted by increasing the number who are given all the education they are capable of receiving. But among those who want further education, especially those who wish to continue beyond high-school graduation, certain groups are singled out for this special privilege.

There is, first of all, a selective procedure that limits college attendance to those considered by college faculties to be qualified for the kind of instruction the faculties want to maintain. This selection seems often to be exercised in an arbitrary manner with reference to the requirements of subjects that must have been studied previously, quality of previous achievement, and kinds of instruction to be given at the higher level. This selectivity in higher education is in sharp contrast to the principles followed in the preceding levels of the school system, where the decision as to what shall be taught does not rest with the teaching staff, and where the decision as to who is qualified for the next step in the educational ladder rests with those who have given the instruction in the preceding grade rather than with those who are to give the instruction in the next level.

Among those who meet the qualifications laid down by the faculty for college attendance, further selection occurs on the basis of economic ability. Most institutions of higher education charge fees that are high enough to bar attendance by students from families with low income. A few from the low income brackets, if particularly well qualified for the kind of studies college faculties think important, may receive scholarship aid. The amount of such aid from institutional sources, however, is infinitesimal compared with the number of well-qualified young people who do not have enough money to go to college. Many careful studies have shown that half or more of the most capable high-school graduates do not continue their education, and that lack of funds is the most important cause of their inability to enter college.

Young people fortunate enough to live in the vicinity of a college or university may have opportunities for higher education beyond those normally available to others in similar economic circumstances. Investigations show conclusively that the percentage of young people attending college is much greater for an area within a few miles of an institution than for areas that are outside commuting distance.

(Concluded on page 14)



A group of U. S. A. Exchange Teachers in England

## Fellowship Opportunities and Teaching Positions in Other Countries

by Thomas E. Cotner, Assistant Specialist, International Educational Relations Division

**E**ACH MONTH the U. S. Office of Education receives an average of about 1,000 inquiries from students and teachers in the United States concerning financial assistance for study abroad and teaching opportunities in other lands. An effort will be made in this article to supply that information insofar as this Office has a responsibility for these programs and to discuss other governmental programs in which this Office has cooperated. No attempt will be made to discuss the many fellowship offerings and teaching exchanges which are fostered by private organizations, colleges and universities, and binational associations. Such an attempt would be far too ambitious an undertaking for the purposes of this brief summary.

It should be pointed out that the terms "exchange student" or "exchange teacher" are often misleading and have been used loosely in referring to these various programs. In most cases, there is no direct exchange of students, that is, student for student and university for university. There is an exchange of students between countries, but this is not necessarily at the same level, in the same fields, or in equal numbers. A large number may be moving in one direction with only a small number in the opposite direction. The same is generally true of teaching positions in the other American Republics, the territories and possessions of the United States, and the military zones or countries occupied by United States forces overseas. There is, however, a direct

exchange of teachers between the United States and Great Britain, and a smaller interchange with Canada also exists on the same basis.

### **Financial Assistance Available to Students**

#### **1. Fellowships Provided Under the Convention for the Promotion of Inter-American Cultural Relations**

In 1936 at Buenos Aires, the American nations drafted the Convention for the Promotion of Inter-American Cultural Relations. One section of this Convention provides for an exchange of students among the signatory republics. As of July 1, 1947, sixteen nations in this hemisphere, including the United States, had ratified this agreement.

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Each nation is entitled to present a panel of five names of graduate students to the receiving government from which two are chosen for 1-year fellowships. The nominating government or the student pays the student's travel expense from his home to the place of study in the receiving nation and return. The receiving government pays tuition, fees, a limited maintenance allowance, and a small sum for books and incidentals. Exchanges began in 1939, but until the present time, exchanges have taken place only between the United States and the other signatory States and not among the several Latin-American Republics themselves.

Since the program's inception, the United States has received its full quota of students. Approximately 160 different students had come to the United States by September 1947. That a larger number has not come is due to the fact that the fellowships may be renewed for a second year, and this has occurred in many instances where the student's academic record warranted and where the type of training he received required a longer period of time for the completion of his work.

Although all of the signatory States have sent students to the United States, not all of them have been financially able to receive our students. Nevertheless, between 1939 and 1942, approximately 30 graduate students from the United States went to 11 separate American Republics to pursue graduate study or research. As a result of World War II, graduate students from the United States were not sent to Latin America under the Convention after December 1942, although we continued to receive students from those countries. It is hoped that this reciprocal part of the program will be resumed this year as soon as it can be ascertained which of the signatory powers will be in a position to accept our students. This information will be publicized when it becomes available.

How should a student apply for one of these fellowships? In the other American Republics, he should make application to his Ministry of Education. A locally appointed selection committee will then select five students to compose that country's panel. The panel will be forwarded through the Ministry of

Foreign Relations and our Embassy to the Department of State which, in turn, presents the panel to the U. S. Office of Education. This Office prepares the panel for submission to the Advisory Committee on Fellowships, which selects two students as recipients of these grants. In the United States, our graduate students apply directly to the Division of International Educational Relations of the U. S. Office of Education. The applications are processed by the Office and presented to the Advisory Committee, which selects a panel of five students for submission to each receiving government. Two students are chosen from each panel for fellowships by the governments concerned. Round-trip transportation for United States students is paid by this government.

Graduate students in the United States should have the following qualifications before applying for these fellowships: United States citizenship, a bachelor's degree or an equivalent, the completion of some graduate study, a satisfactory knowledge of the language of the country to which he wishes to go, and a suitable plan of study or research topic which has been approved by his faculty adviser or supervisor. Students under 35 years of age and veterans will be given preference, all other considerations being equal. Students desirous of applying for these fellowships should write to the Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C., in January 1948, to obtain application forms.

## **2. Travel and Maintenance Grants**

The United States Government has offered a limited number of travel and/or maintenance grants to graduate students from the other American Republics for study in the United States and to graduate students from this country for study and research in the other American Republics. Although quite similar in purpose to the fellowships offered under the Buenos Aires Convention, these grants are different in that they apply to all Latin American countries. There is also a difference in the method of making application insofar as the Latin American students are concerned.

This government has provided funds

through the Department of State, under the supervisory administration of the U. S. Office of Education, to the Institute of International Education for travel and maintenance grants for students from the other American Republics. These students apply through local selection committees established in each Latin American country. Usually the Cultural Officer of our Embassy serves on this committee. After an initial screening process, applications are forwarded to the Institute of International Education. The Institute then recommends those deemed best qualified for these grants to the Office of Education which approves or disapproves the grant. These fellowships are considered to be supplementary in nature, supplementing personal funds, a tuition scholarship from a college or university, or a grant from some other source. Students from the other Western Hemispheric Republics who wish to apply for these awards should write to the Cultural Officer, United States Embassy, in the capital city of their country for detailed information concerning qualifications and the method of making application.

Since the termination of World War II, similar financial assistance has again been extended to United States graduate students who wish to complete their study or research in Latin America. In 1946, eight grants were made, and in 1947, assistance was given to 15 graduate students. During these 2 years, funds were available to the Department of State for this program. Applications were received by the Division of International Educational Relations of the U. S. Office of Education and presented to the Advisory Committee on Fellowships which made the final selections. Recent budget reductions in the cultural relations program will undoubtedly prohibit the offering of these grants this year. The same general qualifications required for fellowships under the Buenos Aires Convention obtain and those who may have been interested in securing a travel or maintenance grant are advised to apply for the Buenos Aires exchange fellowships.

In the event that these travel and maintenance grants are later made available, this additional information relative to them is submitted. The grants provide travel or maintenance, or

both, in accordance with the individual needs of the students and estimates of the cost of living in the countries in which study is to be undertaken. Candidates selected for grants are expected to remain in residence in the country to which they go for the purpose of study or research for a minimum of 6 months. These grants extend for a period of 6 months to 1 year and may be renewed when desirable and necessary to the completion of the work begun, provided funds are available for such extension.

**3. Public Law Number 346,  
the GI Bill of Rights**

Many inquiries are received by the Office of Education in regard to study abroad under the GI Bill of Rights. These inquiries would be more appropriately addressed to the student's local Veterans' Adviser, or to the Veterans' Administration, Washington 25, D. C. However, veterans who are entitled to educational benefits under Public Law Number 346, may apply those benefits to study in colleges and universities in other nations of the world, provided those institutions have been approved by the Veterans' Administration. At the present time about 1,500 institutions of higher learning representing almost every nation on the globe have been placed on the approved list. Application to study abroad under this Law should be made with the Veterans' Administration. A transcript of the applicant's academic credentials will be necessary to secure admission and placement in the desired institution and should be sent directly to that institution by the student.

**4. Public Law Number 584,  
the Fulbright Act**

Public Law Number 584 was enacted by the Seventy-ninth Congress. This law authorizes the Department of State to employ foreign currencies and credits obtained through the sale of surplus war materials to other nations of the world for programs of student and teacher interchange. Only foreign currencies and credits may be used for this purpose and a maximum of 20 million dollars may be set aside by each participating nation to be spent over a period of 20 years.

The Department of State has been negotiating agreements with 22 nations.

These nations and the prospective sums indicated by each to be utilized in this educational exchange over a 20-year period are as follows:

Australia.....	\$5,000,000
Austria.....	750,000
Belgium.....	3,000,000
Czechoslovakia.....	6,000,000
Denmark.....	3,000,000
Egypt.....	3,000,000
Finland.....	5,000,000
France.....	5,000,000
Greece.....	8,000,000
Hungary.....	5,000,000
Iran.....	2,000,000
Italy.....	20,000,000
Netherlands.....	5,000,000
Netherland East Indies.....	7,000,000
New Zealand.....	2,300,000
Poland.....	8,000,000
Siam.....	4,000,000
Turkey.....	500,000
United Kingdom.....	20,000,000
Burma.....	3,000,000
Philippine Islands.....	2,000,000
China.....	20,000,000

The Fulbright Act also provided for a Board on Foreign Scholarships to be appointed by the President. President Truman has recently appointed that Board, which includes: John W. Studebaker, U. S. Commissioner of Education; General Omar Bradley, Administrator of Veterans' Affairs; Sarah G. Blanding, President of Vassar College; Francis T. Spankling, Commissioner of Education, State of New York; Walter Johnson, University of Chicago; Ernest O. Lawrence, University of California; Charles S. Johnson, President of Fisk University; Helen C. White, University of Wisconsin; Martin P. McGuire, Dean of Catholic University; and Lawrence Duggan, Director of the Institute of International Education.

It will be the duty of this Board on Foreign Scholarships to determine the qualifications for these scholarships and the method of making application. It will also be necessary to designate a central office, bureau, or agency, public or private, to receive and process the applications. Applications will not be received until these procedures have been established. As soon as this has been accomplished and the agreements with the other nations have been consummated, exchanges will take place. It is not anticipated that the program will begin until September 1948.

Financial assistance under this pro-

gram will be available to United States citizens for study, research, teaching, and other educational activities in the schools, colleges, and universities of those nations taking part in this interchange. Such assistance will probably cover payment for tuition, maintenance, and incidental expenses, and, in the case of teachers, for salaries. For study in certain of the countries, transportation may also be provided. Grants will undoubtedly vary in amount in accordance with the needs of the individual and the supplementary funds at his disposal. The limiting factor, that all benefits under the Act shall be provided from foreign currencies, must be kept in mind. No United States currency is available. All other qualifications being equal, veterans will be given preference, and it is possible that grants under the Fulbright Act may be used to supplement educational benefits received by veterans under Public Law Number 346, the GI Bill of Rights.

Applications are not yet being received, but as soon as final agreements with the other nations are completed, an announcement will be made by the Department of State giving the cooperating institutions abroad, the fields of study, research, and teaching open to United States citizens, and the time, place, and method of making application. Final selection of the grantees will be made by the Board on Foreign Scholarships. The U. S. Office of Education and the Department of State maintain mailing lists for additional information concerning the Fulbright Act as it becomes available.

Similar benefits under the Act will also be available to students and teachers from the other countries participating in this program. Grants will cover payments for comparable assistance to that previously indicated insofar as it can be paid in foreign currencies. Expenses within the United States are not covered where dollar expenditure would be required. Applicants in the participating countries will be able to make application to binational foundations existent or to be established in those nations. The terms of the grants and the various aspects of the interchange will be publicized by the binational foundations when the programs have been developed to the point

that applications can be received. Final selection of candidates will also be made by the Board of Foreign Scholarships in the United States.

### **5. Other Fellowship Opportunities**

There are many fellowship opportunities for students which are not sponsored by this government. Grants are available through various foundations, binational organizations, professional educational organizations, clubs, and universities and colleges within the United States. Students who have in mind a specific college or university in a foreign country in which they might wish to study, should write directly to that institution making inquiry concerning fellowships available to students from the United States. Letters of recommendation and copies of academic credentials should be enclosed. Students from other lands wishing to obtain fellowships for study in the United States should follow a similar procedure. For information concerning these various organizations offering fellowships for study abroad, letters of inquiry should be addressed to the Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C.

## **Teaching Opportunities for United States Teachers Abroad and for Teachers From Other Lands in This Country**

### **1. Teaching Positions in the Other American Republics**

During the past few years an increasing number of teachers in the United States have expressed an interest in teaching in the other American Republics. The American Republics Section, Division of International Educational Relations of the U. S. Office of Education and the Inter-American Schools Service, 744 Jackson Place NW., Washington, D. C., have endeavored to assist our teachers in informing them of available positions. One of the chief services of the Inter-American Schools Service is to obtain qualified teachers for privately controlled American schools in American communities within the Latin-American countries. The U. S. Office of Education in much the same way serves both native and American

schools and the universities by maintaining a roster of available and qualified teachers and professors. This roster is also maintained to assist the Department of State, War Department, and other agencies of government, as well as private agencies, when trained educational personnel are required for various types of special projects.

These teaching positions are not as a rule a direct type of exchange. In almost every case the American teacher is employed by the native or American school without the stipulation of a reciprocal exchange. There is no certain number of positions to be filled each year. The Office of Education can make recommendations only upon request from these schools. Although some teachers are placed each year, the number of requests received has been relatively small. Most of the requests are for teachers of English with a knowledge of Spanish, Portuguese, or French, as the case may be. Less frequently, requests are for principals, coaches, physical-education teachers, music and art teachers, and for teachers of general subjects on the elementary level. The positions open to United States citizens are generally of three types:

a. Elementary and secondary teaching positions in native or American schools.

b. A few positions on the college or university level to teach English and, occasionally, other subjects.

c. Positions for teachers of English in the binationally sponsored Cultural Institutes in the other American Republics. These teachers are employed by the Division of Libraries and Institutes, Department of State, Washington, D. C., and the Office of Education has assisted that Division from time to time in the past in securing suitable personnel.

In general, minimum qualifications for these teaching positions include: United States citizenship, good health, at least an A. B. degree, and some successful teaching experience. Ability to speak the language of the country to which the teacher wishes to go is essential with the exception of a limited number of American schools. A knowledge of the historical and general cultural background of the country in question is also highly desirable. With the excep-

tion of English, there is not a great demand for teachers of the modern languages.

Salaries vary widely and are dependent upon the cost of living and other factors within the various countries. Inflation has occurred in most of the larger cities in the Latin-American Republics and the cost of living is high. Generally speaking, teachers' salaries are lower than they are in the United States. Occasionally, when contracts are signed for 2 or 3 years, round-trip transportation may be provided. One important fact should be borne in mind by teachers making application, that the academic year in countries south of the Equator extends, generally speaking, from March to November. For the most part, in countries north of the Equator, the school year approximates our own. Persons desirous of making application and of being included on the roster of available teachers should write to the American Republics Section, Division of International Educational Relations, U. S. Office of Education, to obtain the appropriate application forms.<sup>1</sup>

### **2. Teaching Positions in the Territories and Possessions of the United States and the Philippine Islands**

Citizens of the United States, who wish to teach in the territories and possessions of the United States, should write to the following addresses concerning the method of making application for available positions:

#### **ALASKA:**

(a) Public Schools: The Commissioner of Education for Alaska, Juneau, Alaska.

(b) Schools for Natives: The Commissioner of Indian Affairs, Washington 25, D. C. Application may also be made with the Commissioner of Indian Affairs for teaching in the Indian Schools in the United States.

**CANAL ZONE, Isthmus of Panama:** Panama Canal Office, Washington, D. C.

**HAWAII:** The Superintendent of Public Instruction, Honolulu, T. H.

**PHILIPPINE ISLANDS (now independent):** Secretary of Instruction and Information, Malacañan Palace, Manila, Philippine Islands.

**PUERTO RICO:** The Commissioner of Education, San Juan, P. R.

**VIRGIN ISLANDS:** Governor of the Virgin Islands, St. Thomas, V. I.

<sup>1</sup> The reader may wish to refer to an article in *SCHOOL LIFE*, July 1947, by Delia Goetz, entitled "So You Want to Teach in Latin America!"

### **3. The Areas Occupied Overseas by Our Military Forces**

The recruitment of teaching personnel for the United States occupied zones overseas has been accomplished almost entirely by the War Department with some assistance from the U. S. Office of Education and from certain colleges and universities in this country. Two types of positions are available: Teachers are needed for the soldiers overseas and teachers are needed for the children of military and civilian personnel in the occupied zones. No teachers from the United States have been employed to teach in the national schools in Germany, Italy, Korea, or Japan.

Teachers who wish to make application for teaching our military personnel in the occupied zones should write to the Army Instructor Selection Office, Information and Education Division, 641 Washington Street, New York, N. Y. Persons desirous of teaching the dependents of United States military and civilian personnel in these zones, should address their inquiries to the Office of the Secretary of War, Division of Civilian Personnel, Overseas Branch, War Department, Washington, D. C. These offices can supply information concerning the method of making application, the types of positions available, salaries offered, and living conditions in the areas concerned. Appointments are made under Civil Service regulations and Civil Service salary scales prevail.

### **4. The Program of Teacher Interchange With Great Britain and Canada**

The first official exchange of teachers on the elementary and secondary levels between the United States and Great Britain was initiated during the academic year, 1946-47. According to Paul E. Smith, Chairman of the United States Committee on the Interchange of Teachers with Great Britain, an appraisal of the success of the first year's program has indicated gratifying results. This initial exchange involved 74 United States teachers and an equal number of teachers from Great Britain who exchanged teaching positions for 1 school year. An expanded program for 1947-48 has increased the number of teachers exchanged to 250, half of these being from the United States. In an-

nouncing the program for 1947-48, Commissioner Studebaker said: "Enthusiastic reports from last year's exchange teachers indicate the value of the program in interpreting our education and our way of life to the people of Great Britain. From the standpoint of the individual exchange teacher, the experience is stimulating and enriching." Conversely, much has been learned from the British teachers who have been with us.

As indicated, these positions involve a direct exchange of teachers. For example, a high school teacher of English in an American community is exchanged with a secondary school teacher of English in a city in England, Scotland, or Wales. The interchange is made, therefore, at comparable levels and in the same subject fields. Exchanges have not included, thus far, professors on the college and university level. For the most part, professorial exchange on the university level has been arranged directly between the colleges or universities concerned.

Teachers who wish to be considered for the British exchange for 1948-49 should keep in communication with their local school superintendents. Announcements and application forms will be sent to superintendents of schools throughout the United States, in communities of 10,000 to 200,000 inhabitants. Superintendents must approve the teacher's application in order that a leave of absence will be assured and that a British teacher will be received. Obviously, teachers not currently engaged in teaching are ineligible to apply. The Committee on the Interchange of Teachers has limited exchanges to communities with a population of 10,000 to 200,000 for two reasons. One is that both British and American teachers are paid their salaries by their own local school board while abroad. This means that the British teacher, whose salary is lower than that of her American colleague, would have much difficulty in meeting the high cost of living in our larger cities. Another reason is that the number of applications should be limited inasmuch as the number of teachers exchanged is relatively small.

Applicants for this program should be citizens of the United States, have at least a B. A. degree or its equivalent,

be in good health, and have had a successful teaching experience. Although no age limit has been set, persons under 45 years of age will be given preference. Each teacher selected will be expected to pay her own travel expenses. The approximate cost of round-trip transportation is \$600. In addition to the travel expense, each teacher should be able to count on at least \$2,000, including salary, for maintenance, clothing, and incidentals during the year. The American teacher will assume the responsibility for finding suitable housing accommodations for the British teacher with whom she exchanges positions. Each British teacher accepts a similar responsibility.

Final selection and the matching of teachers chosen for the exchange are made by the Committee on Interchange of Teachers between Great Britain and the United States. The United States Committee is composed of representatives of the U. S. Office of Education, the Department of State, and eight national educational organizations—American Association of University Women, American Council on Education, National Education Association, English Speaking Union, Institute of International Education, National Association of High School Supervisors and Directors of Secondary Education, Association of School Administrators, and the American Federation of Teachers. A similar committee has been established in Great Britain through which the British teachers make application. Further information concerning this program of teacher interchange may be secured from the Division of International Educational Relations, U. S. Office of Education, Washington, D. C.

An exchange of teachers between the United States and Canada has been initiated on a small scale for the academic year, 1947-48. It is hoped that this program will be expanded during 1948-49. The same method of application and selection, qualifications, payment of salary, and conditions of exchange as outlined under the program of interchange with Great Britain obtain.

### **5. Teaching Positions in Other Countries of the World**

For information concerning teaching opportunities in other countries in which the United States Government

has no official programs of exchange nor has been requested to provide assistance in placing our teachers, persons interested should write to the Ministry of Education in the capital city of the nation in which he or she wishes to teach. It would be advisable to include a biographical statement giving educational background and experience. A copy of academic credentials might also be enclosed along with letters of recommendation. The U. S. Office of Education's roster of available teachers and professors will be utilized in the event requests are received by the Office from other countries for educational personnel.

#### **6. Teaching Positions in the United States for Teachers From Other Lands**

Many inquiries have been received from teachers from all parts of the world concerning teaching positions in this country. Some of them have heard that there is a teacher shortage in the United States and they want to know how to apply for one of these vacancies. It should be pointed out that the Office of Education does not employ teachers on any level of teaching in the United States. Teachers in the public schools, both elementary and secondary, are employed by city or county school boards in the various States. Under the Constitution of the United States, education is a function controlled by the separate States rather than by the Federal Government. This idea is difficult for most aliens to grasp since in their countries, for the most part, education is controlled by the national government and teachers are employed by it.

Some States in the United States have laws or sections in their State constitutions prohibiting the employment of aliens in the public schools. In every case, however, a teacher must be licensed by the State in which she wishes to teach. Teachers from other countries who desire to teach in an elementary or secondary public school in the United States should write to the State Board of Education in the capital city of the State in which they wish to be employed. They should also send complete records of their academic and professional training and experience as well as letters of recommendation from persons in educational work in their own countries. Persons who are qualified and

wish to teach in the colleges and universities in this country should write directly to the chairman of the department of the institution of higher learning in which their special preparation lies, concerning positions which might be available. The licensing restriction of the States for teaching in the public schools does not apply to teaching on the university level.

A roster of teachers from other countries who desire to teach in the United States on the university or college level is maintained by the Division of Inter-

national Educational Relations of the U. S. Office of Education. Recommendations or nominations of teachers by the Office can be made only upon the request of a college or university. Normally these requests, which are few in number, are for teachers of foreign languages.

As new programs are developed and additional opportunities become available, the Division of International Educational Relations of the U. S. Office of Education will endeavor to keep our students and teachers informed.

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## **Keeping Up With UNESCO and UN**

HIGHEST priority should be assigned to educational reconstruction in war-devastated countries, and to fundamental education. This was one of the recommendations of the United States National Commission for UNESCO, meeting in Chicago in September. It also recommended that the United States continue its efforts to have former enemy countries included in the programs for educational reconstruction.

Since no practical definition of fundamental education has yet reached general agreement, the Commission believes that the Secretariat of UNESCO should work toward that end. The Commission regards the proposed charter for teachers as a desirable project for teachers organizations. It also urged UNESCO to organize an international conference on higher education.

On the question of education for international understanding, the Commission attaches great significance to the project for the analysis of textbooks, which should be extended to nonmember States. It urges that at least four teacher seminars for international understanding, similar to the one held this past summer at Sevres, be organized in different regions of the world in 1948.

On adult education, the Commission recommended that the collection of information on methods and materials be expedited; that a conference of experts on the contributions of adult education to peace be held by UNESCO in 1948; "that full consideration be given to the use of mass media of communication as

instruments of adult education, and that the term 'adult education' be understood to include the total educational activities conducted at the adult level by civic, religious, labor, and other groups."

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UNESCO's work in educational reconstruction is being carried forward in Greece through the establishment of international work camps, it was announced from UNESCO headquarters in Paris.

The first camp is being opened in Crete, early in 1948, and will operate under British auspices, with Swiss, French, and British volunteers. Work will begin with the reconstruction of schools and community buildings in two villages destroyed by the Germans during the war. Similar programs are being planned in Austria, Italy, Yugoslavia, Czechoslovakia, and Poland.

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"IT IS OFTEN, far too often, said that we are heading towards a new disaster," writes Secretary-General Lie. "I am more than ever convinced that the United Nations can, and should be, a place where the combined common sense and determination of the peoples will find its voice and take a real part in the framing of the future of mankind."

These are the opening words of a trial issue—Vol. 0, No. 0—of the *United Nations Newsletter*, September 1947, from Lake Success. The Newsletter is described as an answer to the many requests for a low-cost periodical reviewing the work of the United Nations.

# Austria's Children

by Helen K. Mackintosh, Specialist in Elementary Education

*"I WOULD LIKE to know if people are much interested in Austria's fate? Will they ask you what life is like in Vienna? There is one outstanding problem. I would be very glad to know you are everywhere pointing to it: help, urgent help, for the nutrition of Austria's children."*

SO READ a letter received from the director of the oldest secondary school for girls in Vienna shortly after I returned to the United States this summer from 2 months spent in Austria at the invitation of the War Department. I was there with the assignment to help in every way possible to interpret what we in the United States mean when we speak of learning the ways of democracy in our schools. It is a worth-while experience to find oneself in a foreign country with different customs, values, and standards, and from that vantage point to stand and look at our educational accomplishments and limitations in the United States today.

## Food Is Part of Democracy

But to get back to the letter from my friend: " \* \* \* help, urgent help for the nutrition of Austria's children." Those words took me back to Austria, to Vienna in particular, to the experience I had over and over again as I made a morning visit to a school. Promptly at 10:30 books and papers were put aside, the brief cases, which I had seen strapped to the backs of even the first-grade children ever since the day of my arrival in the city, came out. Children opened them joyfully with a sparkle in the eyes and almost a smacking of the lips as they took out a huge cup, a bowl, or a tin cooking utensil—anything that would hold a serving of soup. The lines passed down the stairs usually to a basement room where each child received his carefully measured portion of soup, plus a hard roll made of dark flour. Frequently children ate in the basement, but sometimes they returned to their own room with the steaming prize. I tasted the soup several times, and it was not too good by

American standards, but it was filling. Probably this *Ausspeisung* as it is called, prepared in central kitchens and delivered to the schools, is the most substantial meal of the day. The U. S. Army and various relief organizations of this country and of certain European countries provide the food.

I have had children in schoolrooms thank me as an American for such food. Another American had the experience of visiting a classroom in which every child shook hands with him and thanked him personally for food Americans had given. Why place so much emphasis on food? I have seen children become ill in classrooms because of lack of proper food. It should be clear to us well-fed, even over-fed, citizens of the United States that democracy cannot have much meaning for children or grown-ups with empty stomachs. As someone has said, "Democracy is freedom plus bread." A poster prepared for use in schools in Austria begins, "Austria is a free and independent republic." We need to remind ourselves that it is not a "conquered" but a "liberated" land.

The Austrian ration card entitles the holder to approximately 1,500 calories a

day, less than half what an average person in this country enjoys—provided the food can be found. Today it is our responsibility to share our food as well as our friendship with less fortunate people, not only in Austria, but in the whole world! This can be done in a variety of ways, and it is the first step toward giving those who have lived through World War II a feeling that life is worth while and that they can move forward rather than backward.

## These Are the Problems of Living

What is life like in Vienna today for children, teachers, and parents? Unless you have friends abroad to send you food and clothing packages, you feel the lack of these essentials of living. Your house or apartment was lucky if it escaped bombing or shelling. Or, if there is only a hole in one section of the roof and all the windowpanes were broken (though you can't replace them), you still have a place to live. Some homes are just a mass of rubble—sand, bricks, twisted metal rods, radiators, battered household furnishings lying on the site as mute evidence of what happened before the war ended in 1945.

Of course you are cold in winter. There is almost no fuel—unless you were fortunate enough to fall heir to a tree that could be cut up and carted home even to the last twig, in a sack on your back or in a cart for which you were the horse. You therefore wear all the warm

The Ausspeisung



clothes you can find both at home and at school. Schools were closed for 3 months the past winter because there was no fuel to be had. Gas pressure sufficient for cooking is available only during certain hours of the day; water is limited in supply and you must take home your *Ausspeisung* dish to be washed, for water cannot be used at school for that purpose. You have no rides in an automobile; you go to school on foot: or on a longer journey, by *Strassenbahn* (streetcar), but people are standing on the steps hanging onto each other, and you may not be able to board the car. You walk and your shoes are worn out. Frequently I saw children wearing as shoes a piece of board which had been cut to the size of the foot and was then tied or strapped on. The *Stramm* (electricity) goes off and the streetcars and elevators refuse to move. You hope at least one candle has been saved so that there will be a little light to undress and dress by, as well as to see to eat your meager supper.

### **These Are the Problems of Schools**

Seats at school, old-fashioned wooden benches, were never very comfortable, but now one is glad to have even a grown-up sized chair to sit on. The conquerors burned furniture for fuel and sometimes even stabled their horses in school buildings. One secondary school which had housed overnight transient German soldiers had to cart away, with the help of parents, teachers, and older girls, 600 cots, and dispose of them to people on the city's edge who had lost all their furniture. When schools were reopened, school authorities were faced first of all with the problem of reconditioning buildings—getting window glass; finding furniture; securing soap powder, none too good, and rationed, to do the cleaning; cutting, pasting, or blacking out certain pages so that old textbooks could be used until new ones were available.

Teachers were tired too, for those who had managed to continue to teach during the Nazi occupation had felt as though "there was a noose around my neck those 7 long years." Others had been dismissed as soon as Hitler marched in, because they made openly critical remarks. "How did you live?" I asked. And the answer, "My parents sent me money each month. I sold

what I could of my possessions. I got along somehow. Now I am back, and the colleague who denounced me is in a concentration camp."

### **School Programs Yesterday and Today**

All of these threads woven together represent the background against which an outsider must examine the pattern of education in Austria in 1947. As described in the *Educational Yearbook of the International Institute of Teachers College*, Austrian schools of the 1920's had adopted a program of education in the elementary schools that was forward looking. It was designed for a "working" or activity school rather than for a textbook school. But political changes brought about reactionary changes in education.

It is to this type of basic education of the 1920's that forward-looking Austrian educators would like to return. But it is difficult to go against tradition. In the past only about 10 percent of boys and girls have had an opportunity to attend a secondary school. At the end of the fourth year in the *Volksschule*, or common school, the city child chooses which route he will take. If it is the route leading to the trade school, he enters the *Hauptschule* and pays no fee for the last 4 years of elementary schooling. But if he is going on to the university, he enters the *Mittelschule* and pays tuition throughout the next 8 years. It is a foregone conclusion that a boy will follow his father's trade, and a girl usually becomes an apprentice to a lady's tailor or a milliner or a dress-maker. Both boy and girl then attend a *Berufsschule* (trade school) for 1 day a week at the employer's expense during a 3-year period.

Those who are to become teachers in the *Volksschule* or *Hauptschule* attend a teacher-education institution upon completion of the elementary school, at about the age of 14 or 15. There they spend 5 years, the first 3 on subject fields of the elementary school and the last 2 with some observation and practice included. Following an examination, they are assigned to a *Volksschule*. After 2 years a further examination may be taken which, if passed successfully, permits assignment to a *Hauptschule*. The *Pädagogisches Institut der Stadt Wien* (Pedagogical Institute of

the City of Vienna) offers lectures and demonstrations in various subject fields to teachers who are preparing for the examinations. Teachers are not required to attend, but since those who prepare the examinations also give the lectures, many teachers take advantage of the opportunity.

Those who plan to teach in the *Mittelschule* (secondary school) take a 4-year course at the university in subject-matter fields. They have no education courses and teach on a departmentalized plan beginning with the 10-year-old children who make up the first class.

Perhaps someone will be asking, "Are there kindergartens?" The answer is "Yes," but they are under the department of social welfare. About one-sixth of the children in the city of Vienna who would be eligible to attend have the opportunity. They are largely the children of working mothers. Associated with the kindergartens are the *Hortes* for school-age children whose mothers are at work. They are homelike rooms where these children can work and play after school hours, or for half a school day if they attend a school which is running double sessions.

It is probably unfair to judge schools of another country by the standards we apply to our own, since schools are a product of the total culture of a people. The best we can do is to catch a glimpse of various schools at work; to see what boys and girls, teachers, buildings, equipment, teaching, and learning are like in Austria today. Most of the classes I visited were conducted in a traditional way. Here are some examples of best practice as I saw schools during April and May 1947, schools operating under the difficulties I have already described.

In a rural school, probably the most modern in the American Zone, in which there was a class of 30 pupils, the teacher himself was a much sought-after prize. The people in the little community had made a great effort to secure the services of this middle-aged man who had a reputation for being a good teacher. He greeted us at the door, comfortably dressed in knee-length woolen hose, *lederhosen* or leather shorts, and gay Tyrolean vest over an ordinary shirt. His apartment was on the second floor and his model vegetable

garden was growing beautifully at the side of the building.

Herr Zeller entered wholeheartedly into every activity, and whether or not it was labeled "democratic living," there was a wholesome give and take relationship between teacher and pupils. He was teaching the eight classes of the *Volksschule*, having grouped the children as primary, intermediate, and upper-grade groups. The building was modern, the equipment good (except that the brand new benches were the same as the old models), there were attractively framed pictures on the walls, there was a chart of mountain wild flowers, and a direction finder built into the ceiling. He taught reading, grammar, natural history, and music during our visit and took the children outside

They dramatized the buying of stamps, mailing a package, receiving a letter. The teacher emphasized vocabulary development, and the children, using manuscript writing, wrote rather difficult words on the blackboard readily. In this class there seemed to be more opportunity for individual initiative and more spontaneity on the part of the children.

A fourth-year class of 9-year-olds in the demonstration school at the Pedagogical Institute was having a lesson in *Heimatkunde* (home geography and nature study) in which they were trying to get a concept of what a mountain is and how the height of mountains is determined. Using a sand table, two girls helped to model two mountain peaks with a depression between. At

pleasure to us. In addition, individual girls composed words for several lines that were tied into the end of the song. There was a considerable amount of fun as well as real learning involved in the process.

In a class of 11-year-olds, the second class in the *Hauptschule*, a group of children were studying Greek history. On the blackboard was a problem in question form, "Was Greece (Ancient Greece) actually a democracy?" There were subquestions which children were discussing under the guidance of their teacher, who was seated in the back of the room. Children were seated in chairs at tables, probably because the classroom was used by students from the Pedagogical Institute later in the day. Since this was my first visit in Vienna, I did not understand all that was said, but I felt that there was good evidence of give and take between pupils and teacher.

Another class which interested me was an English class in a *Mittelschule* in which I had an opportunity to talk with a third-year class of 12- and 13-year-old girls, the equivalent of the seventh grade in the United States from the standpoint of age. They were studying English for the third year. The class had been reading Oscar Wilde's *The Happy Prince* and were dramatizing parts of it. The teacher switched from English to German and vice versa as she needed to. She had received her English training in England as have the majority of teachers. The materials used and the vocabulary were British English rather than American English. Toward the close of the hour the teacher asked, "Will you speak a few words to them in American English? You are the first American they have really met." I had taken along my accordion-folded picture book entitled *American Boys and Girls at School*. They read the captions and were interested in many things about the United States: What are American schools like? Is there more lecture or discussion in classes? Do they use films? Is the Wild West film true to life? Do American boys and girls enjoy Austrian music? Austrian authors? Is there a Youth Movement? Was Washington bombed as Vienna was? All these questions and more gave



An Outdoor School Adoption Ceremony

to play games so that we might snap some pictures of them against their beautiful mountain background. This group was probably less touched by war than any that we saw, but there were thin legs and pinched faces even there, and the youngsters licked up to the last drop the spaghetti cooked with dried milk and topped with a sprinkling of cocoa, which was served as the *Ausspeisung*.

In a Vienna *Volksschule* a first-year class of 6-year-olds was studying about the post office and the work of the postman. They discussed the questions raised in terms of their own experience,

first, the class was seated in the usual way, but soon they perched on desks in order to see better and participated freely in the discussion. They suggested various ways of determining the height of their mountains with the teacher helping them to evaluate their answers, while different girls demonstrated at the sand table. This same group of girls worked with the music teacher in learning a *Jodler* (mountain song) for which the music was written on the blackboard. They sang individually, in small groups, and in a group of the whole. At the end of the period they sang with enjoyment to themselves and

many opportunities to compare and contrast American education with the experiences of Austrian children at school.

At the *Individual Psychologisches Versuchsschule* (Individual Psychological Experimental School) I observed the most interesting class I saw while in Austria. A first-year class in the *Hauptschule* was discussing the problem "Friendship" based on a theft which had occurred in their own classroom. The title is not really accurate. The teacher did a skillful job of guiding children to express themselves and to reach valid conclusions. More than half of the class of 42 pupils participated freely in giving their ideas. There was no raising of hands and each child waited for an opportunity to make his contribution. They decided that a good friend would help another who had stolen by urging him to take back the stolen article. They said it was necessary to find out the reason why the child had stolen, and to find other ways to satisfy his needs and desires. Then his group should help the child to find ways and means of securing a pen so that he would not need to steal. This method of teaching is significant for the purpose of injecting a more democratic type of learning experience into the school program.

One of the most significant experiences I had was to be present at two "adoption" ceremonies. Through the efforts of Gita Sereny who traveled in the United States during 1947, various high schools in the Midwest "adopted" comparable schools, from the standpoint of numbers, in Austria. The Austro-American Society in Vienna has assumed responsibility for the selection of Austrian schools. These "adoptions" are planned to further correspondence in English and to help in material ways from the standpoint of food and clothing for Austrian students and teachers. The Austrian young people have sent examples of handcraft and art to the United States, because they are most generous givers. The ceremonies included detailed descriptions of the towns and cities in the United States that had made the adoption. Frequently there was a large map showing the relative location. Part of

### Where To Turn To Help

**M**ANY American teachers and educational organizations are already assisting teachers and students in war-devastated countries. For information about ways to help, write to the Commission for International Educational Reconstruction, 744 Jackson Place, Washington, D. C. The CIER is the cooperating agency of organizations engaged in educational reconstruction.

the program was in English. Usually several American songs were sung, and speeches were made. This adoption program seems to represent a practical approach to making contacts of a personal sort between boys and girls and young people of our two countries, so that they become real people to each other. It is only as we put ourselves in the place of the other teacher, the other student, that we catch a glimpse of what world good will, international understanding, and the brotherhood of man can and should mean to the world we are living in today.

### And Finally

At one of the adoption ceremonies an Austrian girl expressed the wish, "If they could only know me as I am in my heart, we could be friends." That would mean, on the part of all of us, a kinder, more genuine basis for building a better world for tomorrow.

NOTE.—If you wish to help an individual teacher, class, or school, write to the author of this article for information. From the same source a picture book of Austrian children will be sent on loan, return postage to be paid by the borrower.

## International Children's Emergency Fund

*"How can I hope to teach these children when their only thought is of food?"*

THAT QUESTION is being repeated many times by teachers this winter in war-devastated countries. It epitomizes one of the outstanding reactions

of children to the tragedy of hunger—lack of strength to apply themselves mentally and physically at school or at home. It emphasizes the extreme need for help.

In Europe alone there are about 30 million children who are in need. This is about 75 percent of all those under 18 years of age, living in urban communities on the Continent. And even a greater number of children in the Far East need help. Such are the statistics given by the ICEF.

Faced with this need, not only of children of school age, but also of preschool-age children and of nursing and expectant mothers, the United Nations created the International Children's Emergency Fund. Under a 26-nation Executive Board, this organization is helping rehabilitate children in the war-torn countries.

By the end of 1947 five million children and expectant and nursing mothers will be receiving aid from the Fund's resources. This is only one-fourth of the minimum number that the Fund had hoped to be able to help, but as soon as additional contributions from governments and private sources are received, feeding operations will be extended.

### Countries Named

To date, child-aid programs have been approved for the following countries: Albania, Austria, Bulgaria, China, Czechoslovakia, Finland, France, Greece, Hungary, Italy, Poland, Rumania, and Yugoslavia.

Naturally teachers and school children in America want to aid the unfortunate children in war-torn lands. So that everyone everywhere may help swell the Fund's resources to the point where they can more adequately meet the vast needs of children, provision has been made for a world-wide campaign for private contributions, according to announcement from the Fund's headquarters. The campaign—called the *United Nations Appeal for Children*—is being sponsored in this country by a national committee on which many prominent leaders in education are represented. The International Children's Emergency Fund is a part of the UN Organization.

# Support Grows for Campaign on School Conditions

**A**PPROXIMATELY 250 key executives of corporations met in New York City recently, at the invitation of the Advertising Council, a non-profit organization, to consider ways in which advertisers can lend support to strengthen the Nation's schools. The Citizens Federal Committee on Education and the U. S. Office of Education are cosponsors of this Advertising Council campaign.

Raymond Rubicam, Chairman of Research and Policy, Committee for Economic Development, and F. W. Abrams, Chairman of the Board of Standard Oil of New Jersey, delivered the principal addresses. Both stressed the stake of business in improving educational conditions.

## Citizens Federal Committee Represented

KATHRYN McHALE, General Director of the American Association of University Women, spoke on behalf of the Citizens Federal Committee on Education, on which labor, farm, and other citizens groups, as well as business organizations, are represented.

E. B. Norton, Deputy Commissioner of the Office of Education, and Glenn Snow, President of the National Education Association, explained the need for continued and intensified support of the information campaign.

As part of the same effort many radio programs have already been devoting time to presenting school conditions to the public. Newspaper and magazine advertisements on the situation are now beginning to appear, and are expected to increase in number over the next several months. In many cases educators have been instrumental in securing sponsors for ads. Labor and other citi-



Raymond Rubicam

zens groups have expressed a desire to participate actively in the campaign. Many of these groups will play roles of key importance in local informational drives, plans for which are now being developed. (Activities of the various groups will be reported in later issues of SCHOOL LIFE.)

## "Crisis for the Nation"

IN ADDRESSING the New York meeting, Raymond Rubicam called for strong schools, capable teachers, and full support of education generally. Excerpts from Mr. Rubicam's address follow:

"Only education made democracy possible and workable in the United States. At no other time in history, and in no other place in the world, have as many as 140 million people governed themselves as completely, as harmoniously, and as progressively, as we do in the United States.

"... Overnight, it seems, the areas of ignorance for the average man have taken on gigantic proportions. The areas of complexity, confusion, uncertainty and doubt dwarf those of yesterday. Never have we needed the full functioning of our educational system as we need it now. Never has it been as important that our educators be able educators, and that their own knowledge be on the march in order that ours may follow.

"If we have an ounce of national common sense, we will not permit the continued discouragement of our educators, and the decline of our schools. And we will do more—we will equip ourselves for a bigger educational job, for our own salvation.

\* \* \* \* \*



Frank W. Abrams

"If lip-service were dollars, the cause of education in the United States would be rich in resources now. But we must prove our willingness to pay for our senti-

ments. True, we must reduce our present burden of taxes; but neglect of education is no sane way to do it. Greater national productivity, greater stability of our economy, and more economical and efficient government spending figure prominently in the *right* way to lighten the burden and increase the benefits of government financing.

"The adoption of such measures is itself, in part, a matter of education. The crisis in education is not a crisis



E. B. Norton



Kathryn McHale



Glenn E. Snow

only for educators, students, or parents of students. It is a crisis for the Nation. We must devote more of our resources to education, no matter what else is cut or left out."

### "Let Us Devote Ourselves"

A MAJOR emphasis in the address of F. W. Abrams was a call to executives for personal devotion to the development of education, and cultivation of our greatest natural resource, the people of America.

Excerpts from the address of Mr. Abrams follow:

"The intelligence and initiative of people are a tremendous 'natural resource' of any nation. All other natural resources are meaningless without it. Our position in the world today is not primarily a result of our other natural resources—although we have been fortunate in this respect—but to the ability which we as a people have developed. In this development, our educational system has been a vital factor.

"If we let our educational system decay, we will gravely injure the foundation of our greatness as a nation. By the same token, if we develop our educational system—expanding it and making it stronger—we will be cultivating the greatest of our natural resources, the people of America. And no one has a greater stake in the future of America than American businessmen.

"Now, what can we do about it?

"The most obvious answer is that business can give money to aid the cause of education. Of course, many corporations already underwrite the expense of research projects in college and university laboratories which they feel will be valuable to their operations. Others grant scholarships. These activities are excellent so far as they go, but they do not meet the basic situation which this meeting has been called to consider \* \* \*

"I think the matter goes deeper than grants and scholarships. A basic trouble with American education is public indifference. *Something has got to be done to educate ourselves regarding the problem.*

"The situation which we as Americans should act upon has been ably

stated in a variety of forms to reach the American people by the millions. The Advertising Council has done its job. It is ready for presentation either in magazine and newspaper space or on the radio. One service that business can perform for American Education is to give this story the Nation-wide distribution which it deserves.

"There is another thing that we as businessmen can do. We can give not only our money and our advertising facilities, but ourselves. If we hope to see this country grow and develop under the democratic system, let us devote ourselves personally to this task as one of our duties as citizens. Let us take part in educational affairs both in our home communities and at the national level. Let us urge our associates to do the same. This is a very important and very difficult problem. It deserves the best in all of us."

## WHO SHALL BE EDUCATED?

(Concluded from page 2)

The Federal Government has recently added another special group to those for whom education beyond the compulsory school age is made economically possible. Public Laws 16 and 346, the so-called "GI bill of rights," have extended educational benefits to all properly qualified veterans of World War II. The subsidies to veterans are sufficient to permit almost any capable student, regardless of economic circumstances, to continue his education for the period to which his military service has entitled him.

The foregoing facts suggest that large groups of young people are denied the opportunity for continued schooling. Among those excluded are the following:

1. Those with talents of a type that college faculties do not wish to serve, or whose abilities in the judgment of college faculties are not high enough for the level of instruction that the faculty wishes to maintain, or who have not completed some secondary school subjects required for college entrance. In many cases the failure to meet entrance qualifications is due, not to any lack of native ability on the part of the student, but to poor facilities in the elementary and secondary schools attended.

2. Those without money enough to pay the costs which a student must bear. The level of financial ability required for college attendance increases sharply for those outside commuting distance from a college or university.

3. Those who are qualified for further schooling but for whom institutional facilities are inadequate. For example, the Negroes of the Southern States, in general, do not have the same opportunities for higher education as are offered to white students. Medical schools annually turn away several times as many well-qualified applicants as their limited facilities permit them to accept. Because of restrictions now imposed on nonresidents, well-qualified students frequently find it impossible to enter upon preparation in many specialized professional fields when their home States maintain no facilities in such fields. Institutional policies which discriminate against certain students on the basis of race and religion may limit the number from those groups which obtain opportunity for continued education, even though they may be well-qualified scholastically for continued education.

### Questions for Consideration

If education in the United States is to be extended on a democratic basis, certain of the policies now followed must be reconsidered. Attention should be given to the following questions:

1. What extensions should be made in the range of talents served by education beyond the compulsory school age?

2. How can the traditional right of college faculties to set standards and qualifications for entrance and continuation in college best be reconciled with the need of a democratic society for the extended education of an increasing percentage of its young people?

3. How can opportunities for advanced education best be made available to all qualified young people without regard to their economic status or their place of residence?

4. How can institutional facilities for all types of higher education be provided, in adequate volume and in satisfactory geographical distribution, to meet the needs of society and the desires of those who want the preparation for life afforded in such institutions?

## Improving State School Programs Through Cooperation of Laymen and Educators

by Walter H. Gaumnitz, Specialist for Rural and Small High Schools

SEVERAL STATES have recently reported far-reaching advances relating to public education. Behind these changes there are efforts of various types to draw representative laymen more closely into the picture. The school authorities are finding that when such laymen participate in studying the strengths and weaknesses of their schools, they not only work out better solutions to the problems which have impeded progress, but are also more successful in getting the proposed improvements approved by the people and buttressed by legislative action.

The soundness of the principle of taking to the people the local problems of public education has been established many times. Not so often does one find systematic efforts to attack State-wide problems of public education through State-wide plans to enlist the interest and support of the people. Some of the State-wide efforts of this type recently reported may suggest principles and procedures for attacking State-wide educational problems in other States.

### Techniques for Successful Cooperation

Techniques which seem to stand out as important to successful cooperation between lay leaders and educational leaders in studying and improving the school system of a State are the following:

1. Laymen are appointed who are interested in public education, who will represent a wide variety of civic and economic interests, and who will work largely without compensation with selected educational leaders. Usually the laymen appointed to such committees are in the majority.

2. Such committees carefully study or survey the schools and educational programs of the State. The surveys are usually made by persons from within the State rather than by experts from without. Some of the questions raised

are: What services do the citizens of the State wish the schools to render? How well are the desired services now being supplied? What are the major reasons for the wide gaps discovered between the educational services desired and those provided?

3. The committees then raise such questions as: What practical plans or procedures can be devised to bridge such gaps? What action programs are needed to effect the changes desired; e. g., approval by the people of changes proposed in the organization and operation of the schools, enactment of essential legislation.

Obviously the procedures described are designed to clarify the general understanding of what the schools are like and what needs to be done to improve them. Taking the people more completely into the confidence of educators is not only sound democratic procedure, but it is the best possible way to devise educational systems and programs which are genuinely based upon "grass roots" needs. Moreover, a sound foundation of public opinion and support is a "must" if the changes proposed are to be brought about without too much delay.

One of the most outstanding efforts to improve public education through the cooperative action of laymen and educators is reported from Florida. Late in 1944, the Florida Citizens Committee on Education was appointed jointly by the outgoing and incoming Governors and by the State Superintendent of Public Instruction. This Committee consisted of 15 citizens, only 2 of whom had previously been connected with education. After some preliminary studies, this Committee reported to the 1945 legislature, which approved all the major recommendations made and requested the Committee to expand its studies and make more comprehensive recommendations to the 1947 session of the legislature.

In carrying out this new mandate of the legislature, the Committee prepared certain preliminary materials to be used in organizing groups of laymen and educators all over the State and in providing them with up-to-date and authentic information. Out-of-State consultants were selected to work with these local committees and to serve as advisers to the Citizens Committee, but not to write reports. The Committee also developed a manual entitled *Guides to County and Local Studies of Education in Florida*. Following the procedures outlined in this manual, nine representative counties cooperated in making intensive local surveys of the schools and their services to the people. The results of all of these local studies, together with far-reaching discussions of the problems involved, were finally woven into a comprehensive report entitled *Education and Florida's Future*. This report, supplemented with brief, graphic, informative circulars, prepared for popular consumption and wide distribution, was then made the basis of State-wide discussion.

### Some Major Changes in School Laws

The following are some of the major changes in school laws brought about by the 1947 Legislature of Florida. They illustrate what can be achieved within a comparatively short time when the school authorities plan to marshal the cooperation of lay citizens.

1. State appropriations for public schools have been doubled and placed on a unit basis so that the funds provided will increase as attendance and the training of teachers increase.

2. A comprehensive Minimum Foundation Program has been established which includes instructional salaries, transportation costs, other current expenses, and capital outlay and debt services.

3. The annual period of service of all members of the instructional staff has been extended to 10 months which assures better planning in advance of opening of the schools and after they have been closed; approximately one-eighth of the personnel can be employed on a year-round basis with the aid of increased apportionment to the county of State funds.

4. Taxing units numbering more than

700 have been reduced to 67, one to each county.

5. In the future, five-member, policy-determining boards of education will be elected on a county-wide rather than local basis; salaries are discontinued.

6. Certification requirements for county superintendents have been raised to include professional training and college graduation.

7. The following provisions to improve teacher welfare have been adopted: County-wide salary schedules, implemented by State apportionments and based upon sound principles of training and tenure, greatly increased existing pay rates; the number of sick leave days was increased and made cumulative; the retirement system was improved and allowances substantially increased; continuous contracts were authorized for teachers who are college graduates.

8. The higher education program has been reorganized into a State-wide system.

Evaluating the improvements which have grown out of the activities of the Florida Citizens Committee on Education during the past 2 years, one of the State school authorities comments as follows: "Numerous other changes and improvements have been made, but the greatest of all has been the lifting of morale and the establishment, in the minds of lay citizens and teachers alike, of the idea that Florida is determined to have a much better program of education and that major improvements in all areas are expected during the coming months."

### **Lay-Professional Councils Organized**

The structural patterns for studying and improving State school systems vary greatly in the several States now engaged in such efforts. There are also wide variations in scope.

For example, in New Hampshire Lay-Professional Councils were organized about 2 years ago. Twelve such councils blanket the State. Each consists of 36 persons—one-third of them local school-board members, one-third professional educators, and one-third lay-

men who are not officially connected with the schools. Since school-board members are also laymen, each regional council has twice as many laymen as educators. Appointments were made on the suggestions of school superintendents. The greatest possible variety of interest was represented.

During the first 8 months these 432 people and hundreds of invited guests studied the educational situation in New Hampshire. The work was concentrated on purposes and curriculum of elementary, secondary, adult, higher, and vocational education in the State; policies on cooperation among school districts; policies on the extension of the public-school program below the first grade and above the twelfth; policies on finance; and the responsibility of local, State, and federal agencies for the welfare of the educational system of the State.<sup>1</sup>

The State Department of Education facilitated study and discussion of the major educational problems listed in the report by preparing and providing pertinent data, source materials, and classified reference lists. Included were outstanding sources from both within and without the State, which assured a broad rather than a provincial approach to the problems.

Both laymen and educators responded. They contributed generously of time, effort, and ideas. In some of the more rural councils, driving long distances involved substantial expenses which were borne by the members. The obvious result of this cooperative study and discussion was a greatly increased understanding of the significance of public education, its problems, the improvements needed, and the ways and means through which these could be achieved. Already major changes in school laws have resulted, including an increase in State-aid of about 500 percent, and many other fiscal improvements. As in Florida, the chief gain, however, is in the increased interest in public education. The schools are becoming a public concern in a larger sense than that they are supported from public funds.

Similar stories of effective State-wide cooperation between laymen and educators to achieve improvements in public education could be drawn from many other States than Florida and New Hampshire. There is, for example, the Georgia Education Panel established by the State Legislature in

1943 as part of the Agricultural and Industrial Development Board. The work of this Panel was based upon the premise "that an improved education program in Georgia could come only as the direct result of the participation of the mass of the people in the undertaking. Lasting programs in a community, a county, or a State must be based on the earnest thought and hard work of its own people."<sup>2</sup>

The Georgia Education Panel first carried out a number of intensive studies, State-wide in nature, and then undertook planning on the local level. The research studies enlisted the participation of several hundred superintendents, principals, and laymen. In all, more than 60,000 citizens assisted the Panel in its activities. Intensive work was done in 12 selected counties; planning centers were set up in 102 school communities. The State Department of Education and the State University cooperated closely. A major feature has been a far-reaching leadership-training program.

In reviewing efforts in other States to marshal the interest of lay citizens in the study and improvement of public education, important lessons could also be learned from the work of The Committee for Kentucky, which has made and published fact-finding studies in various fields—agriculture, education, health, etc. The Committee's report on education was published in 1945.

Another effort concerned chiefly with the improvement of educational services to rural youth, was carried on by the New York Council on Rural Education. It is composed chiefly of representatives of farm organizations. Its work has been implemented through extensive studies made by the State Department of Education and by Cornell University.

Activities similar to those previously discussed have also been carried on, or are now in progress, in Connecticut, Illinois, Missouri, North Carolina, Washington, and other States. Those described show that cooperation between laymen and educators can pay high dividends in school improvements. Far-reaching personal benefits accrue to participants of both groups, but the chief beneficiaries are the children of the State who are the lay citizens and educators of tomorrow.

<sup>1</sup> *Lay-Professional Council Report to the People of New Hampshire*. Concord, N. H., State Department of Education, July 1947, p. IX.

<sup>2</sup> Statement by O. C. Aderhold, dean, College of Education, University of Georgia.

## Secondary School Reorganization in Atlanta

PUBLIC-SCHOOL authorities in Atlanta are making a constructive and promising attack on a problem which plagues teachers and administrators in many urban high schools. Often pupils in city high schools are drawn from such large areas and the interests of their parents are so diverse that it is difficult to develop a community interest among the pupils and parents of a particular school. Atlanta is developing community high schools in a large city.

This effort to make high schools better rather than bigger is unusual enough to have significant news value. There are at least two additional aspects of the reorganization which are noteworthy: (1) The establishing of vocational schools at the conclusion of the 12-year public-school system is a significant and purposeful extension of the public high school; and (2) making junior high school buildings into houses for 5-year community high schools indicates a wholesome emphasis on functional planning and an interesting reversal of the practice often followed when junior high schools were being established during the earlier days of the movement a quarter of a century ago.

### Assistant Superintendent Reports

The report which follows is from Roy W. Davis, assistant superintendent in charge of high schools in the city schools of Atlanta, Ga.:

"Since 1923 our Atlanta Schools had been operated under the K (Kindergarten) -6-3-3 plan of organization. Although we liked this system of organization, there were certain factors that made it necessary for us to reconsider our school set-up in the light of present conditions in Atlanta. One of these factors was the need for additional high-school buildings in Atlanta. We had completely outgrown our high-school facilities. Another factor was the need for a closer coordination between the Atlanta School System and the Fulton County System where there was constant interchange of students between these separate but overlapping school systems. Then, too, our separate high schools for boys and girls were all located on one side of the city, mak-

ing it necessary for a large majority of our high-school students to travel 3 to 4 miles across the city, twice daily through traffic that was already hopelessly crowded.

"In 1946, when we began a campaign for bonds for schools and other city improvements, people began asking why they could not have coeducational high schools in the various communities where the students lived. They pointed out that we already had 5 well-located junior high school buildings that could be used as community high-school buildings. The money from a bond issue might be used to construct additional high-school buildings in strategic locations, thus giving every community a conveniently located high school. The school board felt that this suggestion from the citizens of Atlanta was worthy of serious consideration.

"Following the undisputed wish of the majority of our citizens, the Atlanta Board of Education, in December 1946, voted to change from our K-6-3-3 system to a K-7-5-V system. The V meant that we would establish, jointly with Fulton County, vocational schools for white and for Negro citizens. This change in school plans certainly encouraged our citizens to vote for the bond issue. The bond vote was favorable, thus making available to the Atlanta School System approximately \$9,000,000 for the building of badly needed new school buildings and for the renovation and readaptation of old buildings to the new program.

"Early in 1947 the Atlanta Board of Education started making elaborate plans for the transition, in September of 1947, to the new system of schools which had been adopted. Dr. Kenneth Williams, former dean of the College of Education at the University of Georgia, was employed to coordinate the work of formulating a curriculum for the new school program in Atlanta and for putting the new school plans into operation in September 1947.

"Under the leadership of Dr. Williams, curriculum committees, composed of teachers in the Atlanta system, were set up to study the curricula of the leading school systems in the country and to draw up a curriculum for the

Atlanta schools. Although leaders in the field of curriculum construction were called in as consultants, the work of formulating a curriculum for Atlanta was an inside job; it was the work of the teachers in the Atlanta system. By June of 1947 the curriculum was ready. Courses of study for the various fields were prepared and sent to the teachers for study during the summer. The local colleges and universities cooperated, in their summer sessions, in preparing our teachers for the new program in Atlanta.

"During the spring and summer of 1947 large numbers of our teachers enrolled in courses designed to prepare them for the work they were to do in carrying out the curricular and extra-curricular programs in the new community high schools. Teachers prepared themselves for coaching duties in the new athletic programs; others prepared themselves for counseling duties in the new guidance program; others prepared to become faculty sponsors for school papers and school annuals. In short, from the janitor to the school board members, people spent the summer of 1947 getting ready to make the reorganized program succeed.

"Although a radical change has taken place in our schools since the close of the 1946-47 term, the new school year 1947-48 has begun so smoothly as to indicate that the new school plans, particularly those dealing with the new community high schools, will be very successful.

"The heart of our reorganization centers around the coeducational community high schools. The key word in our school planning is 'the community.' People are already taking more pride in their local communities. Many communities have formed 'community councils' composed of the leaders in the organizations of the community. These councils, centering their activities around community high schools, are carrying forward numerous plans for the betterment of their communities through concerted action on the part of all community leaders.

"The Board of Education set up a revolving fund of \$35,000 to get the community schools off to a successful start on the most complete program of school athletics and recreation ever undertaken

in this State. School bands and the football teams are already the pride and joy of the local communities. Participation in athletics has just about trebled in our city. The people in the various sections are rallying around 'their teams' and attending football games in large numbers. We already have a renaissance of interest in our high schools. The schools are already becoming the centers of community life in Atlanta. School facilities are being used by the people, as the case should be.

"Let me outline some of the advantages that we already see in our new school program:

1. It puts the schools in the communities where the students are—practically all high-school students may now walk to school.

2. It gives us coeducation, which is the natural situation for normal development.

3. It helps to solve our serious traffic problems in Atlanta.

4. It makes possible better coordination between the two local school systems, Atlanta and Fulton County.

5. It makes possible a much better athletic and recreation program.

6. It has given us a much more modern curriculum, with increased opportunities for our boys and girls.

7. It has made the high schools the centers of community life and has already caused our people to take a renewed interest and pride in their communities.

8. It provides for a system of guidance and student counseling that will be of inestimable benefit to our students.

9. It has greatly increased the opportunities for student participation in extra-curricular activities that will be very beneficial.

10. It has not only reduced the average size of our high schools, greatly to the advantage of our students, but has also made possible, through the use of our former junior high buildings as senior high buildings, a much more economical use of the bond money made available to the schools."

## Parents' Handbook

The administration and faculty of Eugene High School, Oregon, are interested not only in orienting new pupils to the high school but the parents of pupils as well. They have prepared a *Handbook for Parents*, the foreword of which begins as follows:

To Parents of Eugene High School Students:

This "Handbook for Parents" is issued by Eugene High School in the hope that it will bring about closer cooperation between parents and the school. The faculty and administration feel there are many points not clear to parents regarding procedures, policies, and the school's philosophy. It is hoped this bulletin will make clearer some of these points and will indicate to parents how they may cooperate more fully with the school.

The school feels there is a definite need for better understanding between parents and the school if we are to give your son or daughter the best possible education while in high school. To achieve complete cooperation it is at times necessary to meet together and talk over mutual problems. Certain members of the faculty have been assigned responsibilities for counseling. Your students' counselor or the administration will be glad to meet with you concerning any problems with which you may be confronted. We are more than anxious to work with you for the good of your son or daughter.

A brief introductory paragraph is devoted to the philosophy of Eugene High School. Immediately following, and under the major heading of Administrative Procedures, are paragraphs explaining to parents such details as: Absence from school, efforts of the school registrar to confer with the home concerning absences, tardiness, daily schedule, report cards, student handbooks, fees and tuition, lockers, health service, and home study.

Another major heading deals with The Curriculum and Courses of Study. The required subjects for the 10th, 11th, and 12th grades are listed along with a brief explanatory note for each subject. There is also a listing of subjects and activities offered each year and the number of hours devoted to each subject.

The Extra-Curricular or Extra-Class Activity Program is described briefly and all activities are listed under the subheadings of general student-body activities, clubs and organizations, special weeks, and subject activities.

The plan for Guidance and Counseling is described and the work of the

counselors is outlined. Completing the handbook is a 1-page statement on "The High-School Age Youth."

Parents' handbooks such as the one produced by Eugene High School should result in better understanding and cooperation between parents and teachers, and pupils and teachers.

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## New Tests in Secondary Education

Two test batteries useful in the secondary level have recently been issued. One is the revision of the Metropolitan Achievement Test series published by the World Book Company. The advanced battery of this series is issued for grades 7 to 9 and consists of achievement tests in: Reading, vocabulary, arithmetic fundamentals, arithmetic problems, English, literature, history, geography, science, and spelling.

The other is the Differential Aptitude Tests issued by the Psychological Corporation. It is for grades 8 to 12 and consists of tests on: Verbal reasoning, numerical ability, abstract reasoning, space relations, mechanical reasoning, clerical speed and accuracy, spelling, and language usage. This battery should be useful in pupil personnel work.

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## Bulletin Board Suggestions

The New York State Department of Labor offers an attractive and educational presentation of valuable information to boy and girl job-seekers. With the large influx of boys and girls into the labor market, both as part-time as well as full-time workers, it is essential that pupils, potential drop-outs, actual drop-outs, teachers, administrators, and parents become acquainted with the specific age requirements for job holding, as well as procedures for obtaining employment certificates and further provisions as to compensation, insurance, and minimum wages.

Many schools have undertaken to make this information available through the release of mimeographed publications. In other areas, the facts can be secured at the school administration offices, State employment offices, or the State departments of labor. Too often these materials are difficult to

# Age Requirements



IN ADDITION TO THE REGULATIONS OF HOURS OF WORK THERE ARE PROHIBITIONS AS TO THE KIND OF WORK CHILDREN MAY DO AT DIFFERENT AGES

- **BOYS AND GIRLS UNDER 16** may not work in factories, may not work in hazardous occupations, such as match dipping, adjusting belts to machinery, manufacture of alcoholic liquors, manufacture of explosives, cleaning or painting a building, etc..
- **BOYS UNDER 16** may not work in mines or quarries, or operate elevators.
- **GIRLS UNDER 16** may not work in a job requiring constant standing.
- **BOYS UNDER 16** may not clean moving machinery, may not operate elevators except under special conditions.
- **BOYS AND GIRLS UNDER 16** may not sell alcoholic beverages or appear as entertainers in places where they are sold, may not operate unguarded machinery.
- **GIRLS UNDER 16** may not operate elevators, may not sell or deliver newspapers or magazines, or work as bootblacks.



read due to legalistic terms or are uninteresting to readers because of the unattractive methods of presentation. These poster materials afford suggestive examples particularly to art departments in the development of bulletin board displays. In this way pupils render a service to the entire pupil body at the same time that they are acquiring good practice in drawing. (See poster above.)

## Institute Held at Cincinnati

About 1,000 teachers in the Cincinnati Public Schools attended an institute sponsored by the Department of Instruction. Meetings were held in the Walnut Hills High School, September 2-5, and participation was voluntary.

Although Cincinnati teachers did not receive pay for the Labor Day week, more than 50 percent of the teachers attended the Institute.

Each day of the Institute began with a general session and included two 2-hour work sessions—one in the morning and another in the afternoon. Among the topics discussed at the general sessions were "The Impact of Mass Media of Communication on Education" and "Appraisal Techniques."

The work conferences provided for a variety of teacher needs. The following groups were organized for all-day (i. e., double session) conferences: Elementary school, safety, art, music, industrial arts, elementary crafts, and orientation (for beginning teachers). Other work groups were: Current affairs, the

family, our city, visual aids, reading, arithmetic, science, history, geography, guidance, and radio and speech. Many of these groups were divided by grade levels, and in each case it was possible for a teacher to take part in the activities of two groups (i. e., one in the morning and another in the afternoon).

Among out-of-town conference leaders were Stephen M. Corey (visual aids), Howard G. Danford (safety), Gertrude H. Hildreth and Eleanor Johnson (reading), Rose Lammel (science), Louis Rath (evaluation), Charles A. Siepman (mass media), Zoe Thralls (geography), Edgar B. Wesley (current affairs), and Harry G. Wheat and Edwina Deans (arithmetic). Howard R. Anderson, Specialist for Social Sciences, Secondary Education Division, was consultant in history.

The Institute afforded Cincinnati teachers an opportunity to discuss purposes and procedures, to plan ways of using recently developed curriculum materials, and to exchange experiences. Assistant Superintendent George H. Reavis, was in charge of planning for the Institute.

## Teacher Education for Health

THE U. S. Office of Education, with the financial cooperation of the National Tuberculosis Association, a few weeks ago, sponsored a regional demonstration in Teacher Education for Health at Utah State Agricultural College. Participants were representatives of the State Departments of Education and Health and selected faculty members from colleges and universities of the six-State area of Colorado, Idaho, Montana, Nevada, Utah, and Wyoming. The participants submitted problems which were grouped under three major headings for consideration.

Problem I was: "How Can the Personnel and Other Resources of the College and Community be Prepared and Utilized to Provide Adequate Health Knowledge and Interpreted Experience for Prospective Teachers?" The group studying this problem concluded that each community has certain health assets and limitations which affect children and youth, and that it is, therefore, the responsibility of educators to utilize college and community resources and to

direct activities of college and community personnel toward the preparation of teachers who will promote desirable health behavior in children and youth. This group listed and classified community resources which may complement those of the college and provide realistic experiences—resources which can be used to promote and protect the health of the individual and provide learning experiences in healthful living. This group also studied the functions and working relationships of all college personnel having responsibility for the health program. They considered such community influences as the socio-economic factors, environmental factors, health programs, community health councils, and other community organizations having health interests.

Under college influences they studied the institution as to size, location, geographic areas served, scope of instruction provided, support—public or private, administrative policies, and the composition of the student body. They also considered the health instruction assets of the entire personnel, both administrative and instructional.

Problem II was: "What Areas of Knowledge and Interpreted Experience in the Field of Health Should be a Part of the Background of All Persons Preparing for Teaching—Elementary, Secondary, and Special?" The purpose of the group studying this problem was to determine, on the one hand, which areas of knowledge and interpreted experiences in the field of health should be a part of the background of all persons preparing for teaching, and, on the other, what special training was needed for the special teacher of health education. The group was concerned first of all with the experiences which will help

all students enrolled in college to develop personally a healthful life. A study was made of personal health problems and knowledge everyone should have, and in addition, the specific items considered necessary for those preparing to be teachers.

Consideration was given to the provision of "Healthful School Living" for the prospective teacher while that person is a student in college. In studying this area it was assumed that every prospective teacher prior to student teaching will have had a background of methods and materials related to health education, including child growth and development, techniques of school and community relationships, community health, nutrition problems, psychology, and safety. In addition to these, detailed experiences were listed which the prospective teacher should have in the realm of "Healthful School Living."

The third problem was: "What Facilities and Opportunities Should be Provided for Teachers In-Service to Help Them Improve the School Program?" The group studying this problem was concerned with resources and opportunities for in-service health education. Under "resources" study was given to the various types of health education services—institutes, staff meetings, courses, conferences, workshops, field trips, reading, and professional affiliations. Specific studies were also made of methods that could be employed for improvement through group and individual techniques.

### State Plans

During the course of the workshop representatives from each State met as a State group to study their own needs

in the light of the workshop problems. Each State developed specific "State plans for action," and reports already received indicate that the various States involved are making an effort to study and improve their programs for teacher education for health.

The administrative and consultant personnel of the workshop were:

Frank S. Stafford, *Director*—U. S. Office of Education.

Glenn W. Arnett, *State Coordinator*—Director of Health, Physical Education, and Recreation, Salt Lake City, Utah.

H. B. Hunsaker, *Campus Coordinator*—Head, Department of Physical Education, Recreation, Utah State Agricultural College, Logan, Utah.

Vivian Drenckhahn, *Associate in Health Education*, National Tuberculosis Association, 1790 Broadway, New York, N. Y.

Helen Manley, *Specialist in Health Instruction and Physical Education*, Division of Elementary Education, U. S. Office of Education.

Philip G. Johnson, *Specialist for Science*, Division of Secondary Education, U. S. Office of Education.

Dean F. Smiley, *Consultant for Health and Physical Education*, American Medical Association, 535 North Dearborn Street, Chicago, Ill.

## SCHOOL LIFE Reprints

TWO REPRINTS entitled *Health Education for Elementary Schools*, by Helen M. Manley, and *Elementary Science Series*, by Glenn O. Blough, have been issued of a number of articles appearing in recent issues of SCHOOL LIFE. Copies of these reprints may be obtained for 10 cents each. Orders should be sent to the Superintendent of Documents, Washington 25, D. C.

## Conservation—and Restoration

Bread



Meat



Eggs



**W**HEN WE REFRAIN from using as much of certain foods as we would ordinarily use, more of those foods are released and can be available for others.

The "others" now are the people in the war-ruined countries—children and all—whose food is too short for good health, or for decent living, say authorities. They need more food and need it desperately.

By conservation in areas blest with plenty, restoration may be brought about more quickly in areas stalked with starvation. That is always true.

Schools can help enormously in food conservation. They have proved that. Not only do they conserve food in their own food services but they find ways to bring the school and the home together in far-reaching cooperative effort.

## Interest in Education of Exceptional Children

Within recent months the U. S. Office of Education has received a number of communications from other countries regarding the education of exceptional children. An inspector of schools in South Africa is now studying in the United States with special attention to the needs of handicapped children in the Union of South Africa. A former exchange teacher from England, on her return, stopped at the Office of Education to discuss recent developments in the education and care of cerebral palsied children.

Letters received by the Division of Elementary Education point to specific interests and problems in different countries. Among them are letters from Australia, related particularly to the educational problems of the deaf and cerebral palsied. A letter from Switzerland is concerned with higher education for the physically handicapped. Letters or visits from individuals from China, Holland, Canada, Belgium, New Zealand, and Egypt show that in those countries special services for the mentally retarded and the physically handicapped are being initiated or further developed.

## Requests for Materials on World Relations

Many requests are being received by the U. S. Office of Education each week for material on lands and people beyond our borders. Such requests are an indication of the elementary schools' interest in the international scene. However, it will be helpful if the following suggestions are considered:

While letter writing is a necessary practice for children, and the ability to write a well-worded, specific letter is a valuable asset, the limited supply of materials and the even more limited staff make it impossible to answer each child. To avoid disappointing the children, why not select the best letter from the class, include the teacher's name and

the address of the school so that the packages—and some are bulky—will be delivered to the teacher?

The second suggestion concerns those letters which say "send us material for social studies," or "send me everything you have on Latin America." It would speed filling requests if the grade or grades for which material is desired is indicated; the geographical area being studied; any particular topics being emphasized, such as transportation, agriculture, animal life, education, music. In other words, please be as specific as possible and it will help.

## Elementary Education Positions Abroad

The Overseas Affairs Branch of the Department of the Army has announced several positions in Korea and Austria. They include the following:

(1) Specialist in elementary education for Austria, charged with responsibility of advising the Austrian elementary school authorities and teachers and reviewing the programs made in the educational program throughout Austria in elementary education; recommending statements of policy and procedures for control and direction of all matters in the field of elementary education; assuming responsibility through technical channels for direction of program planning such as may be necessary to the encouragement of democratically sound and scientifically effective school programs.

(2) Adviser on elementary education for Korea, with duties similar to those enumerated above.

(3) Adviser to the Bureau of Education in Korea, to advise with the Korean school officials in the planning, direction, and coordination of the school program in Chung Chong Namdo Province.

(4) An assistant adviser to the Bureau of Education in Korea with similar duties, but lesser responsibility.

(5) Adviser to the president of Pusan College in Korea, to advise the president and faculty on problems of

curriculum, staff, budgets, facilities, and standards.

The positions all require advanced study and experience in the field of education. Knowledge of the Korean language is desirable but not essential. Annual salaries for the first three and the fifth-named positions are approximately \$7,300; the fourth, \$6,100, including overseas pay. Living costs average \$45 per month. Appointments are for 1 or 2 years. For further information write to R. C. Smith, Room 5C935, The Pentagon, Overseas Affairs Branch, Department of the Army.

## SOME CONFERENCE AND WORKSHOP REPORTS

*(Continued from an earlier issue)*

### Reading Conference in Northern Michigan

Northern State Teachers College at Marquette, in cooperation with the Michigan State Department of Education, held a 3-day conference in July, designed to give teachers of the Upper Peninsula an opportunity to discuss their common problems in the field of reading. Woven into the program were talks, small group discussions, demonstrations in the elementary school, a panel discussion, a symposium, together with social occasions for good fellowship.

### Institute of Child Development

An interesting and varied program was planned for the Child Development Institute held at the University of Wisconsin July 28 to August 1. It attracted many who were interested to know of recent research findings related to child growth. Parents, school administrators, welfare workers, and others participated in discussions on such subjects as Home Atmosphere and Discipline, Nutritional Requirements, Effects of War on Children, Home-School Relations, and State Services for Children. The schedule of offerings included many approaches to learning about children through films; conducted tours to university clinics, the nursery school, and nutrition laboratories; lectures, demonstrations, exhibits, radio forums, and panel discussions.

## Curriculum Problems of Rural Teachers

Wisconsin's teacher-preparing colleges gave rural education an important place on their summer programs. Five of ten workshops which were announced in the *Curriculum Co-Worker* provided guidance on rural problems and offered college credit for the work.

The Adams State College at Alamosa, Colo., conducted workshops in the towns of Alamosa, Antonito, and San Luis for rural teachers. Sixty students enrolled in the three workshops directed their efforts especially toward improving their skill in teaching Spanish-speaking children in the country schools of the vicinity.

## Combined Arts Workshop and Children's School

Oklahoma Agricultural and Mechanical College at Stillwater sponsored a combined workshop and children's school in a local school during June and July. The college provided leadership on both a full-time and a part-time basis for the group of 60 children and 40 adults. Both teachers and children had opportunities for direct experiences in discovering fundamental arts and crafts based upon needs and interests of children in home, school, and community. The curriculum was arrived at through a cooperative plan of and suggestions from the parents, the children, and the college. Swimming, painting, dancing, toys, and the use of tools ranked highest among suggestions by the children.

## School Problems Laboratory

Emory University, Atlanta, Ga., continued its annual workshop program with a *School Problems Laboratory* June 16-July 23, which enrolled approximately 175 persons, and made use of a full-time staff of 11 persons and several part-time consultants. Elementary and secondary teachers worked jointly in special groups representing a city or county at work on a special problem. Others scheduled themselves for work and study in a variety of groups covering instructional, administrative, and supervisory fields. Generous provisions were made for space, equipment, and materials. A

planning committee helped to keep the program flexible and to make best use of consultants by employing a number of challenging techniques. Developed as a part of the total program were special days devoted to the State group of the Association for Childhood Education and to the State Elementary Principals Association.

## Washington State Workshops

For several years the State department of education in cooperation with local school systems and State teachers' colleges have made possible workshop experiences for teachers in their local counties and school systems while earning college credit toward their degrees. Workshops for the summer of 1947 were held in Bremerton, Vancouver, King County, Sunnyside, and Sedro Wooley. Attention centered upon child development, social studies, health, physical activities, and instructional materials.

## Health Education Activities

Workshops in health education were held during the summer by various colleges and universities for credit and some were sponsored wholly or partially by county, State, or Federal agencies. There have been health workshops for specific school districts, others for a county, a State, or for sections of the country. One list named 50 specific workshops but did not include all of those which have been in progress. A sampling of several types follows:

*Southern States Work Conference, Daytona Beach, Fla., June 2-13.* Fourteen States from the Southern Region sent representatives to this conference, to study health and health education in this region. The areas covered were: The place of health education in the total educational program; the problems in the Southern Region such as teacher education, materials of instruction, health service, etc.; administration; promising health practices in the Southern Region; plans for the future in each State.

*Kansas State Workshop, University of Kansas, Lawrence, Kansas, June 23-July 3.* The Kansas Department of Health and the Department of Education sponsored a workshop at Law-

rence, Kans. Representatives from each county of all agencies interested in health attended. The purpose of this workshop was "To help further health education in the homes, schools, and communities of Kansas."

*Demonstration Workshop on Teacher Training, Utah State Agricultural College, Logan, June 30-July 11:* This workshop was composed of representatives from all teacher training institutions and organizations having and training personnel for health teaching from 6 Rocky Mountain States, i. e., Colorado, Idaho, Montana, Nevada, Utah, and Wyoming. College credit either on graduate or undergraduate level was offered. The U. S. Office of Education and National Tuberculosis Association sponsored the workshop. The purpose of this workshop was to formulate plans for improving teacher training for health education in each State.

*City Workshop, Philadelphia, Pa., June 15-July 25.* Seven hundred teachers in Philadelphia Public Schools attended the workshop sponsored by the Board of Education of Philadelphia. Graduate and undergraduate credit could be earned through the University of Pennsylvania or Temple University. One area of instruction in the workshop was health with 21 participants in the health section, including nurses, elementary school teachers, secondary teachers of science, physical education and health, guidance consultants, nutritionists, school psychologist and health coordinator. Some of the objectives of this group were: To learn the health resources available to Philadelphia teachers; to learn how all phases of health could be interwoven in the child's life; to plan how this workshop group could help other teachers to improve the health program in Philadelphia.

*Louisiana State University, Baton Rouge, June 9-August 30:* A series of workshops of 3-, 6-, 9-, 12-weeks duration with corresponding college credit was held at Louisiana State University.

## Special Education

In special education, or the education of exceptional children and youth, summer workshops and conferences have taken on several different forms. Some

have been related to summer session courses, lasting for the entire period of the summer session and involving all-day activities on the part of students enrolled. Others have been 2- or 3-day conferences, at which lectures and discussions on one or more types of exceptional children made up the program.

In sponsorship, too, the projects varied. Some were planned by a particular university or teachers college. Others were carried on cooperatively with one or more State departments joining the teacher education institution in sponsoring them. There has been in all of them an increasing emphasis upon the importance of identifying and helping the exceptional child in the regular classroom as well as upon the need of specialized knowledge and service for those requiring more highly differentiated instruction in a special school or class.

*Illinois* State Normal University, in connection with its summer session courses on special education, held a week's conference on curriculum planning for the mentally retarded. *New York* University held a 6-weeks' practicum for teachers and supervisors of mentally retarded children, covering the areas of psychology, methods and materials, guidance, and demonstration teaching and observation. With the cooperation and support of the State Department of Education, 12 teacher-education institutions in *Texas* conducted 6-week workshop or survey courses in the education of exceptional children, several of them being of an advanced nature.

The University of *Oklahoma* held its second annual 3-day conference on exceptional children, and a 10-day workshop on delinquency control. Butler University, in *Indiana*, held its third annual conference on the exceptional child, with a full week's activities given to consideration of slow-learning children, hearing therapy, sight-saving, and arts and crafts for all groups.

The *Oregon* State System of Higher Education, in cooperation with the State Department of Public Instruction, held a 4-weeks' workshop covering psychology and education of the deaf and hard-of-hearing, the visually handicapped, the speech handicapped, and maladjusted children. At *Ohio* State

University, a week's workshop was conducted with the cooperation of the State Department of Education and the State Department of Public Welfare. Lectures and discussions on the slow-learning, hard-of-hearing, crippled, speech defective, psychological problems, and visiting teacher services all entered into the program.

The University of *Tennessee*, in cooperation with the State Departments of Education, Public Health, and Public Welfare, conducted a 6-weeks' workshop on "Meeting the Needs of Children." It gave special attention to hospitalized and homebound crippled children, to speech correction, audiometric testing, sight-saving, mentally retarded and gifted children, visiting teacher services, and child guidance. Demonstration teachers were a part of

the workshop staff, and visiting consultants included social workers, physicians, dentists, nurses, and nutritionists.

These are but examples of the many summer workshops and conferences that have been available in 1947 in the field of special education. To them should be added also the full summer session schedules of work held at such institutions as Michigan State Normal College, Wayne University, Buffalo State Teachers College, Syracuse University, Columbia University, Florida State University, and many other teacher-education institutions in every part of the country. The phenomenal growth in special education provisions is demanding increased attention to the adequate preparation of teachers to meet the needs of exceptional children and youth.

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## Parent Participation in the School Program

by Hazel F. Gabbard, Specialist in Extended School Services

**M**ODERN SCHOOLS emphasize that parents should be a part of all work that deals with children. This practice is based on knowledge that the child has his first and deepest experiences in family life and derives his security through knowing, subconsciously at least, that his parents and other adults are united in their concern for his welfare.

Because parents have much to give to the teachers who come in contact with their children, they should be included in making and carrying out plans affecting the child. When parents and teachers are partners, home and school provide learning experiences that are continuous, unified, and rich in meaning.

Parents need to become active participants in school programs if they are to grasp the significance of the school. It is equally true that teachers cannot work understandingly with children until they are acquainted with the child's home background. When the two become partners, parents lose their feeling that teachers should take over the education of their children and

children and teachers discover the invaluable contributions parents can make to the understanding of children.

### How To Reach Parents

How do schools reach parents? The first step is for parents to feel that they are wanted. Usually parents come to the school when the staff makes them feel welcome, and lets them know that they, too, are members of the school. The atmosphere which teachers and other school personnel create determines largely how parents feel about coming. Too often parents and teachers meet only when something unpleasant happens. Parents have a right to know when their children have done something well, just as much as to know when they are having difficulties.

A point for teachers to remember is that parents are busy people too. Often it is difficult for them to arrange things at home so that they can attend meetings or participate in the school program. However, they usually respond when they find leadership which is inspirational and refreshing, or when

they feel they are furthering their child's education and enlarging their own horizons. Parents who are unable to take an active part in school activities should not be made to feel that their children will suffer. Even though home circumstances may keep them away, there are many ways in which they may take part in the school life. Emphasis in the past has usually been placed on attendance at meetings. Though a feeling of group-belonging is often developed in this way, it is probably the least effective method of building good working relationships.

Schools are discovering various approaches for making the partnership with parents effective. Through real projects which parents have a part in planning, they learn much about the school. Inherent in these cooperative plans is the spirit that parents and teachers are solving problems together and that solutions can only come through the united efforts of those concerned.

Many situations could be found to illustrate successful ways parents and teachers are working together. Several plans for participation are described which have helped parents to understand their children better and to know what the school is doing for children.

### **Mothers' Council**

The Mothers' Council in a public elementary school of River Forest, Illinois, meets once a month with the principal to discuss ways and means of carrying out plans for the children and arranging programs for parents. One mother from each grade is chosen as a "key-mother" for that group. She serves on the executive committee for the Council and the room teacher is free to call upon her for any help she may need during the year in reaching parents.

Early in the school year the classroom teacher and mothers in the grade meet together. The teacher may start the discussion by describing the various projects in which the children are interested and ways in which the parents might help in the classroom. For example, the teacher in the second grade explains that children are beginning to feel independent in their reading. Since children's achievement and interest vary greatly in reading, it is not

always possible for children to have as much individual attention as they need. She wonders if the parents will help. Each child needs a chance to read to someone every day. It will help the children to gain confidence and prevent them from getting into careless habits if they can read to an adult. The teacher points out that such parent participation will help them to understand their child better; also that it will provide opportunities to become acquainted with their child's friends.

There are other ways in which parents help at this school. "One mother who is especially interested in crafts, works with half of the group once a week while the other half is at manual training. Another is especially interested in sewing and helps with very simple costumes for creative dramatics. The parents are always ready to take a grade group on trips in their cars. They have adopted a friendly, helpful attitude and are keenly interested in the whole group as well as their particular child. On a rainy day they stand ready to take a car full of children home. The children know all the parents and look forward to having them at school. They are perfectly at ease with them and go to them for help as they would to the teacher."

How do the parents feel about the school program when they have a chance to take part in the daily school activities? The teachers believe they come to understand the purposes of the school program. Parents' remarks after their participation often reveal that they are growing through this cooperative experience. Teachers notice that they are not as prone to compare children in the group but that comments are focused on the progress of individual children. Parents are often more sensitive to the needs of the school and show interest in securing material to help carry on an activity program after they assist the teacher. They are also appreciative of the outside work and planning necessary on the part of the teacher in order that children may have worth-while experiences in the classroom. Observation and work in the classroom help them to see what the school is doing.

This kind of parent-teacher cooperation has a marked effect on the school adjustment of the children. They respond favorably to an atmosphere in

which parents and teachers work together. They seem to sense that there is less conflict between home and school; they are more relaxed and free to learn.

### **Classes for Parents**

With the two-fold aim—to help parents see their children more objectively as developing personalities and to aid teachers in becoming better acquainted with the parents, the home point of view, and the problems which arise in family life—an experiment in parent participation was organized in the public schools of Kansas City, Missouri, through setting up observation-discussion classes for parents in three kindergartens. This plan was put into operation by the director of parent education, the director of kindergarten-primary education, principals, teachers, and parents.

At the first meeting which parents attended, there was a discussion of the kindergarten program. The mothers were then invited to visit the 5-year-old groups and were given a guide to help them observe the children's behavior as well as to suggest the desirable role of an observer. Following the meeting small groups of not more than 8 or 10 mothers were scheduled to observe. A schedule covering a 2-week period was necessary to cover the entire group of parents and to find a time when it would be convenient for parents to visit.

At the end of the 2-week observation period, a second group meeting was held at which parents discussed their observations. This plan was repeated for three observations and four discussions. The areas of study centered on (1) habits we wish to establish, (2) social activities, and (3) creative activities. The director of parent education served as discussion leader, but the principal and kindergarten teacher in each school were present and took an active part.

At the conclusion of the series, mothers representing each school met with the principals, teachers, and directors to evaluate this project. Among the values which mothers pointed out were: The plan directed their observations on special topics and helped give their observations focus; parents were stimulated to question and think through certain school practices; they saw the group as a working unit; and parents and teachers had common

ground for discussing a specific situation. The children were delighted to have their parents come to visit.

Within a few months the idea of observation-discussion groups spread to other parents and requests were being made for this type of offering to be given again. A most worth-while result was the reaction of teachers who heard about it. A request came to the parent education director from 10 kindergarten teachers for a short, in-service training program so that they might carry on a similar plan with their parents. Since it was felt that the teacher should be the leader for the discussion, the parent education director was asked to help them develop skill in discussion techniques and methods of leading a group.

### **Parent Committees Work With Teachers**

Parents and teachers in the Linwood School, St. Paul, Minnesota, who reviewed a year of cooperative participation in the school program found their plan brought home and school together. First steps were taken when a few parents gathered to talk with the principal and teachers about amalgamation of two districts brought together by a change in boundary lines. They decided to have an evening rally to which all the parents would be invited. Careful plans were made so the parents would get acquainted at this meeting. Dessert was served on arrival and during the evening the principal and a teacher talked on the value of closer cooperation between home and school. Suggestions as to ways parents might help at the school had been listed on a mimeographed sheet and were passed out. Among the contributions suggested which parents might make were: Storytelling, puppet shows, singing, playing the piano, showing collections of nature materials or hobbies, and showing films.

That evening the parents organized several committees. A visiting committee was formed to assist the teacher in making a schedule of dates which were convenient for parents to spend a morning at school. A home committee and supply committee were named on which parents who could not give time during school hours might help—to renovate equipment, obtain books, wooden boxes, paint worn equipment,

and add to the play facilities.

Planning which developed recognized the contribution which both fathers and mothers could make. Fathers who spent an evening at school helping sort out and repair play equipment learned, among other things, what kind of play equipment children need; what kinds of apparatus are most durable; and why play is so important for the growth of children. Mothers who spent a morning at school went home with many ideas which they incorporated in the home activities. Children who had showed retiring and unhappy behavior at school were found to improve after parents came to school. Parents showed

keen interest in the functioning of the school; they also learned a great deal about child development and their contributions added up to an enriched program for the children.

Schools which have set up plans, to encourage greater parent participation believe that many barriers are overcome between parents and teachers when both join in projects which are directed toward a good educational program for children. Although a great deal of time is required to carry on parent participation activities, teachers and principals in general agree that the values for the school and the home cannot be overestimated.

## **LIBRARY SERVICES**

### **How Well Are the Libraries Serving?**

CARNEGIE Corporation of New York has granted \$175,000 for a 2-year study of how well existing public libraries are serving American communities and whether libraries should become future custodians of noncommercial radio, films, and television. Pointing out that \$50,000,000 is spent annually in this country to support public libraries, Robert M. Lester, the corporation's secretary, said: "It is of the utmost importance to know how adequately the library, as an institution, is meeting the public's urgent need for information on local, national, and international problems. Are present-day libraries geared for a horse-and-buggy society and, if so, how can they be most effectively modernized? These are the questions which the study will seek to answer as a guide for framing public policies."

Robert D. Leigh was appointed to head the inquiry. Dr. Leigh served as director of the Commission on the Freedom of the Press whose comprehensive reports on mass communications were published recently. Experienced in analyzing major American institutions, he investigated advances in secondary education for the Institute of Advanced Studies and is author of *Federal Health Administration in the United States*. He served during the war as director of

the Foreign Broadcast Intelligence Service of the Federal Communications Commission and was the first chairman of the United Nations Monitoring Committee on international radio broadcasts.

Proposed by the American Library Association, the survey is being conducted under the auspices of a special committee of the Social Science Research Council. In addition to Dr. Leigh as chairman, the Committee includes Ralph A. Beals, director of the New York Public Library; J. Frederic Dewhurst, economist of the Twentieth Century Fund; Donald Marquis, chairman of the psychology department, University of Michigan; Mary U. Rothrock, specialist in library services of TVA and president of the American Library Association; Richard H. Shryock, American history professor, University of Pennsylvania, and acting director of the American Council of Learned Societies; and Malcolm M. Willey, vice president of the University of Minnesota.

### **Community Surveys**

The committee's plan for the study features intensive surveys in 20 representative American communities ranging from metropolitan centers to rural villages. Ten of the communities selected will have highly developed library facilities, and 10 will have average facilities. The survey will seek to find out the types of persons who use

the library and the types who do not, and why.

In the initial plan, Dr. Leigh points out: "To define realistically what the library's role is, comprehensive knowledge is needed on where and why different groups in a community turn for information on economic questions, problems in child care, local or national government, international relations, and similar matters. What sources do they trust most and what sources most influence their opinions? It is also important to know what people believe the library's function should be."

### **Public Enlightenment and Mass Media**

"The ticking of the time clock on the atomic bomb accentuates the emergency character of achieving general enlightenment on public affairs and human relations," Dr. Leigh states. "The emergence of the United States as a world power and the sharp conflicts between highly organized and insulated groups in our own economy require an informed citizen opinion to make and implement policies of the most crucial nature."

As a major tax-supported institution, he points out, the library must be measured against the background of mass circulation newspapers, magazines, low-cost books, radio, films, and the advent of television and facsimile. One problem will be to find out whether the library should be limited to books and printed matter or be developed into a community nucleus for all cultural and information media, ranging from art exhibits to noncommercial radio programs and documentary films.

"No clearly defined institutional pattern has yet been created for the non-commercial use of radio, movie, television, and facsimile, comparable to the library's custodianship of printed products," he said.

Solutions for the critical shortage in library personnel will also be explored. Like the traditionally feminine positions of teaching and nursing, library work today lacks prestige and adequate pay; and many positions remain unfilled or go to persons of inferior ability, according to Dr. Leigh.

### **Basic Plan for the Study**

The study will cover the following aspects of the library as an institution:

1. Evolution, functions, and objectives of the public library.
2. The internal operations and management of libraries; personnel, costs, processes, and controls.
3. Governmental and other overhead controls and services relating to the community library.
4. Present services to, and relationships of, the library with the community.
5. Relation to the library function of newer technical and commercial developments in the field of communication.

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### **Special Service Increasing**

With the recent appointment of school library supervisors in Kentucky and Arkansas, there are now 21 States which provide this special service.

Louise Galloway has joined the Kentucky State Department of Education staff as School Library Consultant. Leila Heasley is School Consultant for the Arkansas State Library Commission.

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### **Adult Education Function**

*Westchester Library Association Bulletin* (July issue) describes a timely adult education program carried on by the New Rochelle, N. Y., Public Library.

Local concern over the seriousness of current housing problems led to a series of four forums emphasizing different phases of housing, as indicated by the titles: "First Steps Toward New Homes," "Housing for Whom and How?" "Public Housing and the Community," and "Getting the Most House for Your Money."

Community leaders, including builders, realtors, architects, welfare administrator, housing officials, and economics professors assisted in the organization of the forums as well as in speaking. Films were used to start three of the sessions. Books were introduced through displays. A booklist was used to publicize the series.

Participants gained accurate information and greater understanding of the community, as well as of the Library's adult education function.

### **Program to Further Library Development**

The recent Conference on Library Development in the United States, called by the Commissioner of Education and held under the auspices of the Service to Libraries Section, June 16-18, provided an opportunity for discussion of the major problems in the field of library development and of the program of the Office in this field.

The conferees participating in these discussions were selected to represent various types of libraries and library extension services and included laymen interested in libraries and related activities. The Office of Education was represented by library, research, and statistical specialists.

At the close of the conference, recommendations were formulated regarding a program of action to further library development in the United States. The following general statements precede the suggestions of the subcommittees on the specific responsibilities of the Office in this program:

One result of the war and the upheavals of these past few years has been to bring books and reading into the way of life of new millions of people, young and old. The libraries of our country are the natural and necessary agencies for providing in every area the needed supply of material by which this fresh impulse towards voluntary education will be brought to effect.

Our American libraries fully sense their responsibility in this situation and have the experience to meet the need. They realize, however, that in equipment, material, and staff they are only partly prepared to face the urgent situation which is now emerging.

With these things in mind, this conference urges that our libraries in their group studies and projects and that librarians speaking as individuals place special emphasis this year on putting library service on full community basis so as to cover not only library service in schools and colleges, but especially an adequate service to young and old who voluntarily seek continuing education and guidance.

This problem is national in scope and of such immediate urgency that the welfare of the United States demands an effort by the Federal Government toward its solution. The situation demands the provision of adequate resources on a national level to correlate existing knowledge of librarians and educators, so that the best thought and practice may be made known and may be used to the advantage of all the people.

## NEW APPOINTMENTS AND TRANSFERS

*Homer H. Kempfer* recently joined the staff of the Secondary Education Division as specialist for general adult and post-high-school education. Since 1941, Dr. Kempfer was first supervisor, and then regional director of adult education in the New York State Education Department, with headquarters in Buffalo.

He began teaching school near Jamestown, Mo., in 1929. Then he was principal and superintendent in a number of Missouri schools, 1931 to 1940. In 1941, he was assistant to Dr. Thomas Briggs in secondary education, at Teachers College, Columbia University.

During the past year, Dr. Kempfer conducted a public opinion poll, "What Buffalo Thinks," for the *Buffalo Evening News*. Also, he has served as consultant in education at the University of Buffalo.

Dr. Kempfer holds a bachelor's degree in education from Central Missouri State Teachers College, an M. A. degree from the University of Missouri, and Ed. D. from Teachers College, Columbia.



*Arthur L. Benson* has joined the staff of the Occupational Guidance and Information Service of the Vocational Division. He serves as specialist in individual inventory and counseling techniques.

For the past year, Mr. Benson has been assistant State supervisor of guidance activities for Maryland. Among other duties, he conducted inservice training conferences with guidance counselors in the State.

Following his release from the Army, Mr. Benson held a temporary appointment in the same division which he has now joined permanently.

During the war, Mr. Benson was assigned as statistical control officer in the Adjutant General's Office, in Washington, D. C., where he supervised the preparation and analysis of official

data. Prior to that time, from 1935 to 1942, he taught in the high schools of Easton, Md., his native city. During 4 of those years, he was head of the guidance services of a high school of 500 students.

Mr. Benson received his B. A. degree from Lehigh University in 1933, and has done graduate work at Lehigh and at Johns Hopkins.



*Paul E. Blackwood* recently came to the Office from Ohio State University to join the staff of the Elementary Division as assistant specialist in science. Mr. Blackwood's particular responsibilities at Ohio State included supervision of science in the elementary department of the University School.

During the past two summers, Mr. Blackwood also was instructor in science education at Teachers College, Columbia University. Previously he had been associate professor of natural sciences, from 1941 to 1945, at Central Washington College of Education, Ellensburg, Wash. Earlier experience includes 4 years of high school instruction in science, in Eudora and Topeka, Kans.

Mr. Blackwood is author of *Laboratory Manual and Workbook in Biology*, published in 1941. He received his B. S. from Kansas State College, and his M. A. from Teachers College, Columbia.



Three staff members of the Surplus Property Program have recently transferred to other divisions of the office. *Willis C. Brown* is now assistant specialist for aviation in the Secondary Education Division. Mr. Brown was first president of the Academy for Model Aeronautics, in Washington, D. C. His bachelor's degree was obtained at Boston University.

*Silas M. Ransopher* is now field representative in the Vocational Division. For a short period after World War II, Mr. Ransopher was vocational education consultant in the War Department. His experience includes direction of vocational training in public schools, in

industry, and in the armed services. He also served in the educational program of the Civilian Conservation Corps. Mr. Ransopher received his bachelor's degree from Kansas State College.

*Hartman C. Dignowity* is now specialist in trade and industrial education in the Vocational Division. He has been with the office since 1940, first in the war training and later in the surplus-property programs. Earlier, he was director of trade schools in Pensacola, Fla., and from 1935 to 1940, foreman trainer and trade and industrial teacher trainer in the Texas State Department of Education. Mr. Dignowity received his bachelor's degree from the University of Texas and his M. A. from the same institution.

## NATIONAL COUNCIL KEYNOTE

The public should not be a silent partner in American education. This was the keynote struck at a meeting of the Planning Committee for the National Council of Chief State School Officers held in the U. S. Office of Education, in October.

The Committee discussed the responsibility of State educational officials to broaden the flow of communication between educators and the public. Consideration was given the problems of extending public education into the thirteenth and fourteenth school years. The functions and organization of State Departments of Education were also considered.

R. Lee Thomas, director, Division of Elementary Schools of Tennessee, and chairman of the Committee, states that the conference report would be referred to the State Departments of Education, and then to the National Council of Chief State School Officers for consideration at its Council meeting in Los Angeles, Calif., December 12-14.

## OFFICE EDUCATORS ABROAD

*John Lund* of the School Administration Division has recently returned from Panama where he assisted the

Government of Panama in making a survey of its educational system. Dr. Lund was on assignment to the Institute of Inter-American Affairs, which under auspices of the State Department made arrangements for Dr. Lund's participation in the survey.



Harry Jager, chief of the Occupational Information and Guidance Service in the Vocational Education Division is due back from Hawaii early in December. There he served as adviser on the further development of the guidance program of the school system. In the course of his visit, however, he reviewed all phases of the vocational education program, especially as they pertain to the expenditure of Federal funds.

## PROJECT CONTINUED IN ADULT EDUCATION

A program to reduce illiteracy among 10,000,000 adults in America is being continued under Office sponsorship through an additional grant from the Carnegie Corporation. The project, now in its second year, is under the directorship of Ambrose Caliver, specialist for the higher education of Negroes. Under terms of the present grant of \$25,000, the project can be extended for a period not to exceed 2 years.

Working in cooperation with the American Association for Adult Education, and the National Conference on Adult Education and the Negro, the project is especially concerned with the education of 3,000,000 adult Negro illiterates. The emphasis of the project in its present stage is on the preparation of materials and teachers. Plans also call for stimulating participation by educational institutions and community organizations in a Nation-wide program.

Participating in the project are six institutions of higher learning: Atlanta University, Fort Valley State College, Tennessee Agricultural and Industrial State College, Fisk University, Virginia State College, and Hampton Institute. In addition, Howard University, Miner Teachers College, and the Adult Education Department of the Baltimore school system have cooperated.

During the past year, 25 demonstration classes were conducted, and nearly 200 teachers were trained.

## RADIO EQUIPMENT STUDY

A joint committee representing educational and radio manufacturing interests has planned a study of the purchase of radio equipment by schools, due to be published in 1948. The committee was scheduled to approve the survey questionnaire and technique late in October.

The study is designed to find answers to these questions:

1. What are the factors which determine the selection of radio equipment by schools?
2. Who in the local school systems are responsible for the selection of equipment?
3. How are purchases financed?
4. What provisions are made for the maintenance of equipment?

The study is one of several planned by a committee which includes representatives of the Office of Education, National Education Association for Education by Radio, Cleveland (Ohio) Board of Education, and the Radio Manufacturers Association of America.

The first of these studies, published late in 1946, was *School Sound Systems*; the second, *Recorders and Recorded Program Players*, is due off the press this fall. Then in addition to the one described above, are two others now being planned: one dealing with standards for FM receiving sets for classrooms, and the other dealing with transmitters and school broadcast station components.

## FUTURE HIGH-SCHOOL ENROLLMENTS

During recent years something over 70 percent, on the average, of youth of high-school age (14 to 17) attended school, according to the Research and Statistical Service. Because of a low birth rate during the thirties in comparison with the forties so far, the number of persons 14 to 17 years of age has been declining, and it is predicted will continue to decline until 1950. From 1950, then, the number of children of high-school age will increase at least until 1960, and thereafter depending, of

course, on the number of births in 1947 and succeeding years.

Similar considerations indicate that the supply of 18-year-old youth for college freshman classes will be lowest in the fall of 1950 when there will be fewer than 2,000,000 in this age group; and greatest in the fall of 1964, when there will be over 3,000,000 18-year-olds.

The table below, compiled by David T. Blose, specialist in State school statistics, shows the estimated numbers of persons, 14 to 17 years of age, inclusive, for certain years in the next 15-year period.

	<i>Persons, high-school age</i>	<i>Persons, high-school age</i>	
1946	8,411,000	1952	8,189,000
1947	8,215,000	1954	8,493,000
1948	8,066,000	1955	8,782,000
1949	7,996,000	1956	9,269,000
1950	7,964,000	1958	10,297,000
1951	8,078,000	1960	10,924,000

## Office Publication Used In Peru

*Education in Peru*, Bulletin 1946, No. 3, of the Office of Education, is to be translated into Spanish by the Peruvian Government to be distributed among schools in that country.

*Education in Peru* was published by the Office as one of a series in comparative education. It was intended to assist educational administrators in this country in evaluating credentials of students from Peru.

## Negro History Week

"THE WHOLE TRUTH And Nothing But The Whole Truth" is the theme of the annual *Negro History Week* program for February 8 to 14, 1948.

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 part played by all social, economic, and racial groups in building our civilization is stressed as essential to a true interpretation of history.

Special posters, monographs, reports, books, and other assistance may be secured from the Association, 1538 Ninth Street NW., Washington 1, D. C.

# EDUCATORS' BULLETIN BOARD

## NEW BOOKS and PAMPHLETS

### American History

*The Study and Teaching of American History.* Richard E. Thursfield, Editor. Washington, D. C., The National Council for the Social Studies, A Department of the National Education Association, 1947. 442 p. (Seventeenth Yearbook, 1946) \$2, paper; \$2.50, cloth.

Offers practical assistance in attacking problems of instruction and classroom methods, emphasizes desirable procedures and activities in teaching and study, and provides guidance to the literature of American history. Discusses tests and measurements; considers what the study of American history can contribute in "One World;" and stresses the need for developing the understandings and skills essential to building of loyal American citizens.

### History Textbooks

*A Study of National History Textbooks Used in the Schools of Canada and the United States.* Washington, D. C., The American Council on Education, The Canada-United States Committee on Education, 1947. 81 p. (Publication No. 2 of the Canada-United States Committee on Education.)

The purposes of the study are to discover the extent to which national history textbooks used in the schools of Canada and the United States help the people of the two countries to know and understand each other and to offer recommendations based on the facts discovered for the improvement of national history textbooks as instruments of goodwill between Canada and the United States.

### Educational Reconstruction

*Going To School In War-Devastated Countries.* A Publication of the United Nations Educational, Scientific and Cultural Organization and the Commission for International Educational Reconstruction. Washington, D. C., 1947. 20 p. illus. 15 cents, single copy. (Address: Commission for International Educational Reconstruction, 744 Jackson Place NW., Washington 6, D. C.)

Describes going to school in the occupied countries during the war and in war-devastated countries today. Discusses rehabili-

tation and reconstruction of schools in war-devastated countries and lists the categories of needed assistance: Simple supplies; Materials and equipment; Books and periodicals, and materials for their preparation; Fellowships, scholarships, and study grants for foreign students; Educational missions; Voluntary service projects.

### Guidance

*A Selected Bibliography of Guidance Materials.* East Lansing, Mich., Michigan State College, 1947. 8 p.

Prepared by Michigan State College, Institute of Counseling, Testing and Guidance. Presents a selected annotated list of references on guidance which will be useful to schools assembling material on this subject. Contents: Section I, A Counselor's Personal Library; II, Material Available for the Counseling Staff; III, A Recommended List for the General School Library.

## 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.

### Adult Education

*An Analytical Evaluation of the Contribution of the Federal Trade Commission to Consumer Education.* By Leone P. Forkner. Master's, 1946. George Washington University. 196 p. ms.

Describes the growth and structural organization of the Federal Trade Commission. Evaluates the laws under which the Commission acts, as they apply to consumer protection and education.

*Armed Forces Criticisms of Our Educational System.* By Catherine M. Finley. Master's, 1947. George Washington University. 45 p. ms.

Presents favorable and unfavorable criticism of the American educational system, and shows the need for the reexamination of our philosophy of education in light of recent developments.

*Civilian Personnel Training in the Departmental Service of the Navy Department.* By Theodora Lambros. Master's, 1946. George Washington University. 75 p. ms.

Traces briefly the history of civilian training in the Navy Department, and describes

the types of training needed in the various Bureaus of the Department.

*A Comparative Study of the Transcription and the Functional Methods of Teaching Elementary Shorthand.* By Arnold C. Condon. Doctor's, 1945. New York University. 139 p. ms.

Compares the results of teaching shorthand by the transcription and functional methods to beginning students at the University of Arizona, West Allis High School in Wisconsin, Greensboro High School in Wisconsin, and Woman's College of the University of North Carolina. Finds that the results favor the transcription method and suggests its extended use.

*The Construction and Evaluation of a Test in Junior Business Education.* By Dorothy A. Richardson. Master's, 1947. Boston University. 72 p. ms.

Evaluates the test by administering it to 100 ninth grade pupils who had just completed a year's study of junior business education.

*Co-operative Office Practice Training Plan for Suffield, Connecticut.* By Mary E. Bond. Master's, 1947. Boston University. 98 p. ms.

Shows the need of correlating skills learned in school with those found in the business office. Discusses the purpose of a co-operative work-experience plan as it is related to office training, the need for and duties of a coordinator in such a program, and the purpose of the office practice class.

*Cost Analysis of Student Field Experience in Public Health Nursing.* By Vera Fry. Doctor's, 1945. New York University. 58 p. ms.

Indicates that the cost of student field experience to an agency is directly related to the number of highly paid professional workers participating in the program and the length of time spent in classes, group conferences, demonstrations, and field excursions; and that the public health nursing field-work student is a financial asset to the agency offering a field-work program.

*Democratic Experience and Education in the National League of Women Voters.* By Sara B. Brumbagh. Doctor's, 1942. Teachers College, Columbia University. 115 p.

Concludes that special interest in the improvement of government and in education on the part of the League presidents has affected the educational program as well as the character of experiences which the League affords to its members and to the public.

*Development of a Program in Printing Composition for the Government Printing Office Apprentice School.* By

Howard E. Stingle. Master's, 1947. George Washington University. 91 p. ms.

Discusses the use of lectures, demonstrations, tours, projects, notebooks, research, and section maintenance in the apprentice school.

*The Distributive Education Coordinator.* By Wilbur E. Keeling. Doctor's, 1946. University of North Dakota. 225 p. ms.

Attempts to determine the duties of the coordinator as related to co-operative part-time classes, and the nature of his activities in the school and in the community, and the training and experience of coordinators.

*Employee Training Programs of Retail Organizations in Washington, D. C.* By Helen K. Craig. Master's, 1946. George Washington University. 65 p. ms.

Analyzes personnel training procedures of eight leading retail stores.

*An Evaluation of Four of the Outstanding Supervisory Training Programs as Conducted by Governmental Agencies During World War II in Washington, D. C.* By Mary J. Adamkiewicz. Master's, 1946. George Washington University. 70 p. ms.

Evaluates the Training-Within-Industry, Air Services Command, Navy Department, and Adjutant General's Office of the Army Service Forces programs.

*A Functional Curriculum in Professional Forestry.* By Earl G. Mason. Doctor's, 1943. University of Oregon. 100 p.

Analyzes data on the scope of the work of the professional forester. Develops a functional curriculum in professional forestry in combination with instruction in general education.

## 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.)

Florida. State Department of Education. *A Guide to Child Development Through the Beginning School Years.* Tallahassee, 1945. 63 p. (Bulletin no. 53.)

Florida. State Department of Education. *Developing Understandings for Living in an Air Age. A Curriculum Guide for Air Age Education in Florida Elementary and Secondary Schools.* Tallahassee, 1946. 35 p. (Bulletin no. 51)

## Educational Meetings

► *National Council of Chief State School Officers*, Dec. 12-14, Los Angeles, Calif. Secretary, RALPH JONES, State Commissioner of Education, Little Rock, Ark.

► *American Vocational Association, Inc.*, Dec. 15-18, Los Angeles, Calif. Secretary, L. H. DENNIS, 1010 Vermont Ave. NW., Washington 5, D. C.

► *National Association of State Directors of Vocational Education*, Dec. 13, Los Angeles, Calif. Secretary, H. G. HALSTEAD, State Board for Vocational Education, Olympia, Wash.

► *American Association of Schools and Departments of Journalism*, Dec. 29-31, Philadelphia, Pa. Secretary, NORVAL NEIL LUXON, Ohio State University, Columbus, Ohio.

► *American Association of Teachers of Journalism*, Dec. 29-31, Philadelphia, Pa. Secretary, NORVAL NEIL LUXON, Ohio State University, Columbus, Ohio.

► *Modern Language Association of America*, December 29-31, Detroit, Mich. Secretary, PERCY W. LONG, 100 Washington Square E., New York, N. Y.

► *American Association of Teachers of French*, Dec. 27-29, Detroit, Mich. Secretary, GEORGE B. WATTS, Davidson College, Davidson, N. C.

► *American Association of Teachers of Italian*, Dec. 28-29, Detroit, Mich. Secretary, JOSEPH ROSSI, University of Wisconsin, Madison, Wis.

► *American Association of Teachers of Spanish and Portuguese*, Dec. 28-29,

Detroit, Mich. Secretary, GRAYDON S. DELAND, Denison University, Granville, Ohio.

► *Speech Association of America of the National Education Association*, Dec. 29-31, Salt Lake City, Utah. Secretary, LOREN D. REID, University of Missouri, Columbia, Mo.

► *Music Teachers National Association*, Dec. 30 through Jan. 2, Boston, Mass. Secretary, WILFRED C. BAIN, Indiana University, Bloomington, Ind.

► *National Association of Schools of Music*, Dec. 28-30, Boston, Mass. Secretary, BURNET C. TUTTILL, Southwestern, Memphis, Tenn.

► *American Association of Physics Teachers*, Dec. 29-31, University of Chicago, Chicago, Ill. Secretary, C. J. OVERBECK, American Institute of Physics, 57 E. 55th St., New York, N. Y.

► *National Association of Biology Teachers*, Dec. 29-30, Chicago, Ill. Secretary, M. A. RUSSELL, 403 California, Royal Oak, Mich.

► *National Council of Geography Teachers*, Dec. 27-29, Charlottesville, Va. Secretary, CLYDE F. KOHN, Northwestern University, Evanston, Ill.

► *National Business Teachers Association*, Dec. 29-31, St. Louis, Mo. Secretary, J. MURRAY HILL, Bowling Green Business University, Bowling Green, Ky.

► *Society for Research in Child Development*, National Research Council, Dec. 27, Chicago, Ill. Secretary, C. E. PALMER, U. S. Public Health Service, National Institute of Health, Bethesda 14, Md.

Long Beach, Calif. Public Schools. *Airplanes and Airports. A Unit of Work for Second Year Children.* 1945. 77 p. mimeographed.

Long Beach, California. Public Schools. *How Record Keeping Has Helped Man's Progress.* Long Beach, 1946. 43 p. processed.

New York (State). University. *Junior Aviation Communication: An Industrial Arts Work Book for High School Pupils.* Albany, 1944. 75 p.

North Dakota. Department of Public Instruction. *North Dakota Elementary Course of Study for Rural and Graded Schools.* Bismarck, 1945. 309 p.

Ohio. Department of Public Instruction. *Ohio High School Standards, 1945. Music Education for Junior and Senior High Schools.* Columbus, 1946. 103 p.

Oregon. State Department of Education. *A Guide to the Program of Studies in the Elementary Schools of Oregon.* Salem, 1945. 155 p.

Oregon. Department of Public Instruction. *A Guide to the Program of Studies in Oregon High Schools.* Salem, 1945. 96 p.

*The Educators' Bulletin Board is prepared each month in the U. S. Office of Education Library.*



# 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 El Salvador.** By Cameron D. Ebaugh.

Washington, U. S. Government Printing Office, 1947. 81 p., illus. (Bulletin 1947, No. 3) 25 cents.

One in the series of basic studies on education in a number of Central and South American countries. Part of a program to promote understanding of educational conditions in the American countries and to encourage cooperation in the field of Inter-American education.

**Camping and Outdoor Experiences in the School Program.** By Helen K. Mackintosh.

Washington, U. S. Government Printing Office, 1947. 41 p., illus. (Bulletin 1947, No. 4) 15 cents.

Presents the possibilities of camping and outdoor experiences in the public-school program, with particular emphasis on day, overnight, week-end, and year-round camping programs. Describes programs found in various parts of the United States, and offers suggestions to schools on ways to begin such programs.

**Schools for Children Under Six.** By Mary Dabney Davis.

Washington, U. S. Government Printing Office, 1947. 58 p., illus. (Bulletin 1947, No. 5) 20 cents.

Reports on the status and need for nursery schools and kindergartens and gives answers to two questions: (1) What do we know about educational facilities for children under six? and (2) How are nursery schools and kindergartens organized and operated?

## New Publications of Other Agencies

### DEPARTMENT OF AGRICULTURE

**Wood Properties and Paint Durability.** By F. L. Browne, Forest Service.

Washington, U. S. Government Printing Office, 1947. 10 p. (Miscellaneous Publication No. 629) 10 cents.

Information about how wood takes and holds paint; of interest to all who use paint on new wood. Supersedes Leaflet No. 62, *Why Some Wood Surfaces Hold Paint Longer Than Others.*

### DEPARTMENT OF COMMERCE

**Selected and Annotated Bibliography of Recent Air Age Education Textbooks.** Prepared by the Office of Aviation Training, U. S. Civil Aeronautics Administration.

Washington, U. S. Civil Aeronautics Administration, 1947. 41 p. Mimeographed. Free from the Office of Aviation Training, U. S. Civil Aeronautics Administration, Commerce Building, as long as the supply lasts.

Lists materials published since 1944. Includes standard texts that incorporate such materials.

**Selected and Annotated Bibliography on the Professional Aspects of Aviation Education.** Prepared by the Office of Aviation Training, U. S. Civil Aeronautics Administration.

Washington, U. S. Civil Aeronautics Administration, 1947. 40 p. Mimeo. Free from the Office of Aviation Training, U. S. Civil Aeronautics Administration, Commerce Building, as long as supply lasts.

Recent publications, written for the educator, which deal with the objectives, scope, curricula, and methods of aviation education.

**County Boards and Commissions.** Prepared under the supervision of Allen D. Manvel, Bureau of the Census.

Washington, U. S. Government Printing Office, 1947. 91 p. (Census Bureau Reports on Governmental Organization, No. 2) 50 cents.

Based primarily upon an examination of State statutes and codes, supplemented by reference to other State and local public documents. Concerned with two aspects of county government: (1) county governing bodies, and (2) special-function boards and commissions.

**City Finances: 1945, Vol. 3—Statistical Compendium.** Prepared under the supervision of Allen D. Manvel, Bureau of the Census.

Washington, U. S. Government Printing Office, 1947. 258 p. \$1.25.

Covers 397 cities having populations over 25,000. Tables on general revenue, general expenditures, enterprises, debt, and sinking and trust funds.

### LIBRARY OF CONGRESS

**Annual Report of the Librarian of Congress for the Fiscal Year Ending June 30, 1946.**

Washington, U. S. Government Printing Office, 1947. 538 p. Free to libraries and for official use; \$3 from the Superintendent of Documents.

Chapter I, "The Story Up to Now" by David C. Mearns, is a 215-page historical statement explaining the present status of the Library and the course of development by which it has become foremost among the great libraries of the world.

### OFFICE OF GOVERNMENT REPORTS

**United States Government Manual, 1947.** Second Edition (Revised through June 1, 1947). Prepared by Government Information Service.

Washington, U. S. Government Printing Office, 1947. 713 p. \$1.

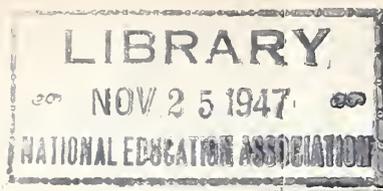
Contains sections descriptive of every agency of the Federal Government in the legislative, executive, and judicial branches. Includes sections relating to quasi-official agencies and public international organizations. Appendix A outlines the legislative background of Federal agencies abolished, transferred, or terminated subsequent to March 4, 1933.

### TARIFF COMMISSION

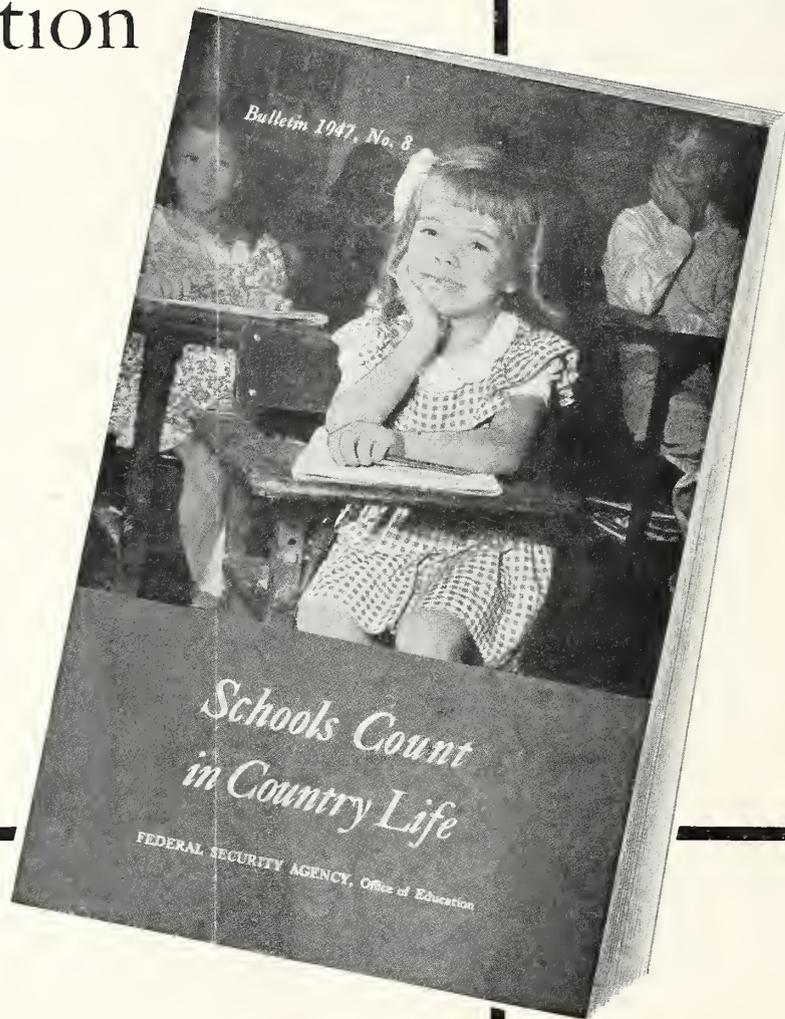
**Newsprint.**

Washington, U. S. Government Printing Office, 1947. 37 p. (War Changes in Industry Series Report No. 22) 15 cents.

Discusses the problems of production and consumption of newsprint, including our dependence upon foreign sources of supply.



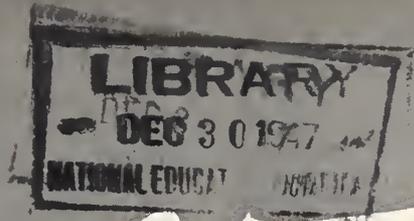
# Rural Communities are Making New Demands on Education



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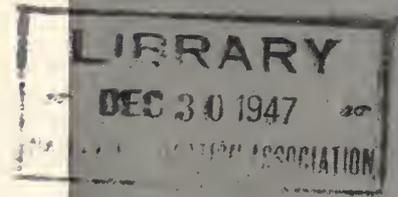
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# School Life

**OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION**

**Volume 30, No. 4, January 1948**



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## 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.

## Indexed

SCHOOL LIFE is indexed in *Readers' Guide to Periodical Literature*, and in *Education Index*.

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U. S. Office of Education,  
Federal Security Agency,  
Washington 25, D. C.

# HOW ABOUT HOME WORK?

by Bess Goodykoontz, Director

Division of Elementary Education

IT IS TIME, many persons think, for the development of a National Commission on Home Work. A major undertaking, it needs to be, with staff and research facilities and policy statements, a lay advisory committee, and possibly foundation support.

The outline of the project would have to be worked out in detail, with possibly a series of reports to result. One report might be on the history of home work. It would be interesting to know how it came about: Was it started some cold blustery day when the school stove could not heat the classroom and the children went home and took their lessons with them? Or did some new college-trained teacher leave her imprint on years of teaching technique because, remembering her long hours of home preparation for college classes and thinking to do as she had been done by, she sent her young charges home with arms loaded to "prepare" to be educated? Or did the slackening of chores at home imply a need to fill otherwise unclaimed time at home with educative tasks? A subcommittee could dig up these beginnings to give perspective.

Then an investigation of current practices and trends might be valuable. The investigators could begin their studies on the street-cars and school busses, weighing the academic loads of children and young people. They might get a statistical sample of home-work assignments by observing blackboards or listening to conversations of the homeward-bound. Here are some actual assignments as reported by friendly youthful observers:

Complete Lessons 63 and 64 in the *Workbook*; find some famous person's birthday for each month of the year; find and memorize a poem about trees; build a Roman villa in a shoe box, with appropriate furniture and landscaping; find the cost of food items for a typical breakfast and bring the price list to school; produce and bring to school a sample of mold; pretend you are a sequoia tree and write your life history.

## Home-School Planning Suggested

What children do in the hours between supper and bedtime is important. When father comes home after a hard day, ready to relax with his family, and proposes that they have some music together, does Junior say, "Sorry, Dad, I've got math to do"? When Mother says, "Who wants to help stuff the turkey"? does Sister say, "Wish I could, but I've got a theme to write"? Or do the folks propose a motor trip over the week end but meet with no enthusiasm because exams come Monday? Do Dad and Mother seriously question whether there is time for music lessons or drawing lessons, or Scout membership, or belonging to the team, because home work requires so much time? Do they wonder sometimes what education is, and who is responsible for it? The committee on practices and trends might have some answers to these questions.

Possibly a committee of teachers could work on the problem of school experiences that can profitably extend over into out-of-school hours: such as finding what the daily paper says about matters under discussion in social studies, interviewing a neighbor who has specific experience to help on some problem, sorting over post card collections to find some for the projector, or finding a recipe which illustrates the use of fractions.

(Turn to page 8)



When the Citizens Federal Committee Organized in 1946

# AN ACTION PROGRAM

## Citizens Federal Committee Reports

**F**OUR ACTION recommendations for every American citizen are embodied in a progress report recently made by the Citizens Federal Committee on Education, an advisory group to the U. S. Office of Education.

These recommendations are:

1. Check up on educational conditions in your own community.
2. Work with organizations seeking to improve conditions.
3. Get to know your children's teachers. Show them they have your understanding, friendliness, and support.
4. Encourage able young people to consider teaching as a career.

The Committee's report states that although teachers' salaries over the Nation have gone up 13 percent on the average during the past year, the increase has been completely offset by the sharp rise in the cost of living.

### *Six Million More Children*

The report also points out that the United States is by no means "over the hump" in overcoming the teacher shortage. The situation has been temporarily eased this year. The exodus of teachers to other fields has been slowed and there has been some rise in enrollments among students who intend to become teachers. But it is stressed that there are still in the schools about 100,000 teachers who do not meet professional certification requirements. Recruits are needed to replace many of these and to meet the tremendous demand for teachers which will occur during the next 6 years as a result of the growth in the size of the school population. During the 1953-54 school year, it is estimated that there will be some 35 million children in the 5-to-17-year age group—about 6 million more than there are at present.

The fundamental purpose of the Citizens Federal Committee report is to place the gains of the past year in perspective and to indicate what remains to be done to remedy the damage done to our educational system during the war and immediate postwar period. The introduction and summary of the report read as follows:

### *Public Aroused*

"The present school year marks the beginning of a turn for the better in education in the United States. There is abundant evidence that the ominous deterioration of our educational system has been arrested. The drift of teachers to other fields has been slowed and some former teachers have been attracted back into the profession. There are indications of an increase in the number of young people preparing to be teachers. The public has become aroused to the danger threatening our schools and

in many places has acted decisively to improve conditions.

"We have a right to take satisfaction in these gains. But it is important that, in looking back, we do not forget the distance we still have to travel. Conditions in our schools are still far from satisfactory. Some of the hard-won gains of the past year have been canceled by the sharp rise in the cost of living. The shortage of well-qualified teachers has simply been temporarily eased, rather than overcome.

### **Trend Reversed**

"The Sub-Committee on The Teacher in America offers this report in the belief that it is of the utmost importance that the gains of the past year be placed in proper perspective. We have made real progress. The down-trend of the past five years has been reversed. Thanks in part to the help of press, radio, and magazines, and advertisers who have made liberal donations of time and space, the American people have become increasingly aroused about school conditions. There has perhaps never been a time when citizens were more willing to support necessary improvements in the schools. If public interest remains keen, we may be sure that whatever further steps are necessary will be promptly taken. But interest may wane if people get the impression that the gains of the past year spell the end of the educational crisis. That is why any progress report, such as this, must also stress what remains to be done."

### **"Citizens Look at Education"**

The progress report on American education is entitled *Citizens Look at Education*. It was prepared by the Subcommittee on the Teacher in America, of which Dr. Kathryn McHale, of the American Association of University Women, is chairman. Other members of this committee are: Walter D. Fuller, A. S. Goss, the Very Reverend Monsignor Frederick G. Hochwalt, Walter G. Ingalls, and Matthew Woll. The subcommittee's report was approved by the full committee at its October meeting held in Washington, D. C.

### **Complete Report Available**

The Citizens Federal Committee on Education instructed the U. S. Office

of Education to publish the complete text of *Citizens Look at Education* and make it widely available. The report has been distributed accordingly to the groups represented on the Citizens Federal Committee; to editors of educational and general magazines, newspapers, radio commentators, writers; and to a few other groups.

Single copies are available (until the limited supply is exhausted) to individual citizens interested in education. A copy may be obtained by writing to

## **Citizens Federal Committee on Education**

The Citizens Federal Committee on Education includes representatives of broad segments of our national life. Its complete membership is listed below:

### *Representing Agriculture*

A. S. GOSS  
EDWARD A. O'NEAL  
JAMES G. PATTON

### *Representing Business*

THOMAS C. BOUSHALL  
MARGARET A. HICKEY  
PAUL H. NYSTROM

### *Representing Homemakers*

MRS. J. L. BLAIR BUCK  
MRS. L. W. HUGHES  
DR. KATHRYN McHALE

### *Representing Labor*

JOHN T. CORBETT  
KERMIT EBY  
MATTHEW WOLL

### *Representing Manufacturing*

J. McDONALD COMER  
WALTER D. FULLER  
ROBERT S. WILSON

### *Representing Negro Groups*

J. L. HORACE  
MRS. ESTELLE MASSEY OSBORNE  
P. B. YOUNG, SR.

### *Representing the Professions*

ALBERT J. HARNO  
VICTOR JOHNSON  
RALPH GOETZENBERGER

### *Representing Religious Groups*

VERY REV. MSGR. FREDERICK G. HOCHWALT  
F. ERNEST JOHNSON  
SALO W. BARON

### *Representing Veterans*

WALTER C. HESS  
WALTER G. INGALLS  
FRANK TISHKINS

the U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

## **Conservation in School Lunches**

THE NATIONAL Food Conservation Program as outlined by the Citizens Food Committee offers a challenge to directors and supervisors, managers, and workers in school lunch programs, as well as teachers and pupils who get their noonday meal in the school cafeteria or lunchroom. Some of the ways suggested in which schools through the school lunch program can cooperate in the food conservation program include:

1. Serving only one piece of bread to each child, telling the child he may have a second piece if he requests it after finishing the first one.
2. Serving open-faced sandwiches using a thick filling.
3. Serving non-grain-product desserts when muffins, cornbread, biscuits, or gingerbread are served.
4. Serving nonegg desserts or salads when sufficient eggs to meet the protein requirements are used in the main dish.
5. Using potatoes instead of macaroni, noodles, and spaghetti.
6. Planning meals carefully to meet nutritional needs of pupils.
7. Planning market orders carefully so as to buy enough to meet pupils' needs and yet have no left-overs.
8. Storing food properly so as to avoid waste by spoiling.
9. Discarding only inedible parts when preparing foods.
10. Making good use of plentiful foods.
11. Wasting no food.

## **New Film on World Trade**

AMERICA'S STAKE in world trade is the subject of *Round Trip*, a 20-minute, 16-mm. sound film, which is based on a study by the Twentieth Century Fund. The film is suitable, says the Fund, for high school and college classes as well as adult audiences. A packet containing a film discussion guide and two pamphlets, *Foreign Trade Means You* and *America's Stake in World Trade*, may be ordered from the Fund at 25 cents a packet.

For information, write to the Twentieth Century Fund, 330 West Forty-second Street, New York 18, N. Y.

# Deaf Children Under Six Go to School<sup>1</sup>

by Romaine P. Mackie, Specialist in Education of Physically Handicapped

WHEN THE school bell rang in September, several hundred deaf children in the United States under the age of 6 entered schools especially prepared to meet their needs. This would not have been possible even a decade ago. Opportunities for young deaf children, as well as opportunities for various types of other young physically handicapped, are only now being developed.

An illustration of the new provisions for deaf children may be seen in New York City, where approximately 200 children under the age of 6 entered either the Lexington School for the Deaf or Public School No. 47. Both of these long-established schools have been pioneering, together with other educational institutions, in the development of facilities for young deaf children.

The Lexington School, dating from 1867, is a residential school, privately controlled by a board of trustees under the New York State Department of Education. A large proportion of its support comes from public funds. Public School 47 is a day school maintained by the city of New York. In each case, the program for young children was developed because of certain evident needs of acoustically handicapped children. For example, deaf children have customarily entered elementary grades with little or no speech or means of communication, and many of them have been further handicapped by social and emotional immaturity. These schools and others in the Nation are trying to solve some of the problems commonly found among deaf children.

It is recognized by the staff of both the Lexington School for the Deaf and P. S. No. 47 that a program for acoustically handicapped children is identical in principle with a program for hearing children. The goals for the total development of the deaf child are the same as those for the normal child; but the deaf child requires, because of his limitation

in hearing and speaking, very specialized help and technical training. Without this help in his daily schedule he will not be able to grow and develop as a normal child should.

## *The Lexington School for the Deaf*

In the program at the Lexington School for the Deaf, emphasis is on the development of the whole child. Each child is studied in an effort to learn his potentialities and to help him grow and become self-reliant. When the young child enters the nursery, no effort is made to give him specialized training until he is ready for it. For example, only after the child has become adjusted to the school and shows evidence of readiness does the special teacher begin the training of such a technical skill as lip reading. The speech program is approached likewise in a natural way and is related to the environment.

## *Organization and Practices*

When the division for young deaf children was first opened in 1937 as a part of the Lexington School, nearly all

of these children under 6 years of age were day pupils. In the fall of 1947 about half of the pupils under age 6 were in the residential group, and at present there are many children as young as 3½ years of age among the residential pupils. The superintendent of the school reports that this "has been accomplished without emotional or social damage." Whenever possible, boarding children spend week ends with their families. This procedure, together with the close integration of the parents into the life of the school, contributes to the successful adjustment of the young deaf child in the 24-hour program of the Lexington School.

The day-school children are brought to school in the morning by their parents or guardians, and they are returned to their homes in the evening. The school day, including lunch and rest periods, is from 9 in the morning until 2:45 in the afternoon.

There are three groups of children under 6, classified chiefly according to ages. These are Nursery I, Nursery II, and Kindergarten. Nursery I consists of children from 2½ to 3½ years of age. Nursery II is composed of children from 3½ to 4½. Children 4½ and 5 years of age are placed in the Kinder-

Courtesy—Lexington School for the Deaf



Through Individual Instruction Teachers Illustrate Action of Breath Sounds by Having Pupils Blow on Tissue

<sup>1</sup> Both Dr. Clarence D. O'Connor, superintendent of the Lexington School for the Deaf in New York City, and Harriet F. McLaughlin, principal of New York City's Public Day School for the Deaf, Junior High School No. 47, contributed to this article through factual data, suggestions, and critical reading.

garten. The school is staffed with nursery school teachers, assistants, and teachers of the deaf. Teachers-in-training from colleges and universities in New York and other States assist the regular staff.

During the school day each of the groups divides into two parts. For an hour and a half one group engages in outside activities on the playground and the other participates in inside activities. The groups reverse each hour and a half. On the playground the children seem like hearing children. They enjoy the usual nursery school equipment, laugh, run, choose playmates, use swings and teeter boards, much as other children do.

Inside the building the organization of the classes is that of a generally accepted nursery school and kindergarten. Even though a play atmosphere prevails and teacher activity is kept in the background, there is a definite emphasis on conversation. The "talking" is always about situations in the environment, such as putting on and taking off wraps or fastening shoes. This practice tends to prepare the child for later specific speech training.

Tutoring has become an increasingly important part of the Lexington program. In order to establish a beginning communication pattern, young deaf children *must* have this individual tutoring service. The first fixing of the skills of lip reading and speech can be done only when qualified teachers of the deaf are available to help each child. Because of the urgency of this need the number of technically trained tutors has increased within the last year from three to six. These instructors tutor children 5 years of age and younger. Each day they draw about 75 children from the "inside group" for individual periods of "language" development. These periods average approximately 15 minutes for each child.

The training in the kindergarten is more direct than in the nursery school classes. Kindergarten children, in some instances, are grouped together for lip reading and speech, but most of the work, even in kindergarten, is still individual. At this level, stress on conversation becomes more serious. Vocabulary includes nouns, verbs, and some adjectives and is developed by the use of practical situations in which a

word like "warm" is related to "jacket" or to "sweater," or "hot" is associated with "food." Much of the teaching of the very young child goes on in an atmosphere of play. Instructors make use of the environment to develop vocabulary, but they also have in mind certain words they want the children to acquire. Every opportunity is seized upon to use these words in the environment as they are needed and understood by the child. The word "shoe," for example, even if not directly taught, would be woven into pertinent conversation and play activities.

### **The Parents in the School**

Parent participation is a vital phase of the program. For many years the Lexington School has been pioneering in the development of parent education. Twenty years ago a social worker was added to the staff to help those adults who were emotionally disturbed by the hearing handicaps of their children. One of the first steps was the sponsoring of an orientation course. Parent participation and education have since continued as an integral part of the school. When the department for young children was begun in 1937, it was therefore natural that the parent and child programs should be closely interlocked.

At present, 45 to 60 parents attend weekly meetings held at the school. Parent activities are geared to the needs of these adults. For example, there is consideration of the young deaf child, children in the middle grades, the adolescent group, and students ready for vocational training and placement. The courses are planned also to differentiate between the needs of parents of *newly entered* and *previously enrolled* pupils. In the orientation period, lectures are contributed by medical specialists, department principals, the school psychologist, teachers, and in some instances successfully employed graduates of the Lexington School for the Deaf. The staff psychologist aids parents in identifying problems and in assisting them toward better adjustments. From this close interlocking of the child and parent program, the fathers and mothers have become an active and effective part of the school. According to the superintendent, the parents represent one of the school's greatest sources of strength.

### **Other Features**

A focal point in the program of the Lexington School for the Deaf is the emphasis on medical and health care. It is recognized, of course, that physical well-being is important to all children; but it is known that good health is even more essential to the welfare of the child who has an auditory defect. Attention is given by the school to the general health of the children in order to safeguard not only the general growth of the individual, but also to prevent further damage to the auditory mechanism. An otologist, an ophthalmologist, a pediatrician, and other specialists check the health of the child in every respect.

Another significant feature of the Lexington School is its participation in the training of teachers for the hypacusic. It cooperates with Teachers College, Columbia University, and Hunter College, and each year welcomes student teachers from these and other institutions throughout the United States and assigns them to work with the children and staff. These young people, trained through practical experience at the Lexington School, go out into the various parts of the country to become instructors of children with hearing impairment.

### **New York City's Public Day School for the Deaf No. 47**

Public (Junior High) School No. 47 is the largest day school for the deaf in the United States. It dates from the year 1908, when it was organized by the New York City Board of Education. Through the years, both elementary and junior high school children have been served by it. Many pupils attend this school until they enter one of the city high schools, where they are able to continue their education because of the foundation which has been laid in this special public school.

One of the many advantages of this school is the bus service which transports children to and from their homes each day. This is provided without cost by the New York City Board of Education. The father or an older child in the family brings the pupil to the school bus each morning; this relieves the mother of the responsibility of a long

trip to school. She is then free to attend to the needs of the other members of the family during the important "getting ready for school period."

### Activities of the School

The development of the whole child is accounted for in planning the program. The play interests, the art interests, the social interests, as well as the emotional needs of young children, are considered in planning their day. Individual work periods are provided for each child. At times, small work groups offer the best opportunity for realizing the desired objectives for each one. It is here that the resourcefulness of the teacher is manifested. The atmosphere of informality is maintained by her, yet she is ever aware of the numerous speech and lip-reading opportunities which present themselves in the course of the day. The deaf child's environment might remain static if the teacher did not reckon with his natural desire for knowledge and attempt to make up for it through lip reading, speech, pantomime, and dramatization.

While some of the children are playing in the outdoor court located in the center of the school, teachers are doing individual speech work with others. It is an intriguing spectacle to pass from room to room and see a young child, wearing earphones, seated on the teacher's lap and being taught the beginnings of speech. As each one finishes, he is given a card with a picture of the child whose turn is next. He goes to the playground and the one to come in is identified by means of the picture. The eagerness with which the child leaves his attractive outdoor toys and hurries in to "speech" is tangible evidence of the satisfaction he is deriving from these early speech efforts.

### Special Features

There are several unique features in the nursery school and kindergarten at "47." Outstanding among these are: The inclusion of 2-year-olds; study courses for parents of children with defective hearing; and provision for medical examination of infants suspected of deafness.

The extension of the admission age downward to include 2-year-olds is unusual in public schools. A number of public day schools in the United States



Courtesy—New York City Board of Education

### Through Hearing Aids Children Utilize Whatever Residual Hearing They May Have

care for physically handicapped children of 3 years and older, but almost no public school provision is made for the care of children younger than this. According to the principal of New York City's special school, age 2 is a very critical period in the life of a deaf child because it is the time of greatest speech readiness.

The nursery school was established primarily to salvage the early years of the deaf child's life so that he would have the advantage of the rapid learning that takes place during these years and thus would learn through speech and lip reading to communicate with his parents and others.

If this need is met, it is believed that the possibility for normal development will be greatly increased. As stated previously, the deaf child is, in general, like his so-called normal brothers and sisters except that he lacks hearing and speech. If a way can be found for him to overcome these deficiencies by the development of a satisfactory means of communication, then his chances of becoming, for all practical purposes, a normal person are greatly increased.

Unique also in the program at Public School 47 is its new service of families where there are infants *suspected* of being deaf. This service was instituted last year. Under the plan, the school advises parents and makes arrangements for medical examination and a consultation for infants as young as 3 months of age. The demand for advice and physical examination for such

babies comes particularly from families where there are other children known to be deaf or hard of hearing. Many parents who apply to the school have deaf children already enrolled in the school. This new service seems to meet several needs. It promises to offer values in prevention, it opens the way for early family and parent guidance and education, and it increases the possibility for laying the foundation for normal personality development.

New York City's P. S. 47 has recognized that parent participation is imperative. One of the tangible ways it is meeting this need is by the course given annually for mothers, fathers, and guardians of acoustically handicapped children. Many parents are frustrated in planning for such little ones. Many are seeking information concerning the home and school problems of the deaf child. In the course conducted by the staff of the school, parents secure authentic facts, and they also present their own problems for discussion. The course includes: General principles of child care; facts concerning the causes, treatment, and prognosis of defective hearing conditions; services available to the deaf and hard-of-hearing under the New York City Board of Education and other public and private agencies.

Through the guidance of the special school, parents come to have a better understanding of the limitations and possibilities of their children at the various age levels and the extent to which they can be helped. Values other than

the mere acquisition of facts and reference to sources of tangible aid grow out of parent participation. Fathers and mothers change their attitudes and gradually lose their fear and feelings of frustration as they come to feel that there is something which they, as parents, can do to help their children and that it is possible for their children to grow into normal, useful, contributing members of society. The classes for parents, the principal reports, are well attended. Since these courses were instituted, the children have been making much better adjustments both in the school and in the home.

### Summary

These two schools for young deaf children in New York City are described as examples of educational institutions throughout the country which are pioneering in making provisions for deaf children under the age of six.

According to information supplied by the Volta Bureau, Washington, D. C., there are in the United States around 60 public and private schools for deaf children of preprimary age. Besides these schools there are still other public and private sources of aid for young acoustically handicapped children and for their parents. One example may be found in the local organizations affiliated with the American Hearing Society which hold clinics and sponsor parent activities in various parts of the country. Other significant sources of aid are the orientation courses for parents and children which are conducted in some of the State schools for the deaf.

These and other developments serve to indicate that the public school authorities as well as the leaders in the private schools are recognizing more and more the importance of early training and opportunity for young deaf children.

### Chairman Named

Benjamin C. Willis, Superintendent of Schools, Yonkers, N. Y., was chosen chairman of the Commission for Life Adjustment for Youth, at the first meeting of the Commission in Washington, December 1-3. (The full personnel of the Commission appeared in *School Life*, November 1947.) On the Commission, Dr. Willis represents the American Association of School Administrators.



UNITED STATES TREASURY DEPARTMENT

## SCHOOL SAVINGS CERTIFICATE

*This classroom is enrolled in the  
School Savings Program  
to promote understanding of the  
national and personal reasons for saving  
and to give students the opportunity  
to save regularly at school for the purchase of  
U. S. Savings Stamps and Bonds.*

FOR THE SECRETARY OF THE TREASURY

### Savings Certificate Available

A NEW school savings certificate, reproduced here, is available to all classrooms enrolled in the School Savings Program. Any teacher whose classroom is engaging in the program may obtain a certificate free of charge from the Savings Bond Office in each State.

### INCREASE IN EVALUATION OF FOREIGN STUDENT CREDENTIALS

During the first 2 months of the present fiscal year beginning on July 1, the Office of Education has received requests for the evaluation of foreign student credentials from 615 different students. The total number of requests for the corresponding period last year (1946) was 394, and for the year before that (1945) 167, showing an increase of 56.1 percent above 1946, and 268.2 percent above 1945.

The 615 students whose credentials were presented for evaluation this year came from 73 different countries. In terms of world areas, 331 came from 38 different countries of Europe and the British Commonwealth of Nations, excluding India; 180 from the countries of the Near and Far East, including India; and 104 from the other American Republics.

The evaluation of the credentials received during the period under consideration involved translation of the key credentials into English from 18 different languages.

A list of the countries from which credentials of 10 or more students were received by this Office during July and August 1947, arranged according to the number of students from each country, follows: China, 51; Greece, 47; Germany, 41; Italy, 30; India, 29; Canada, 27; England, 24; Palestine, 22; Mexico, 20; France, 19; Hungary, 19; Norway, 19; Colombia, 16; Brazil, 15; Poland, 14; and Turkey, 14.

### Geographers Meet

THE 1947 annual meeting of the National Council of Geography Teachers will be held at the University of Virginia, Charlottesville, December 27-29.

The program concerns two major functions of geographic instruction: Its place in the college curriculum and for the professions other than teaching. Under the latter category consideration will be given to training of geographers for business, transportation, land usage, government service, and national defense.

The Council will join the American Society for Professional Geographers and the American Association of Geographers in a meeting devoted to training geographers for our national defense program.

Alfred H. Meyer, Valparaiso University, Indiana, is president of the Council.

### How About Home Work?

(From page 2)

A parents' committee could then perhaps reverse the process and suggest school-work assignments to extend important home learnings. Eventually such activity could lead to home-school planning for the learning experiences of children and young people which would obliterate the lines of school learning and home learning; and which would help us all to understand better the kinds of experiences children need and how homes, schools, and communities can work together to provide them.

Such an outcome could justify a National Commission. Of course, the same outcome may have been secured by some schools and homes without it. It would be interesting to know. Who is ready to report?

# The Commission for International Educational Reconstruction

by John Barrow, Assistant Specialist, International Educational Relations Division

**A**RE YOU WONDERING about the best way to dispose of a stack of physical education magazines?

Have you always been especially interested in France, and do you want to know what you can do to help over there now?

Are you especially eager to help Jewish children in Europe?

Do you get letters from friends abroad who want to study in the United States?

Would you like to send books to devastated schools in the Philippines? Italy? China?

Do you know about the rehabilitation work being carried on in France and Germany by American relief agencies?

Would you enjoy corresponding with a boy or girl or school in Korea, or Belgium, or Germany?

Would you like to spend next summer in a work camp in Europe, helping to rebuild a community?

How could you find a way to fulfill your desire?

The answers to these and similar questions may be found in the *CIER Handbook* which lists nearly two hundred agencies that are concerned in one way or another with helping educational forces of the world to get back on their feet.

## What CIER Means

CIER stands for the Commission for International Educational Reconstruction, whose headquarters are at 744 Jackson Place NW, Washington 6, D. C. It is an agency for gathering information on the various programs for educational relief and for letting each organization know what other organizations are doing. Its own statement concerning its origin and purposes follows:

Recognizing the importance of providing for an authoritative appraisal of needs, for the stimulation of effort, and for the coordination of planning and operations relative to educational reconstruction, the American

Council on Education organized, during the spring of 1946, a series of conferences of representatives of the Department of State, the U. S. Office of Education, UNESCO, UNRRA, and the leading educational organizations. These conferences resulted in the formation of the Commission for International Educational Reconstruction, aided by an initial grant from the Carnegie Corporation.

[The purposes are] To inform the American people of the educational needs of youth and adults in the war-devastated countries, serving particularly as a channel for communicating to American organizations urgent needs for assistance reported to the Commission by UNESCO, UNRRA, and governmental agencies here and abroad.

To assist American organizations in planning and developing effective programs of educational rehabilitation and reconstruction by providing advice and aid in securing pertinent information from governmental and other sources concerning facilities for shipment of materials and the sending of advisory missions.

To effect working relationships and coordinated planning between voluntary agencies in the United States and other contributing countries.

When we think of the conditions in the war-devastated countries, we are likely to think that we must put all our efforts into providing the minimum of food and clothing; if people are not kept alive, there is no point in any of our planning for the future of the world. And yet, we realize, as Gregor Ziener has said, that it is just as important to put hope in people's minds as to spread fertilizer on their farms; that saving men's bodies without uplifting their souls may be of little value ultimately. We cannot escape the conclusion that education must share priority with food and clothing.

## Contributions From Many Sources

In the past year and a half more than three hundred organizations have responded to CIER; they contributed more than \$100,000,000 for educational reconstruction abroad, exclusive of food, clothing, and other relief. Contributions have come from school chil-

dren, teachers, college students, church members, scientists, librarians, club members, business men, and others who are responding to the demands of the world situation.

We are not to expect UNESCO (the United Nations Educational, Scientific, and Cultural Organization) to carry the responsibility for educational recovery. UNESCO was set up not as a relief agency but as a permanent organization for cultural cooperation. It is true that it early had to establish a section on educational rehabilitation, to ascertain needs and to correlate relief programs; but this section does not have funds to meet the needs. While UNESCO is getting its peculiar problems worked out, it looks to CIER to stimulate the efforts of the private agencies and to coordinate these efforts.

## Some of the Needs and Services

Some typical needs that are recognized by the various agencies which are in touch with CIER and some of the services they are rendering may be listed as follows:

*There is a great dearth of educational and scientific materials, especially those needed in visual education, in technical schools, and in teacher training.* As one example of what has been done, we cite the work of the American Association of University Women, which has collected and sent hundreds of cartons of school supplies—tablets, pencils, pens, ink, rulers, etc.—to Greece, Poland, Czechoslovakia, China, Austria, Italy, Korea, and other countries; also, subscriptions to professional journals. Other organizations are helping in various ways; but it will be a long time before we can send enough blackboards and other classroom equipment; laboratory equipment and supplies; audio-visual equipment; special instruments for medical, dental, agricultural, and vocational education; athletic and recreational equipment; musical instruments and parts; and art reproductions and supplies.

*Books and periodicals are sadly needed.* Technical, scientific, and professional journals published since 1939 are in demand. Standard works of general reference, historical writings, and literary classics; textbooks for use

in universities, teacher training, technical institutions, and secondary education; printed music; maps and outline maps—these are examples. CIER has records of 2,500,000 books that have been distributed; more than a hundred different organizations have participated in this type of relief; but there still is not enough money in sight to take care of the needs.

The World Jewish Congress has collected and shipped several hundred thousand books to Jewish schools in devastated areas.

Gifts of books and periodicals, up to 70 pounds, may now be sent to Japanese nationals. Packages must be addressed: Chief, Civil Information and Education Section, General Headquarters, Supreme Commander for the Allied Powers, APO 500, % Postmaster, San Francisco, Calif.

Address labels must be marked "For Military Agency Gift Publications" with inner labels in package indicating intended recipients. A letter should also be sent to the foregoing address listing publications sent and naming intended recipients.

A similar system works for Germany (except for the Russian zone).

*Fellowships, scholarships, and study grants are desired, especially for mature students or teachers who want to come to America to learn newest theories and methods.* The expression "exchange of persons" has been commonly used, when what is really meant is opportunity for individuals to have experiences in other countries.

At this time all private organizations need to restudy their programs for this kind of service in the light of the Fulbright Act and the Mundt Bill. The Fulbright Act provides transportation for students coming to America and aid for Americans going abroad for educational purposes. The Mundt Bill, which has passed the House of Representatives, provides for further aid to international education. It has not yet passed the Senate.

To administer the funds under the provisions of the Fulbright Act, educational foundations are being set up or will be set up in China, the Philippines, Burma, Egypt, the United Kingdom, Australia, New Zealand, Belgium, the

Netherlands, Norway, Denmark, France, Hungary, Austria, Poland, the Netherlands East Indies, Siam, Greece; Italy, Iran, Turkey, Finland, and Czechoslovakia.

*Educational missions to and from devastated countries.* Well-known are the educational missions that were sent to Japan and Germany to survey conditions and to make recommendations for improvement of educational programs. Not so well-known is the medical teaching mission sent by the Unitarian Service Committee to Czechoslovakia, July 3–September 1, 1946. Realizing that it would not be enough to send modern medical instruments and supplies to countries that had long been cut off from Western advances in medicine, that committee decided to send a group of leading specialists in surgery, pediatrics, etc., to teach the use of the new instruments and medicines. The report of the mission furnishes one of the most thrilling chapters in modern friendship and should inspire other groups to undertake other services.

There are many problems connected with this type of aid. Such projects should be carefully thought out, with a long-range vision of their relation to the future of the professions involved. In this, as in other attempts, the two-way emphasis should be remembered. And provision should be made for immediate and constant follow-up activities.

Here is another sample of what is going on: At the request of UNRRA and the Ethiopian Government, the Brethren Service Committee is sending six men and their wives to work under the Ethiopian Ministry of Agriculture for 1 year, the men to teach the Ethiopian farmers to handle the power equipment provided by UNRRA and to assist in soil conservation, animal husbandry, marketing, etc.; the wives to assist in programs of child care and guidance, nutrition, community recreation, and craft work.

For 1948 CIER is proposing a project in teacher education. Various teacher groups in the United States will invite teachers from abroad to a program like this: A week of orientation; 1 or 2 months of observation of the best practices in American education; a 4-week

seminar synthesizing recent trends and methods in teacher education; participation in the annual meeting of the National Education Association; and participation in various summer educational conferences, institutes, and summer sessions. Selected leaders from abroad will be able to observe recent advances in child care, visual education, educational administration, educational psychology and other fields. It is believed that teaching the teachers of teachers is one of the quickest ways to get results. The expenses of the participants, between \$2,000 and \$2,500 for each, will be met by American sponsoring organizations.

*Service projects, such as work camps, offer concrete ways to help in the other countries.* This past summer 4 were carried on in Europe; and the request has come for 30 next summer. Each camp had a collection of about 80 books for international understanding. The main task in each camp was the rebuilding of a school; but they also carried on community projects in adult education and recreation. And it is a question as to who received the most educational benefit, the workers or the communities.

UNESCO is being asked to collect and disseminate information on this type of service.

Perhaps one of the most interesting activities of this type was found in the neighborhood centers set up by the American Friends Service Committee in Frankfurt, Darmstadt, Freiburg, Cologne, and Berlin—centers for recreation, education, health, and crafts, operated by German personnel with supervision by and assistance of Americans.

In CIER's 1947 project for *Class Memorials for Educational Reconstruction* graduating classes of high schools and colleges were asked to put their class memorial funds in the form of gifts to foreign schools and students; and CIER offered Certificates of Merit in recognition of such worthy action. One hundred twenty-six classes, at last report, responded to this appeal and contributed over \$11,000. They represented 34 States and the Territories of Puerto Rico and Hawaii. The largest single contribution was \$600. The gifts were in the form of materials or equipment, books, and money; and the gifts

were made through the recognized agencies or in cash through CIER or UNESCO. The appeal is being sent out to 1948 classes also.

At a time when much current reading gives the impression that all efforts are being used towards planning the next war, it is encouraging to be reminded of these several hundred organizations and the thousands of citizens, young and old, who are sacrificing to help the people of other nations take their place in the family of nations again. These contributors, by their deeds, are expressing the hope that the sum of all efforts will be enough to keep the world at peace.

### Educational Meetings

*American Association of Schools of Social Work*, Jan. 22-24, Minneapolis, Minn. Secretary, SUE SPENCER, 130 E. 22d St., New York 10, N. Y.

*American Council of Learned Societies*, Jan. 29-30, Rye, N. Y. Director, CORNELIUS KRUSÉ, 1219 Sixteenth St. NW., Washington 6, D. C.

*American Council on Pharmaceutical Education, Inc.*, January 17, Baltimore, Md. Secretary, A. G. DUMEZ, 32 South Greene St., Baltimore 1, Md.

*Association of American Colleges*, Jan. 12-14, Cincinnati, Ohio. Secretary, GUY E. SNAVELY, 744 Jackson Place NW., Washington 6, D. C.

*Association of Schools and Colleges of the Methodist Church*, Jan. 14-15, Cincinnati, Ohio. Secretary, BOYD M. McKEOWN, 810 Broadway, Nashville 2, Tenn.

*College Physical Education Association*, Jan. 8-9, New York, N. Y. Secretary, GLENN W. HOWARD, Queens College, Flushing, N. Y.

*National Collegiate Athletic Association*, Jan. 9-10, New York, N. Y. Secretary, K. L. WILSON, Sherman Hotel, Chicago, Ill.

*Presbyterian College Union*, Jan. 14-15, Cincinnati, Ohio. Secretary, F. L. McCLUER, Lindenwood College, St. Charles, Mo.

# NAVY RECRUITING POLICY FOR SECONDARY SCHOOLS

by Rear Adm. T. L. Sprague, U. S. Navy, Chief of Naval Personnel

In consultation with educational leaders the United States Navy has developed a recruiting policy for the high schools and vocational schools of the country. The Navy seeks to retain the active support of school authorities by maintaining relationships upon a plane acceptable to them in every respect. It proposes to implement its policy by developing a program based on the following outline:

### **The Navy Wants Its Prospective Recruits in the High Schools To:**

(1) Not leave school prematurely and to graduate if possible.

(2) Learn the vocational-career opportunities of the Navy as they learn other occupational information in school.

(3) Prepare for the Naval service while still in school by (a) scheduling subjects contributive to their future needs, such as mathematics, physical sciences, and vocational subjects; (b) taking advantage of the health education and physical fitness program of the school.

### **The Navy Needs:**

(1) One hundred and thirty-one thousand new enlistments during the present fiscal year to maintain the strength authorized by Congress.

(2) A large number of high school graduates and other competent young men who can qualify for training in electronics and other highly technical fields.

(3) The support of educators in its democratic program to maintain national security through voluntary enlistments.

### **The Navy Directs Its Recruiters To:**

(1) Contact groups of students within the school only through the established channels of the institution, and in the presence of advisers appointed by the school administration.

(2) Avoid all proselyting of students who can possibly remain in school.

(3) Talk *only* to seniors within the school about enlisting *after* graduation.

(4) Talk to other groups within the

school only when invited to do so by the school authorities (occupations classes, vocational groups, etc.).

(5) Schedule carefully all appearances in advance and keep all appointments.

(6) Make a vocational-career approach to the Naval service.

(7) Stick to the facts and make no false promises. Make no use of "ballyhoo" or sentimentalism.

(8) Point out *factually* the advantages of the Naval service as it relates to education, technical training, remuneration, experience, and world travel.

(9) Point out the physical, mental, and moral qualities required. The Navy cannot accept men with police records or habits inimical to their shipmates.

### **The Navy Offers To:**

(1) Assist vocational counselors, teachers of occupations courses, vocational instructors, librarians, home room sponsors, assembly directors, club leaders, and others who may want help or information in presenting the Navy program to interested groups of students.

(2) Supply available speakers, movies, and other materials which may be desired by the schools, and assist in Career Days, guidance workshops, and vocational institutes.

(3) Arrange for teachers, science classes, and other groups to visit available Naval establishments.

### **The Schools Can Help By:**

(1) Making sure that the vocational-career opportunities of the Navy are presented to their students along with other occupational information presented in the school. To help implement this program each high school and vocational school will be sent a kit of factual material. Additional copies of most of these items can be furnished upon request.

(2) Relaying this information to their students through their guidance programs, occupations courses, or libraries. A Navy section of catalogued

material in the school libraries will enable students to refer to it as needed.

(3) Presenting the operation and function of the Navy as a part of the study of American Government.

(4) Providing a sound health and physical fitness program.

There are 2½ million young men between the ages of 16 and 19 who have dropped out of school. Practically all of these men had a year or more of high school, but most of them left without having the career opportunities of the Navy pointed out to them.

There are about 3 million boys in the high schools and vocational schools of the country. The educators who have conferred with the Navy have agreed that no vocational guidance program is complete which fails to point out the occupational opportunities available through the Navy in its 80 skilled trades. Nor is any guidance program complete which fails to point out these and similar opportunities to the boys who drop out of school short of graduation. In other words, it is believed that facts about the Navy have a definite value to the secondary school program, and it is sincerely hoped that the schools will make the Navy an integral part of their vocational guidance program.

The schools have an opportunity to help keep America strong through the democratic process of voluntary enlistments, and their assistance is sought in the counseling, training, and selection of recruits who can best benefit by the Navy program.

### School Bus Travel in Florida Increases

THE transportation of school children in Florida increased in 1946-47 over the previous year, according to a report recently released by State School Superintendent Colin English.

In 1946-47, the number who rode school busses was 106,857, an increase of over 9,000 above 1945-46. In operation last year were 1,521 busses, an increase of 87. They covered 68,440 miles a day, 4,000 miles more than the average for the previous year. Forty percent of that mileage was over ungraded dirt roads.

State aid for transportation in Florida last year amounted to \$1,779,050.

# Children and Youth in Rural-Industrial Areas

by Amber Arthun Warburton, Executive Secretary,  
Alliance for Guidance of Rural Youth

**A**MONG THOSE who might be called the "forgotten children" in our Nation are thousands of boys and girls who live in rural areas but who are not associated with the land in the traditional manner. Rural communities frequently lag in provision for education, health, and welfare facilities. Problems arising from lack of these services pyramid when industrial methods invade the economy and the simple community organization developed for rural living. Children are among those most affected in the transitional stages of social and economic adjustments.

The Alliance for Guidance of Rural Youth focused attention on the problems of boys and girls in two such areas at an Institute held in October at the National Education Association headquarters in Washington, D. C. This conference delved into problems of children in rural coal mining areas and those of youth in the families of migrant farm workers. Suggested action concerning both groups emerged from the Institute and are herewith reported upon briefly.

### Boys and Girls in Mining Areas

Interest during the first day of the conference was concentrated on what the people in Harlan County, Kentucky, were doing to improve the quality of living for boys and girls in their community. Harlan County is an example of a rural-industrial area in the process of change.

Democratic processes had little time to take hold and develop educational, health, and welfare services to meet the needs of the Harlan County population, which tripled in the 1910's and doubled in the 1920's. Shortly after the turn of the century, coal mine tipples began to dot the mountainsides of Harlan County and much of eastern Kentucky. Bituminous coal mining operations began to displace farming as the major occupation of the people. Coal mine oper-

ators often built schools, houses, stores, clinics; and hired teachers, principals, doctors, and nurses.

Last spring the Harlan County Public Schools and the County Planning Council invited the Alliance for Guidance of Rural Youth to help arrange a 4-day conference. Problems had accumulated and the Harlan people wanted to do something about them. It was decided that the program should provide for free discussion of conditions and possible solutions for problems relating to the guidance of children and youth, health and nutrition, vocational adjustment, and child welfare to prevent delinquency. Representatives from State colleges, the University of Kentucky, State, Regional, and Federal Government agencies, and other organizations concerned with children were invited as consultants to contribute from their experiences.<sup>1</sup>

Plans formulated at the Harlan County Guidance Institute began to be translated into school and community action. In the first of a series of local radio broadcasts scheduled to continue discussions about problems of interest to the Institute, the leader of the panel discussion began:

"Now that our schools are under way and we have a chance to look back at the Institute, how does it stack up? What are the impressions left?"

"Well," said the supervisor of elementary education, "I couldn't help thinking as I sat through the sessions that in spite of the difficulties of our times, not only here in Harlan County but all over the country, we have a lot of resources—a lot of power and strength in our schools for creative work."

"Yes," commented a principal, "you

<sup>1</sup>The Harlan County Guidance Institute was sponsored by the county public schools and the Planning Council with assistance from the Alliance for Guidance of Rural Youth. Any county interested in a similar institute should write to the Alliance at 1201 Sixteenth St. NW., Washington 6, D. C.

are certainly right. I thought the Institute served two purposes. It helped us to see more clearly how many angles there are to teaching and school administration and also how much we have in the way of resources—especially human resources—here in the County through which we can meet the needs of young people.”

### **Washington Institute's Goals**

The Institute held in Washington hoped for two types of outcomes. With the wider representation present, the Harlan people would give further consideration to their problems and the partial solutions suggested by their own Institute and perhaps gain additional ideas. The other outcome had to do with how the Harlan County experiences can be translated to help other communities with similar problems develop better communities. This time the Harlan people—the county superintendent of schools, the supervisors of elementary and secondary education, a principal, the coordinator of vocational education, two teachers, a representative of the United Mine Workers' Union, two physicians, a farmer, and two high-school students—were the “experts”; and the Columbia professor and representatives from Federal Government agencies who had been at the Harlan Institute were to be the “work horses,” as the discussion leader described the assembled panel.

Certain guideposts emerged from these discussions. The Harlan County people have a Community Planning Council which they believe is the backbone of their effort to do a better job at community living. Through the Planning Council, public interest is rallied in studying community needs, appraising resources, and designing action. Since problems vary between localities within the county, related local organizations with broad representation from all elements of the community are considered fundamental to achieving their goals.

The interrelation of problems demands close coordination of community activities. For example, one of the more serious problems in Harlan County is that of school-age children out of school. What are the results? Aggravation of juvenile delinquency, young people poorly equipped as citi-

zens and without skills for the jobs needing to be done. The county superintendent of schools reported that in a recent study made of Harlan County schools by the University of Kentucky, it was found that enrollment is better than the average of five surrounding counties and better than the average of the State, but that the ability of the schools to hold children enrolling is below the average of the surrounding counties.

Nonattendance is recognized as a serious symptom of many things that are wrong. A group of parents made a survey of out-of-school youth in several mining camps. They found that children were out of school because of illness, inadequate school bus service, inability to “get-along” in school, and indifference of parents. The parents who made this study were impressed by the dilapidation of the houses and yards and poor housekeeping methods that characterized many of the homes from which the children were not in school. Poverty together with ignorance of the ingredients that go into the “good” home and the “good” community accounted for much of the nonattendance problem, they thought.

The school people named other factors accounting for nonattendance. Crowded classrooms, inadequate school building and playgrounds, lack of equipment, low teachers' salaries resulting in high teacher turn-over and often making necessary teacher replacement from recruits with substandard qualifications, curriculum poorly adjusted to individual needs, and mobility of the mining camp families. All of these contributed to the problem of nonattendance. Inadequate public funds for school purposes was basic to most of these problems.

But the Harlan people are determined to keep their boys and girls in school and decided that necessarily their work must divide itself into two types—those that can be accomplished without money but with full utilization of community resources now available, and those that need money.

An illustration was given during the discussion of a rural school in Fairfax County, Virginia, that began remedial measures several years ago to do something about a group of maladjusted children who were complicating the

school problems. The situation was attacked from many angles simultaneously, but most important to the guidance program that emerged was the organization of a school clinic to provide physical examinations for the children. The findings of the medical examination, together with a testing program, gave the teachers information to study each child and develop a program for him to be carried out at school and in the home. Parents were urged to be present at the physical examination and thus were brought into the school. They were offered opportunity to help with the health program, the hot lunch program, the library, art exhibits, improvements in the school building and playgrounds, and other activities designed to enrich the school experience for the children and make more pleasant community living. Enthusiasm for the goals toward which this school is working spread to the community generally and to other schools in the county. And although the schools in this area also operate on comparatively restricted budgets, it was found that by full utilization of community resources many of the important needs of the children could be met.

The Harlan people reported that they have a good start in this same direction. A county-wide health committee has been organized and similar local school committees are being formed. The possible use of mining camp clinics for the medical examination of the children is being explored. County and local nutrition committees are preparing to study nutritional needs as revealed in the physical examinations of the children, and school lunch programs and nutrition education at the various grade levels are being planned to meet the individual needs of the child. Recreation committees are being formed and a leadership training workshop is being organized. Vocational opportunities of the community are being explored and the curriculum expanded to meet the needs in relation to resources available. Further study of causes of delinquency was suggested in order to deal more concretely with the problem.

It was decided that successful action in the community depends on (1) a sound pattern of action, (2) having persons in the county or community

who know and care about community life and can discover and develop local leaders, and (3) having enough well-qualified teachers to make good education possible.

### **Boys and Girls in Families of Migrant Farm Workers**

"Among the tragedies of migratory labor, none is more serious than the damage to which it exposes children," Dr. Paul Taylor of the University of California told the Institute at the opening session of the second day.

During the past 15 years the Federal Government recognized the contribution which migrant farm labor made to the national economy. Accordingly, services were developed under Federal supervision to lessen the hardships encountered by migrants as they traveled from place to place. Minimum standard safe and sanitary dwellings were provided and communities developed in which the migrant felt he "belonged." Provision was made for health and medical care facilities and for day care centers of younger children. The right of every American child to attend school was recognized, and arrangements made to make it a reality. Such services are no longer available through Federal funds. The camps and homes constructed by the Federal Government are for sale; negotiations are under way in some places for them to be operated by the States; some have been leased to private interests.

### **Program of Action Proposed**

Realizing the damaging effect of current conditions on thousands of children in the families of migrants, the Institute proposed a program of action. Some of the recommendations suggest legislative action on State and Federal levels and others indicate measures which citizens might take in States and localities that use migrant labor. The proposed program includes:

*Education.*—Children in migrant families should be given educational opportunity by citizens assuring admission of all children of school age to local schools; providing extended school facilities such as summer programs, parent education, and especially devised units of study; requiring the same school attendance of children in migratory fami-

lies as of permanent resident children; providing State and Federal aid as necessary to make available such educational facilities; and providing State aid on basis of school attendance and equalization rather than on the basis of census or enrollment.

*Child Labor.*—Since child labor in industrialized agriculture often hinders school attendance, it was recommended that efforts be made to extend State 16-year minimum age laws to employment in any occupation, including agriculture, during school hours and 14-year minimum age laws for any occupation outside school hours, except for children working for their parents on the home farm; limit the working hours of children 14 to 16 to not more than 8 a day and 40 a week when school is not in session and to not more than 3 a day on school days and 18 a week when school is in session; extend child-labor provisions of the Fair Labor Standards Act to cover children employed in agriculture; provide funds and public support for effective enforcement of such standards.

*Child Care and Youth Programs.*—Adequate health, welfare, and education programs—including day care centers for younger children—should be provided for all children of migrant families. Such programs should meet the standards developed cooperatively by the Children's Bureau, the U. S. Office of Education, and the Public Health Service and should be integrated into the basic health, welfare, and education programs of the local communities.

Other proposals pertained to the whole family and included recommendations concerning safe and sanitary housing; extension of local and State health service to include migrants; and provision on the Federal level for economic planning that will consider methods for reducing the need for migrant labor through diversified production in industries in areas using migrant labor, through the full use of local labor, and through maximizing mechanization to lessen the demand for seasonal workers; and development of alternative job opportunities for those workers who remain at home and intensifying programs for the construction of subsistence or garden homes.

These recommendations of the Institute were referred to the National Citi-

zens' Council on Migrant Labor, which at a later meeting incorporated the recommendations in its plans for action.

## **Migrant Labor—Educational Aspects**

Here today and gone tomorrow. That partially describes migratory labor—an unstable element in any community. What intensifies the problem is that the jurisdiction of the school officials often stops at district lines and especially at State lines.

It is easy to rationalize that migrants "pay no taxes." Their children are transient. They first overcrowd classes, then leave them half-filled. They come after courses have begun; leave before the end of the term. Often they are underfed and diseased; they may even be feared by resident parents and children as hazards to health and morals. Often, too, they must be compelled to attend school. And when they do attend, they sometimes feel unwelcome. Yet it is claimed that they are needed by growers to add to the available labor supply, and by their parents to add to their income.

All these problems invite special and sympathetic study by educators. Much can be done without new legislation; much is being done. Yet a great deal remains to be done to remedy the educational neglect of migrant children.

Now available is *Migrant Labor—a Human Problem*, a 58-page pamphlet recently published by the U. S. Department of Labor. It consists of the report and recommendations of the Federal Interagency Committee on Migrant Labor, on which the Office of Education was represented by Walter H. Gaumnitz, Specialist on Small and Rural High Schools in the Secondary Education Division. Of special interest are the sections on child labor and education. The pamphlet is available from the Superintendent of Documents for 30 cents.

For additional information, see *Educating Migrant Children—Some Proposed Solutions*, by Dr. Gaumnitz, in *SCHOOL LIFE*, December 1946; also *Children Are Chief Victims of Migratory Labor System*, by Hillary Campbell, in *The Child*, July 1947.

# WITH THE U. S. OFFICE OF EDUCATION

## ATTENDS UNESCO CONFERENCE

Kendric N. Marshall, director of the Office's Division of International Educational Relations, served as adviser on the U. S. delegation to the second session of the General Conference of UNESCO which opened in Mexico City early in November. Dr. Marshall, as spokesman for the delegation's committee on fundamental education, was chief delegate for this country at UNESCO's Conference on Fundamental Education which began 3 days before the opening of the General Conference.

## RECENT APPOINTMENTS

*Fitzhugh L. Hambrick*, for 13 years on the faculty of Colorado State College, Greeley, has entered on duty as specialist for social studies in the Elementary Division.

As professor of elementary education since 1944 at Colorado State, Mr. Hambrick devoted half his time to the teaching of social studies in the elementary grades, the other half to assisting schools throughout the State and to demonstrating methods of teaching that subject area. In that work, he visited an average of 200 classrooms a year.

Earlier he was assistant professor of elementary school social studies at the same institution. In 1943-44, as chairman of the general education curriculum committee, he was engaged full time in the work of revising the college curriculum at Colorado State.

During the twenties and early thirties he was teacher and principal in elementary schools in Oklahoma and was elementary principal in Tulsa in 1934, before going to Colorado State.

Mr. Hambrick received his bachelor of arts degree from the University of Oklahoma in 1927 and his master of arts from Colorado State College in 1931. In addition he did graduate work at Stanford University more recently.

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*Earl Hutchinson* recently joined the Office as field representative of the Secondary Division, coming from the State Department of Education in Maine,

where he was director of secondary education for the past 5 years

Previously he had 15 years of teaching and administrative experience in the high-school systems of Brewer, Washburn, and South Bristol, Maine, and of Barre, Vt. Mr. Hutchinson has held office as secretary-treasurer of the Maine Principals' Association and as delegate to the New England Council of Secondary School Principals.

Mr. Hutchinson obtained his bachelor of arts degree from Bates College in 1929, and his master's from the University of Vermont in 1928. He has done additional graduate work at Harvard.

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*Custis G. Meade* is the new personnel officer in the Office, a member of the Central Services Division. Since 1934 he was employed in various phases of personnel work with the Home Owners' Loan Corporation. For a time he was located in the Omaha regional office of that agency, then in the national office as administrative assistant to the director of personnel; and since 1934 he has been assistant to the director of personnel.

A native of Washington, D. C., Mr. Meade in 1933 obtained a degree in accounting at the Benjamin Franklin University in that city. He has studied also at Omaha University.

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The new chief of the European Educational Relations Section is *Helen Dwight Reid*. Since 1944, Dr. Reid has been associate in international education on the national staff of the American Association of University Women, Washington, D. C. In that work she planned programs for all the branches and study groups of the Association and edited its quarterly study guide, *Your Foreign Policy*. In addition, for a short period in 1946, she was acting director of the National Committee on Atomic Information in Washington.

Dr. Reid was lecturer in politics at Bryn Mawr College for 4 years. From 1924 to 1939, she was on the faculty of the University of Buffalo (N. Y.) in history and government. During one summer she lectured on international

law at the Academie de Droit International, The Hague, Holland. She spent her childhood in Europe and subsequently has traveled widely on the Continent.

Dr. Reid's bachelor of arts degree was received in 1922 at Vassar, and her master's and doctor of philosophy at Radcliffe College.

☆ ☆ ☆

*Simon A. McNeely* was recently appointed specialist in health instruction and physical education in the Elementary Division. He comes to the Office from the Louisiana State Department, where since 1940 he has been State supervisor of health, physical, and safety education. For 3 years during that period he was in the Navy, most of the time on the staff of the Naval Training School at Fort Schuyler, Bronx, N. Y.

Earlier, he was assistant at Southwestern Louisiana Institute and instructor during summer sessions at Louisiana State University and at Loyola University of the South. In each place his work was in health and physical education.

Mr. McNeely received his bachelor of science degree in 1937 and his master's the following year from Louisiana State. He did additional graduate study at Teachers College, Columbia University, in 1939.

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*Seerley Reid*, new assistant chief, visual education, returns to the Office after 2 years with the U. S. Department of Agriculture. During his earlier service with the Office, 1943-45, Dr. Reid was assistant director of the visual aids for the war training program. At the Department of Agriculture he was first assistant to the chief and coordinator of production, Motion Picture Service, and then executive assistant to the director of information.

For 4 years, Dr. Reid was on the staff at Ohio State University, first as research assistant and then assistant professor of education, specializing on educational radio. Earlier he was teacher of English and social studies in the Denver (Colo.) public schools.

Dr. Reid obtained his bachelor of science degree in 1932 at the University of Denver; his master of arts in 1939 and doctor of philosophy degree in 1941, both at Ohio State University.

☆ ☆ ☆

*Harriet Ahlers Houdlette* has joined the staff of the Elementary Education Division as assistant specialist for his-

tory. Mrs. Houdlette had been with the national headquarters office of the American Association of University Women for 16 years. An associate in education there, her work most recently involved the organization of study materials in childhood education and work with State and local chairmen of the Association.

Beginning in 1928, Mrs. Houdlette was associate director of the child devel-

opment and family programs at the University of Rochester (N. Y.) and the Rochester public schools. Earlier experience included work as teacher of English in the St. Cloud (Minn.) public schools, and as director of women's work in the Hartford (Conn.) school system.

Mrs. Houdlette obtained her bachelor of arts degree at the University of Minnesota, and did graduate study at Bryn Mawr College.

## Future Farmers Annual Convention

Seven thousand members of the Future Farmers of America, the organization for high-school boys studying vocational agriculture, attended the F. F. A.'s 1947 national convention in Kansas City, Mo., October 19-22. The organization is sponsored by the Agricultural Education Service of the U. S. Office of Education; and the chief of that Service, William L. Spanton, is the national adviser (ex officio).

Future Farmers at the convention represented 47 States and the Territories of Hawaii and Puerto Rico. They heard a report from their executive secretary, A. W. Tenney, Washington, D. C., that membership in F. F. A. is expected to pass the quarter-million mark when the new membership reports are all received.

The 4-day program presented as speakers: Lord Inverchapel, Ambassa-

dor from Great Britain; Clinton P. Anderson, U. S. Secretary of Agriculture; and Robert E. Wilson, Chairman of the Board of the Standard Oil Company of Indiana.

Aspects of international interest in the F. F. A. entered the convention with the attendance of special guests including 6 representatives of Young Farmers organizations in Great Britain and a Youth Delegation of 10 Burmese Government officials.

The young Britishers attended all sessions of the convention, and then separated to go home for a couple of weeks with an equal number of the Future Farmers. On the F. F. A. farms they took part in the regular farm and community life for a first-hand study of farming in America.

High lights of the convention included appearances of the first National F. F. A. Band, membership of which was selected through correspondence by Henry S. Brunner, Pennsylvania State College. The band, composed of 116

boys from 40 States under direction of Dr. Brunner, was a feature of the American Royal parade. The success of this first band was such that plans are set to continue organization of a national music unit in forthcoming conventions.

In the national public speaking contest, Don Bakehouse, 17-year-old Owatonna, Minn., farm boy, won top honors with a speech entitled: "Farm Family Partnerships."

At one session the Future Farmers heard an address by Secretary of Agriculture Anderson in which he said:

"To you of the F. F. A., who are being educated in agricultural matters, the Nation looks for progressive action in solving problems of agriculture, civilization's cornerstone."

Representatives of the donor companies to the F. F. A. Foundation, Inc., were special platform guests at another session. Speaking for the donors, Dr. Wilson explained why business and industry are interested in promoting the



Ervin Martin, Salem, Ind., new national F. F. A. president; Lord Inverchapel, Ambassador from Great Britain, and Ray Gene Cinnamon, Garber, Okla., 1947 Star Farmer of America



Gus R. Douglass, Jr., Grimms Landing, W. Va., national president of the F. F. A. for 1946-47, left, with General Jonathan M. Wainwright, retired, in the lead car during the American Royal parade which preceded the F. F. A. convention

activities of the Future Farmers of America.

"We all are interested in the stability of our country and the happiness of its people," Dr. Wilson said, "and we see in F. F. A. a powerful agency for building better, stronger, happier citizens, and, even more important, capable leaders and well-informed voters who will continue to give the Nation the sane and wholesome influences that have played so large a part in our Nation's contribution to progress."

A special pageant program, "United We Stand," was given by the British guests. Lord Inverchapel, speaker for the occasion, described farming conditions in Great Britain and compared them with those in the United States. He introduced the young farmers from Britain and told about the farm youth work in his country.

"It is the last line of your motto, that to my way of thinking, enshrines the duty of every young farmer—'Living to Serve.' Today more than ever we must live to serve not only our local communities and our nations but mankind as a whole," Lord Inverchapel said.

In a special program in the American Royal Livestock show Ray Gene Cinnamon of Garber, Okla., was crowned Star Farmer of America. The award and a check for \$1,000 were bestowed upon young Cinnamon by John Collins, editor of the *Weekly Kansas City Star*.

Future Farmers selected as officers for 1947-48 were: Ervin Martin, Salem, Ind., national president; Wilbur Ray Dunk, Junction, Tex., first vice president; Osborne J. Arlien, Rugby, N. Dak., second vice president; John W. Webb, Caesar Rodney chapter, Delaware, third vice president; Kort H. Meier, Jr., Yuma, Ariz., fourth vice president, and Eugene Hansen, East Garland, Utah, student secretary.

It is a big job the new officers have before them. Some of last year's officers spent more than half their time working in the interests of the F. F. A. and traveled more than 50,000 miles in doing it, according to reports. The coming year is the twentieth anniversary of Future Farmers of America, and plans are already being formulated for extensive activities, including a gigantic 1948 convention.

# Progress Report on Adult Education of Negroes

by Ambrose Caliver, Specialist for Higher Education of Negroes

*The Project for Adult Education of Negroes begun last year under the sponsorship of the U. S. Office of Education, with a grant of \$24,000 from the Carnegie Corporation of New York,<sup>1</sup> achieved its stated objectives for its first year of operation, as scheduled, and will be continued for 2 additional years through a further grant of \$25,000 from the Corporation.*

**T**HIS IS a "pilot" Project designed to assist in attacking the problem of illiteracy. According to the 1940 census, there were approximately 10 million persons 25 years of age and over in the United States who were functionally illiterate (had less than fifth-grade schooling). Two and three-quarter millions of these had no formal schooling. There were nearly 3 million Negroes who were functionally illiterate, one-fourth of whom had no formal schooling. The seriousness of this situation for Negroes is indicated by the following facts: Of the 2,123,400 Negroes examined by the Selective Service System through August 1, 1945, 308,600 were rejected because of educational deficiency. These constituted nearly one-third of the total number of 998,800 Negroes rejected for all causes during that period. It should be noted that many of the other causes for rejections are closely related to educational deficiency.

The eradication of illiteracy is not only important to national defense in times of crisis, but it also has bearing on the effective utilization of human resources in normal times. For example, the relation of illiteracy to the lack of ability to add to the national income is indicated by data from the 1940 census, which show that 68.6 percent of the Negroes without schooling earned less than \$500 per year, and practically none of this group earned as much as \$1,500.<sup>2</sup> It was a consideration of the above facts that largely moti-

vated the inauguration of the Project for Adult Education of Negroes.

## Purpose of the Project

This demonstration Project has three major objectives: (1) To develop instructional materials suitable for use in literacy programs for adults; (2) to prepare qualified teachers; and (3) to stimulate participation on the part of educational institutions and community organizations in a Nation-wide attack on the problem of illiteracy. The materials produced thus far are only tentative and are being tested and revised. They are not for general distribution. An effort is being made through the Project to apply some of the lessons learned from the Army educational program to the teaching of adult illiterates and to the development of instructional materials.

These purposes are being realized through the cooperation of many persons both in the different areas and participating institutions and in Washington. In addition to the Director, the central staff of the Project includes the following full-time professional personnel: R. O. Johnson, assistant director, on leave from Morris Brown College, where he was head of the Department of Education and Psychology; and Ella Washington Griffin, editorial assistant, who worked with the Project last year.

## Materials Produced and Tested

During the first year of the project the following materials were produced in tentative form: A basic reader, a reading workbook, a language workbook, an arithmetic workbook, four supplementary readers, materials for a teachers' guide, and an outline for an introductory college course in adult education. These materials have been used in demonstration classes with approximately 500 adult beginners and in

<sup>1</sup> See SCHOOL LIFE, 29: 26, October 1946.

<sup>2</sup> Bureau of the Census, *Population—Special Reports*, June 18, 1946, Series P-46-M 5.

the college classes for teachers of adults. As a result of the tests to which the materials were subjected in these classes during the year, limited revisions will be made, and they will be used again this autumn under even more careful supervision and scrutiny than last year. They will then be revised completely, in light of all the criticisms and suggestions received, and will be prepared for printing and general distribution. The materials are being developed in line with a list of criteria formulated at the Institute held at Hampton last year and subsequently revised. These criteria, together with other materials, were sent to the Project workers as guides for those who might be interested in attempting to write simple materials for adult beginners.

### **Participating Institutions**

The institutions that have actively participated in the Project during the past year are: Atlanta University, Fisk University, Fort Valley State College in Georgia, Hampton Institute, Tennessee Agricultural and Industrial State College, and Virginia State College. In addition, Howard University, Miner Teachers College of Washington, D. C., and the Adult Education Department of the Baltimore, Md., school system have cooperated. Other institutions and organizations have expressed a desire to join in working toward the achievement of the Project goals and of promoting a broadside attack on the problem of illiteracy when materials and teachers are available.

### **Preparation of Teachers**

The six participating institutions and Miner Teachers College offered for the first time an introductory course in adult education for teachers during the regular school year 1946-47. The enrollment in these courses ranged from 12 to 23, with a total of 105. The enrollees represented lay leaders, undergraduate and graduate students, teachers and principals in elementary, high, and evening schools, and teachers of adults. Both undergraduate and graduate credit was given for the course, and most institutions have made the course a regular part of the teacher-education curricula. Fort Valley State College and Virginia State College offered courses for teachers of adults during their last summer sessions.

Tennessee Agricultural and Industrial State College and Fisk University jointly conducted an adult education workshop for teachers in July 1947. Fifteen persons were enrolled in this workshop and devoted full time to studying and discussing principles, methods, and materials for the education of adults, with special reference to illiterates. Instructors and consultants were drawn from the two local institutions and from various agencies of the Federal Government, including the War Department, the TVA, and the Office of Education.

It is estimated that a total of approximately 200 persons received from the Project during the year some preparation as teachers and leaders of adults.

### **Classes Conducted**

Twenty-five classes for adults who have varying degrees of illiteracy were conducted by teachers who, for the most part, had special preparation through the Project. Approximately 500 adults were enrolled in these classes, comprising a cross section of the Negro population, particularly with respect to age and occupational classification. The ages ranged from the late teens to over 65, the majority being between 30 and 50. Three-fourths were unskilled, practically all of the remaining one-fourth being semiskilled. A few enrollees had attained an educational status beyond that of mere functional literacy, but the majority were those for whom the Project was designed, as shown by the following percentages with designated amounts of schooling: None, 27; less than 6 months, 17; 6-10 months, 12; 2 years, 14; 3 years, 15; 4 years or more, 16.

Adults give many reasons for wanting to learn. Illiterates are especially eager to write their names. They are generally concerned with the immediate problems of their work. For example, a head janitor wished to concentrate on writing in order to be able to record the names of his corps of helpers, and to emphasize that phase of arithmetic which would aid him in recording the hours and cost of labor. A worker in an airplane plant wanted to learn how to fill out forms and to compute the percentage deductions from his wages for insurance, taxes, etc. A weigher in a snuff factory was specifically concerned

with that phase of arithmetic with which he had to deal in his daily tasks.

A majority of the adult students are affiliated with various clubs and community organizations. In most instances they realize that they are not capable of functioning effectively in these groups; hence, many of them wish to learn enough to conduct a meeting properly. Others are keenly aware of their limitations in civic, occupational, social, and personal relations which result from their educational status.

### **Evaluation of the Project**

Each adult education center was under the general supervision of a qualified person; in addition, all the areas and a majority of the centers were visited by one or more representatives of the central office. The amount and nature of supervision given the classes varied with local conditions. In some cases the supervisor visited each class weekly or biweekly. In other cases biweekly meetings were held with the teachers. Teachers were requested to keep a record of criticisms and suggestions for improvements. These are being collected for study. Other types of supervisory techniques employed were periodic reports on uniform blanks and narrative reports.

An evaluative conference was held in Atlantic City in March. Prior to this conference the supervisors were requested to prepare a report on the operation of the Project in their areas for presentation at the conference. Some of the questions they were requested to answer in this report were: (1) How have the materials been used and how do you suggest that they be improved? (2) What supplementary materials are needed? (3) How are the evaluative forms being used and what suggestions have you for their revision? (4) What methods were used in recruiting students, and what were some of the problems encountered? (5) What evidences were there that the participation of the students in the classes served to improve their effectiveness in their jobs, in their family relations, and in their community organizations? (6) How long did it take the average adult student to achieve literacy skills?

In addition to the written reports, the supervisors and teachers from each area in attendance at the conference formed

a panel for the purpose of discussing their reports and answering questions. Committees were formed to review these written and oral reports and to present their findings to the conference.

Another form of evaluation consisted of consultations with authorities in different fields of interest.

### **Future Program and Plans**

A 1-day conference was held in the Office of Education in June 1947, comprising representatives of the participating institutions, the War Department, and the Office of Education, for the general purpose of considering the future program and plans for the Project. Among other things, the conference recommended the continuation of the basic features of last year's program with certain improvements, made possible by an increase in staff. During the month of August the editorial assistant spent 2 days in Chicago conferring with Dr. Witty concerning revisions of the materials and other matters relating to the future program.

At the annual meeting of the Conference of Presidents of Negro Land-Grant Colleges held October 21-23, 1947, one session was devoted to the Project on Adult Education of Negroes. Following this session, a conference was held of Project personnel and special representatives of each of the land-grant colleges for Negroes. The purpose of this conference was to orient the special institutional representatives with respect to the operation of the Project and to formulate plans for the colleges to assume their share of responsibility in carrying forward the program when the Project ends.

Each supervisor held a conference of the teachers of the experimental classes in his area prior to the opening of the term. It is also the plan to hold a conference of all persons who are to teach the college course in adult education in the participating institutions. In addition, a dramatized radio broadcast on adult education is planned. The purpose of this broadcast is to present some of the major problems of adult education, with special reference to illiteracy, and to indicate the responsibility of, and means that may be used by, educational institutions, school systems, and community organizations in meeting the problems.

Each of the presidents of the participating institutions has agreed to become a member of the executive committee, and the Conference of Presidents of Negro Land-Grant Colleges is making plans to participate in the promotional phase of the program and in the preparation of teachers. The Elks have launched an extensive adult education program through their regional and State educational directors, and certain branches of the National Association of College Women are planning definite programs of action.

Three important assumptions concerning the Project have been confirmed: First, that while the immediate attack is being made upon illiteracy among Negroes, the materials and procedures may be so developed as to be universal in their appeal and usefulness; second, that the eradication of illiteracy is basic to improved and effective functioning in all areas of life—personal, social, occupational, civic, and moral; and that the effectiveness of learning depends on the extent to which the teaching materials and learning situations are related to the experiences of adults in these areas; and, third, that improving the educational status of the undereducated American helps conserve and utilize all our human resources, and is essential to the national security and welfare in time of war as well as in time of peace. The timeliness of the Project has frequently been commented upon by competent observers, especially as it relates to certain matters currently under discussion, such as universal military training, Federal aid to education, fundamental education (sponsored by UNESCO), and intercultural and international understanding.

### **Expected Outcomes**

Specifically, the outcomes of this Project are expected to be: (1) A limited amount of materials for teaching adults the rudiments of the tools of communication; (2) a body of instructional materials for teachers and prospective teachers of adults; (3) a substantial group of people who will have been trained to be teachers of adults and instructors and supervisors of teachers of adults; and (4) assumption of responsibility on the part of certain institutions of higher learning,

school systems, and community organizations to carry forward the program of the Project and to apply the lessons learned on a wide scale.

Inquiries about the Project and requests for assistance in literacy training programs have been received from more than 30 States and 13 foreign countries—from local and State school systems, professional and civic and missionary organizations, institutions of higher learning, and individuals. The nature and limitations of the Project made it impossible in most cases to render the assistance requested. It is hoped, therefore, that when the Project ends, the contributions to the field which it expects to make will be capitalized upon, and that sufficient funds will be provided by governmental and philanthropic agencies to satisfy the interests and needs indicated above.

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## **DIRECTORY OF GRADUATE COLLEGES**

More than 300 American colleges and universities offering graduate courses leading to master's and doctor's degrees are listed in a special directory issued by the Office of Education. It lists institutions granting graduate degrees except those that give only professional degrees such as those in medicine and law.

Titled *Colleges and Universities Offering Graduate Courses Leading to Master's and Doctor's Degrees*, the publication was prepared by the Higher Education Division of the Office. A limited number of free copies is available. Address requests to Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

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## **FM TUNERS ON MARKET**

Now on the market are a number of FM tuners which make it possible to use present AM receiving sets for FM reception. Such units are especially useful for schools which have console sets representing a considerable outlay. There is this caution: In the use of such adapting units, quality of reception is influenced by the quality of the receiver, and in particular its amplifier, with which the FM unit is used.

# Some Highlights in 1947 Legislation for Exceptional Children and Youth

by Elise H. Martens, Chief, Education of Exceptional Children and Youth

SPECIAL education is marching on from one year to the next toward the goal of providing appropriate educational facilities for every child with a special physical, mental, or emotional problem. In 1947 at least five new State programs of special education were started, while other programs already in existence were further developed. The legislative enactments indicated in the following information are those that have come to the attention of the Office of Education, although there may be others not yet reported.

## New Programs Authorized

*Arizona.*—After years of persistent efforts, those interested in the welfare of the mentally deficient in Arizona saw the fruit of their labor in the passage of the Child Colony Bill. This action eliminates the State from the group of three which up to this year had made no special provision for the care and training of the feeble-minded. According to the bill, a residential institution will be erected on a site already purchased by the State for this purpose. A superintendent has been appointed who will collaborate with the architect in making plans and will survey the State, locating all its mentally deficient children and winning their confidence and that of their parents.

*Arkansas.*—The State of Arkansas has enacted a comprehensive statute providing for the education of physically handicapped children in public day schools. Act 412, passed this year, specifies that—

Any child of educable mind, as determined by the State Board of Education, except a child who is currently enrolled in the State School for the Deaf or the State School for the Blind, between the ages of six and twenty-one, who by reason of defective hearing, vision, speech, or who is crippled, cardiopathic, tuberculous, cerebral palsied, or otherwise disabled, and who cannot be safely and adequately educated in the public schools, as determined by competent medical authorities, shall be considered a physically handicapped child for the purpose of this Act. Provided, that the direc-

tors of any school district or institutional school may permit children below six years of age to attend according to rules and regulations promulgated by the State Department of Education. \* \* \* The State Board of Education is hereby empowered to foster, inspect, approve, and supervise a program of education for physically handicapped children as defined in this Act.

The State will pay to local school districts the excess cost of such education up to \$200 per child, or, for children who must be transported to other districts or be boarded away from their home districts, up to \$350 per child. Home instruction for children physically unable to attend school and instruction in hospitals and convalescent homes are included in the program. The special appropriation made by the State is also to be used for the cost of the administration of the Act, and, until the end of the school year 1948-49, the cost of scholarships for in-service training of teachers.

*Indiana.*—House Enrolled Act No. 163 creates a Division of Special Education within the State Board of Education and provides for the special education of educable children between the ages of 5 and 21 years who have "a physical and/or mental disability which makes regular schoolroom activity impractical or impossible." Children eligible for admission to the State residential institutions for the blind, the deaf, the feeble-minded, and the epileptic are excluded from the provisions of the Act. The excess cost spent for the instruction of such children, as certified by the local school corporation and by the State Board of Education, is the legal basis for reimbursement by the State. No maximum amount, or ceiling, is specified. For the administration of the Division of Special Education, the sum of \$20,000 annually is appropriated.

House Enrolled Act No. 18 creates the Indiana Commission for Physically Handicapped Children, consisting of twelve members, "seven of whom shall be ex officio members and five of whom

shall be appointed by the governor." The ex officio members are to be the directors of various State departments. The duties of the Commission are specified, the major ones being: (1) to study conditions relating to physically handicapped children, with a view to their improvement; (2) to establish and maintain a central register of physically handicapped children; (3) to coordinate the services of all public and private agencies relating to physically handicapped children; (4) to stimulate efforts for their care, treatment, education, and social welfare; (5) to provide for a State-wide census.

*New Mexico.*—This State made its first State-wide provision of educational services for crippled children between the ages of 6 and 18 years. "Crippled" children include "any child of educable mind whose bodily functions or members are so impaired that he cannot be safely or adequately educated in the regular classes of the public schools without the provision of special services." The statute is an enabling act and leaves to the State educational authorities the responsibility of drawing up regulations regarding the details of its administration.

*North Carolina.*—Senate Bill No. 289 creates within the State Department of Public Instruction a Division of Special Education, the director of which is charged with the usual responsibilities of administration and supervision, and of cooperation with local school districts and State agencies in the establishment and development of special instructional facilities for handicapped children in the public schools. "Any person with a physical or mental handicap shall be eligible for appropriate special instruction provided for in accordance with this Act." No age limit is specified.

The State Board of Education, subject to available appropriations for carrying out the purposes of this act, shall adopt plans for equitable reimbursement of school districts for costs of carrying out the program. Excess cost is indicated as the basis of reimbursement to be made by the State and may be applied to home and hospital instruction as well as to day schools and classes. County-wide plans are also authorized, with itinerant teachers of speech and lip

reading recognized as appropriate personnel to be employed.

### **Extensions of Existing Programs**

*California.*—For many years a comprehensive program has been in operation in California for the education of physically handicapped children in day schools. The 1947 Legislature extended this program of special education to include appropriate facilities for the mentally deficient of compulsory school age. The new California law requires school districts in which 15 or more retarded minors reside to establish special schools or classes for their education, and stipulates that the State Department of Education shall establish minimum standards for all such schools and classes and the qualifications of teachers thereof. The law provides for reimbursement to a local school district for 75 percent of the excess cost involved in educating mentally retarded children, but not in excess of \$75 for each unit of average daily attendance, during the preceding school year, of mentally retarded minors given instruction by the said district.

The Legislature also increased the maximum State reimbursement for the excess cost of educating physically handicapped children from \$200 to \$400 per pupil. This ceiling applies particularly to the cerebral palsied, for whom additional State financial assistance is made available to local school districts for the provision of necessary housing and equipment.

*Florida.*—Amendments to previous laws passed in 1941 and 1945 further developed and clarified the Florida program of special education. Since the educational system of Florida is organized about the county as the unit of operation, the county board of education is made responsible for providing educational services and facilities for exceptional children under the general direction of the State Department of Education.

The State gives the necessary financial assistance by recognizing each group of 10 or more exceptional children as one instruction unit for which State funds are allotted. In special situations this number may be reduced to 5. The adjustment of State funds and actual county apportionment for special education is determined by the number of

instruction units approved and positions filled.

Exceptional children, as defined in the 1947 act, include any educable child or youth who because of a physical, emotional, or mental condition has been certified "as unsuitable for enrollment in the regular classes of the public schools without the provision of special educational facilities or services." It is specified that, wherever possible, regular school facilities shall be adapted to the needs of exceptional children and that segregation in a special class shall take place only when this "would be for the child's benefit or is necessary because of difficulties involved in teaching the child in a regular class."

Young children who are at least 3 years old may be included in the program if they are suffering from deafness or other handicap as approved by the State Board of Education. Regulations adopted by the State Board name, in addition to hearing loss, blindness and cerebral palsy as qualifying conditions for such early instruction of children.

*Iowa.*—A State hospital school for severely handicapped children was created by statute in Iowa, and an appropriation of \$500,000 was made for its establishment during the biennium, with additional appropriations for salaries. The hospital school will be administered by the State Board of Education. This legislative action supplements the program of special education in day schools, which had already been established by legislation in previous years.

*Ohio.*—The State Superintendent of Public Instruction was authorized by law to arrange with the teacher-education institutions of the State for the classroom and in-service training of teachers of handicapped children. Fifty percent of the salary of instructors may be paid by the State Education Department. This action is expected to facilitate greatly the adequate preparation of teachers for the comprehensive program of special education that has been under way in Ohio for years.

*Oklahoma.*—The 1947 Legislature in Oklahoma repealed a special education law passed in 1945 and enacted House Bill No. 122, which clarifies the provisions of the program already estab-

lished. According to the present statute, both physically and mentally handicapped children of legal school age are to be served, and they include: (1) orthopedic, cardiac, and epileptic cripples; (2) children with defective vision; (3) children with defective hearing or defective speech; (4) "children certified by the State Board of Education to have an intelligence quotient which will qualify them for such special school as herein designated." The minimum number in any of these groups to be recognized as warranting the organization of a special class is six, but if there are fewer than six children in a given school district they may be transferred to another district where suitable facilities are provided.

State funds provided for the purpose of reimbursing local school districts for the excess cost involved amount to \$65,000 for each fiscal year in the current biennium. For mentally handicapped children the reimbursement is made on the basis of the teaching unit, with \$750 specified as the maximum amount per unit per year. For other groups the reimbursement is on the per-pupil basis, the maximum sum being \$200 per resident pupil per year, and \$250 for pupils boarded away from home. Home and hospital instruction may be included in the program.

The act also authorizes the State Board of Education to create a Division of Special Education within the State Department of Public Instruction. No financial provision has yet been made, however, for meeting the salaries and other expenditures involved in setting up this service, the funds thus far allotted being only for reimbursement to local school districts.

*Washington.*—Washington extended its already existing legislative program for the education of exceptional children by specifying a separate appropriation of \$250,000 for the "discovery, care, education, hospitalization, treatment and training of educable persons afflicted with cerebral palsy." In order to carry out the purposes of the act, the State Departments of Education and of Health are authorized and instructed to work together in extending and administering needed facilities. To the State Department of Health is allotted the sum of \$50,000 for the provision of

(Concluded on page 30)

## New Study Launched by Cooperative Study of Secondary School Standards

by Carl A. Jessen, Chief, Organization and Supervision

THE GENERAL Education Board recently voted an appropriation for use by the Cooperative Study of Secondary School Standards to help finance the 1950 revision of criteria and procedures for the application of the criteria. This appropriation, together with balances in the treasury, appropriations by regional associations, and the considerable donations of time which have always accompanied the undertakings of the Cooperative Study, will make possible the \$60,000 revision planned by the committee in charge. The appropriation is available January 1, 1948, for a 2-year period.

### Scope of Revisions

The contemplated revision will primarily affect the checklist items of the *Evaluative Criteria* and the procedures for carrying out evaluations as described in *How to Evaluate a Secondary School*. It should not be concluded that these are the only parts of the Cooperative Study publications which will be modified by the revision. The changes in these will, however, be most far reaching. The revision will be fundamental and creative, not merely an improvement in the materials and methods already available. On the other hand, the committee will not, except for demonstrated cause, cast aside any of the materials already developed.

The criteria and manual now in use were issued in 1940. During the nearly 8 years since their appearance, they have been applied in thousands of secondary schools throughout the United States for self-evaluation, for appraisal of the schools by visiting committees, and for accrediting; they have formed the basis for numerous courses and workshops in higher institutions and extension courses; they have been dealt with repeatedly in educational literature and in programs of educational associations. Those who have worked most intimately with Co-

operative Study evaluations are almost without exception enthusiastic in praising this type of evaluation as one of the most stimulating experiences a faculty of a secondary school can have.

### Changes Based on Broad Experience

The 8 years have provided the committee in charge with an opportunity for appraisal of the instruments developed by the Cooperative Study. Against the time when revision of these instruments would be made, the committee has been assembling information and suggestions from those who have had the widest experience with Cooperative Study evaluations. This includes information from schools which have been evaluated, members of visiting committees who have taken part in at least two evaluations during a 12-month period, professors of education who have been in charge of courses giving major attention to Cooperative Study materials, and authors and others who have had opportunity to form judgments based upon extensive experience with the materials. Through the years more than 1,200 such reactions have been secured. These viewpoints, growing out of experience, will form an effective basis for changes in existing checklist items and recommended procedures as well as for the development of new ones.

Roy O. Billett, Boston University, will take over direction of the revision program, Jan. 1, 1948. Dr. Billett will give half time to the Cooperative Study and half to Boston University for a 2-year period. Headquarters will be established in Boston.

The American Council on Education which has served as distributing agent for the publications of the Study will on January 1 take over also responsibility for the funds. This is no new role for the American Council since it served as fiscal agent for the Cooperative Study in the late 1930's.

### Members and Agencies Represented

The Cooperative Study of Secondary School Standards is an organization of the 6 regional associations of colleges and secondary schools operating in the New England, Middle States, North Central, Southern, Northwestern, and Western regions of the United States. The committee in charge consists of 21 persons selected by these several associations as their representatives. This committee of 21 has invited 4 advisory members to sit with it. Within the committee of 21 there is an executive committee of 9 and an administrative committee of 3. The committee members and the agencies they represent are as follows: *New England Association*: Jesse B. Davis, Raymond Green, Carl Magnuson; *Middle States Association*: Harold A. Ferguson, E. D. Grizzell, *chairman*, Executive Committee, Earle T. Hawkins, Karl G. Miller, Charles C. Tillinghast; *North Central Association*: George E. Carrothers, *chairman*, General Committee, C. G. F. Franzen, W. E. McVey, H. C. Mardis, M. R. Owens; *Southern Association*: Robert B. Clem, J. Henry Highsmith, Joseph Roemer, *chairman*, Administrative Committee, William R. Smithey, C. R. Wilcox; *Northwest Association*: Donald A. Emerson, Fred L. Stetson; *Western Association*: A. J. Cloud; *Advisory Members*: Paul E. Elicker, Carl A. Jessen, *secretary*, All Committees, Galen Jones, George F. Zook.

### Life-Adjustment Education in New Hampshire

For the purpose of improving education for youth who ordinarily drop out of school before graduating from high school, the U. S. Office of Education held a number of regional conferences last year and a national conference at Chicago in May. The National Conference recommended action programs in Life-Adjustment Education, which are being considered by educational leaders.

According to the September *Bulletin of the New Hampshire State Teachers Association*, the State Board of Education is at present working on two plans. "One calls for the creation in Hudson of a modern high school enrolling between four and five hundred pupils, with the

use of funds that have accrued through private bequests. This school can be designed as a pilot plant in which the methods of realizing life-adjustment training can be worked out.

"The second proposal involves creating a State-wide commission to study the application of this principle in New Hampshire. Before this commission will come the ideas of school organization, leadership training, development of techniques, and the many other elements to be considered."

After urging teachers to study their own communities and pupils (both those who have dropped out of school and those who are still remaining) with a view to providing more appropriate learning experiences for boys and girls, the *Bulletin* concludes as follows:

"In 1938 New Hampshire was swept by a big wind of destruction. Now a tramp through the woods reveals little evidence that nature has not started to conceal. Should the full implications of the Prosser Resolution be realized, another wind will sweep New Hampshire, one whose effects will be continuing for generations yet to come."

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## To Promote Democratic Values

IN AMERICAN SCHOOLS emphasis is being placed on the teaching of international understanding. The ultimate goal sought through such instruction is a world in which all peoples (1) know as much as possible about other peoples and why they live as they do, (2) keep informed about problems and issues tending to divide peoples and use their influence to settle these issues through appeals to reason rather than emotion, and (3) are sincerely interested in helping other peoples live the good life and are willing to make sacrifices to that end.

To achieve such goals, pupils must be afforded a variety of learning experiences. Some of these should provide pupils with greater knowledge (How do people live in China?); others should help pupils develop skill in critical thinking and evaluation (Why are most Chinese farms small?); still others should afford pupils a chance to "do something" about a problem which they have identified and studied (How can

we help to relieve the shortage of books and school supplies in a given school in the American Zone in Germany?). If the teaching of international understanding is to result in the development of socially desirable and lasting behavior patterns, these learning experiences must develop an allegiance to such democratic values as "human equality and brotherhood" and "concern for the common good."

Because this country is a democracy, the inculcation of American values and the development of attitudes consistent with them must take place through democratic processes—the obligation to keep informed, honest inquiry and discussion, and respect for group decisions. At the outset, therefore, one must eliminate the type of blind indoctrination which has always characterized "education" in the dictatorships. The following brief descriptions of learning experiences in the field of international understanding suggest approaches which square with democratic values and processes.

(1) In nearly every community it is possible for pupils to meet, talk with, and learn to know persons from other lands. In many classes there are children of European immigrants and children who are members of other races. These children may be able to arrange visits by persons born in foreign lands who from first-hand knowledge can discuss how other peoples live, what they wear, what they eat, what are the great problems of their daily life, what are their favorite forms of recreation, and so on. These visitors may also be able to show the class articles of clothing, household equipment, hand tools, and art objects which are characteristic of a given foreign culture.

The interviews and displays in turn may arouse an interest in obtaining additional information about a land and its people through reading, listening to records and the radio, viewing films, and excursions to the museum. It may then be desirable to arrange another series of interviews in order that the pupils may test the validity of the conclusions they have reached through study and inquiry. Through such direct contacts with persons from foreign lands pupils gain not only an increased and more accurate knowledge of foreign cultures but

also a feeling for foreign-born individuals as persons.

(2) Differences in housing, clothing, food, habits of eating, and social customs often arouse the interest of pupils and lead them to conclude that other peoples are very different from us. It is important in teaching international understanding neither to ignore differences nor to exaggerate them. Peoples all over the world need food, clothing, shelter, and security. If the people of southern China eat a great deal of rice, there is a reason for that as well as for the fact that they eat with chop sticks. The importance of geographic environment in determining ways of living can be illustrated by the fact that the people of northern China eat wheat rather than rice. There are good reasons why most Chinese use quilted garments in the winter rather than outer garments of wool or fur.

It is important for pupils to learn that all peoples try to satisfy their basic needs within the limits prescribed by their physical environment and their technology. Learning experiences should make clear both that differences in ways of living cannot be explained in terms of good and bad, superior and inferior, and that great similarities in meeting basic needs exist in many countries.

To supplement the first-hand information pupils gain through interviews, they may wish to correspond with pupils in foreign lands and exchange scrapbooks and other materials. Because children in many foreign countries wish to learn English, American pupils usually may write in English as well as in the language of the foreign land, and they may expect to receive letters written in English or in the native language.

Various agencies can arrange for correspondence between American pupils at any grade level from the upper elementary grades through high school and pupils of the same age in foreign lands. Among these groups is the American Junior Red Cross, National Headquarters, Seventeenth and D Streets NW., Washington 13, D. C.

(3) Many American schools have developed projects for helping underprivileged youngsters in foreign lands. Such projects afford pupils an oppor-

tunity to plan together in rendering an important and greatly needed service. For information about ways to help write the Commission for International Educational Reconstruction, 744 Jackson Place, Washington, D. C. CIER is the cooperating agency of organizations engaged in educational reconstruction.

The United Nations created the International Children's Emergency Fund, and under a 26-Nation Executive Board this organization is helping rehabilitate children in war-torn countries.

Packages sent direct to the American Zone in Germany should carry this address: Zone Committee for Distribution of Cultural Supplies, % German Central Committee of Distribution of Relief Supplies, Stuttgart, 59 Neue Weinsteige.

Through such types of effort, and there are many, American pupils develop a feeling of "human equality and brotherhood" for peoples in other lands. Correspondence with pupils and teachers who are being aided provides one of the best approaches for developing an emotional appreciation of how rewarding concern for the "common good" can be.

## Aviation Education News

Available evidence indicates that aviation education in the public schools is experiencing healthy and vigorous growing pains.

The latest figures released by the Civil Aeronautics Administration show that 30 States now have comprehensive aviation education programs, indicating the highest level of interest since 1942, when most preinduction aviation courses in high schools were started.

The Aircraft Industries Association of America, Inc., states that, according to Government surplus sales records, approximately 3,000 United States schools have acquired, practically free, millions of dollars worth of wartime aircraft and equipment.

This equipment apparently has spurred aviation interest in the schools. A marked increase in aviation emphasis is noted in the programs of teacher-training workshops and institutes scheduled by many States.

This year, the Civil Aeronautics Administration Office of Aviation Train-

ing states, there were 73 summer air age institutes and workshops offered in 38 States attended by 12,428 teachers in comparison with the 1946 figures of 26 workshops in 11 States attended by 3,156 teachers.

Recent statistics show an increase of more than 1,000 percent in civil pilots since 1939. According to *Planes*, the Atlantic has been crossed by air approximately 91,000 times since "Lindy" made it solo to Paris 20 years ago.

☆ ☆ ☆

An air-age institute was held in Winfield, Kans., in October, sponsored by the Kansas Commission on Aviation Education of the State Department of Public Instruction and the Winfield Public Schools, and assisted by seven industrial aviation organizations.

Teachers were brought up to date on the meaning of aviation to the community and to Winfield schools by six speakers, after which all participated in demonstration flights. The Winfield schools have undertaken a series of projects, the first being in cooperation with the Civil Aeronautics Ad-

ministration and utilizing drafting, industrial arts, and farm-mechanic classes to paint standard town markings on the roofs of selected and approved buildings. According to the superintendent of schools, Evan E. Evans, chairman of the Kansas Commission on Aviation Education, the institute was the first of a series to be held in the State.

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An *Aviation Education Source Book* has been prepared for and in cooperation with the Civil Aeronautics Administration by The School of Education, Stanford University.

Its subject matter and activities are drawn from aviation and are suitable for inclusion in textbooks and courses of study for elementary and junior high-school grades. It has an annotated bibliography and more than 1,000 photographs, maps, charts, and diagrams. This book is a compilation of available information prepared from the viewpoint of the educator rather than the aviation technician.

# ELEMENTARY EDUCATION

## Legislation Affecting Elementary Education

STATE LEGISLATIVE programs for education in 1947 make possible some improvement in the status of children and teachers. Through such measures as increased appropriations for support of the minimum foundation programs and provisions for teachers' welfare and salary increments, better opportunities for children are assured. In addition to the enactments calling for strengthening of the general educational program, a number of State legislatures passed laws of a more specific nature relating to elementary education. Examples of some of these laws, their implications and significance in the education of children at the elementary level are here noted.

### Reduction in Class Size

Smaller classes offer a better opportunity for learning to the child and better working conditions for the teacher in *Maryland*. The Maryland

law as amended reduces "the number of elementary school pupils for whom an additional teacher shall be appointed from 35 in average daily attendance to 30 in average number belonging." Though not effective for several years (July 1, 1951), Maryland now moves ahead to prepare for this authorized change in class organization.

*Arkansas* also enacted legislation which requires classes to be cut to average 30 pupils.

### Curriculum Revisions Authorized

The *Pennsylvania* legislature "directed the Department of Public Instruction to revise the curricula to effectuate a more thorough understanding of American form of government and the principles for which it stands, and appropriated \$100,000 therefor."

In *Missouri* the Constitution of the United States and the history of Missouri were made required subjects to be

taught not later than the seventh grade.

According to State law in *Oregon*, the teaching of racial and religious tolerance is required.

In both *Indiana* and *Montana* instruction as to the effects of intoxicating liquors and narcotics must be given in the elementary school and high school.

*Connecticut*, *Illinois*, and *Pennsylvania* will include courses in home safety education and traffic safety.

*Oklahoma* will initiate a program of audio-visual education.

### **Toward a Year-Round Program**

In *Florida*, ten months of service are required for all members of the instructional staff. Thus in each county there will be ample opportunity for planning in advance of the opening of schools and again after schools have closed. An educational program built around the interests and needs of the community and its children has become possible for the first time. One hundred eighty actual teaching days are required as a minimum. Approximately one-eighth of the personnel can be employed on a year-round basis in all counties which desire to develop year-round service programs. The apportionment to the county is increased proportionately for each qualified person employed on a bona fide 12-months' service basis.

### **Extension of Education Downward**

Enactment of the "Omnibus Bill" in *Florida*, which contained the recommendations of the Florida Citizens' Committee, provided that kindergartens be extended with State aid under the Minimum Foundation Program.

### **Visiting Teacher Services**

A constructive step was taken in *Maryland* to meet the problem of non-attendance through adding the services of pupil personnel and visiting teacher workers to the school staff. The law as amended by the 1947 legislature eliminates the title of attendance officer and provides for the appointment of a supervisor of pupil personnel in each county, and in the larger counties a visiting teacher for each 5,000 pupils or fraction thereof above an initial 5,000 pupils. The State pays two-thirds of the minimum salaries.

### **Exceptional Children**

*Indiana* will provide special courses for handicapped children.

Instruction units are authorized for teachers of exceptional children as a part of the Minimum Foundation Program in *Florida*.

### **Registration Law Protects Young Children**

In *Maryland* "every private school or educational institution, however designated, which charges tuition or fees for attendance . . . and which offers ele-

mentary, kindergarten or nursery school work or any combination thereof, except those operated by bona fide church organizations, must secure a certificate of approval issued by the State Superintendent of Schools, before it may begin to operate in this State." Thus reads that section of the law pertaining to Maryland's new regulation that nursery schools and kindergartens be registered and meet the educational standards for these groups prescribed by the State Education Department. The law becomes effective January 1, 1948.

## **State-Wide Programs For Parents**

*The following account of State parent-education programs indicates the extent to which parents' interest in this phase of education has been awakened through services offered by a State department of education or a university center. Some of the features of these State-wide programs for parents are reviewed in this article, prepared by Hazel F. Gabbard, Specialist for Extended School Services and Parent Education.*

**F**EWER PARENTS continue to hold the opinion that the school has its job to do, the home its job, and each can work in isolation from the other. Educators, too, are becoming aware that parents are on the move, not only to learn what the modern practices are in education but to avail themselves of opportunities to study children through a parent-education program. Such a service is provided by some State and local school systems, in other States through university centers.

Although a number of States for several years have had programs for parents, the services rendered continue to expand and new emphases are noted. Several State programs have been selected for review to show the scope of these services, the groups which are served, the kinds of activities organized, some of the special projects under way, and some of the problems encountered.

### **Family Life Programs in Michigan**

One of the interesting developments of the State education program in Michigan during the past year was the launching of several experimental pro-

grams in home and family life education. The basic purpose guiding the projects was the development of a program that fosters conditions of growth and well-being for each member of the families of the community. Extending from the nursery school to the adult level, the programs are going forward in six communities ranging from the extremely rural to those of urban size. The communities were selected on the basis of certain criteria established for the study.

In initiating the experimental programs, the school-home-community approach has been woven into the framework of the plan:

(1) To provide a proving ground for further experimentation and development in various types of home and family life programs.

(2) To encourage closer integration of curricular offerings related to the home and family life in elementary, secondary, and adult education.

(3) To develop interest in a group of teachers and administrators as one step in extending programs of home and family life education.

(4) To promote closer coordination of all community agencies which can contribute to improvement of home and family education.

Communities were encouraged to consider these guides only as tentative in formulating their own goals to meet the needs of their community.

The resources of the State are being used to assist in the guidance and direction of the experimental family life education program. Among the agencies

involved in a consultant or leadership capacity are: Adult Education Division, Elementary and Secondary Education Division, Vocational Homemaking Division, Occupational Information and Guidance Division, and Michigan Secondary Study. The Superintendent of Public Instruction has appointed two committees to work with local communities, a Planning and Working Committee, and a Committee on Home and Family Life Education to act as an advisory group. As the projects go forward, it is planned to call upon the State teachers institutions and other State departments and agencies.

In the cooperative planning and discussions between the local school staff, lay advisory committee, and the State staff, there is an attempt to develop a philosophy and purposes in keeping with the local situation; to survey the needs and community problems which require study; to determine the methods and procedures for undertaking the development of a family life program; and to devise means of evaluating the program which is developed.

According to a report of the State Consultant on Family Life Education, it is already evident that each of the six communities is approaching the study in its own way and that each has selected different emphases for the program. It is hoped that the experimental programs already under way may challenge other communities to wider activity in home and family life education.

### **Parent Education in New York**

Parent education is an integral part of the New York State education program. Since 1933, when the New York Legislature enacted a law authorizing the establishment of a Bureau of Child Development and Parent Education, the State Education Department of New York has assumed leadership for a program of parent education. The services of a full-time parent-education supervisor on the staff of the Bureau are available to local communities and schools to assist them in planning or organizing parent-education activities. Many State and local organizations also seek the help of this professional leader in parent education in developing their programs or seek the cooperation of the State Education Department on projects of mutual concern.

A major emphasis of the New York parent-education program is on leadership training. Since the problem of meeting the demand for leaders of discussion groups in local communities is one that is common to all communities where parent education has been instituted, the recruitment and development of leaders who are qualified and acceptable to groups in which they work is a constant need. Since the program was organized, it has been carried out largely by lay leaders who were keenly interested in community development and who were willing to prepare themselves for leadership responsibilities. The program has demonstrated the possibilities of developing a program with lay leaders.

A Parent-Education Regents Committee, composed of parent leaders in the State, has over a period of years served as an advisory committee to the Bureau, reviewing parent-education activities in the State, evaluating the parent-education program at intervals, and making recommendations to strengthen and improve the service. A recent project of this committee has been the preparation of a handbook on parent-education leadership.

The annual State parent-education conference could not be called during the war years. This year, however, the State-wide meeting in parent education was again resumed. The conference, sponsored by the State Education Department, is especially planned to bring to parent-education leaders throughout the State reports of newer findings in the field, demonstrations of promising methods, exhibits of materials recently developed, and an opportunity for exchange of experiences by workers in the field. It is a workshop, in the sense that leaders take an active part both in pre-planning and in conducting the conference sessions.

Throughout New York State, a number of the local school systems have established parent education as an integral part of the school program. In Rochester, Syracuse, Schenectady, Binghamton, a parent-education specialist is employed to organize and promote work with parents in the schools and with community groups. The State supervisor serves as a consultant to

these local programs, bringing helpful advice and information on worth-while programs and projects in other parts of the State.

An important service of the Bureau of Child Development and Parent Education is the preparation of materials for study groups. A wide variety of publications on parent education—such as study outlines, films, skits, book lists, and exhibit materials—are made available to the leaders and local groups.

The supervisor gives a large share of her time as a consultant to institutes, conferences, and meetings over the State. Many groups are more conscious of their needs for leadership training and a better understanding of group-work techniques.

### **Oklahoma—University of Oklahoma**

The Oklahoma Family Life Institute was established at the University of Oklahoma 8 years ago. It was set up to reach parents in all parts of the State. The program of the Institute is designed to bring to parents information which will help them to be better parents. Although parents are interested in the welfare of their children and are ready to sacrifice to give them the advantages they themselves did not have, often they do not know where to go to get reliable and practical help on child guidance. One of the main reasons for the Institute program, the director reports, is to bring the newer knowledge about children's growth and development to parents and to encourage them to use it.

*Eleven Objectives of the Program.*—The general scope of the program and areas of emphasis are suggested by the program objectives:

To study the needs of the State in regard to education for home and family living.

To interpret and put into action the Institute program.

To stimulate further reading, study, and discussion on the part of individuals and of groups.

To help present programs for parent education.

To assist with new programs of family life education for youth and adults.

To aid in strengthening the program of organizations which have family life education as one of their objectives.

To aid in introducing and using various adult education methods.

To assist in the development of leaders.

To prepare materials for use by individuals and by groups.

To recommend books and other literature for use by individuals and by groups.

To suggest and to assist with plans for cooperative programs and councils dealing with problems of home, school, and community.

While a complete account of the various activities connected with each of these objectives is not within the scope of this article, several projects will illustrate the work toward the goals enumerated.

The need for well-qualified leaders to guide and assist local communities in developing programs for parents is recognized as one of the most pressing problems. The many requests received by the Institute for leaders of discussion groups, for help in selecting and assembling reference materials, and for counsel in planning family life education programs reveal an awareness on the part of communities and parents of their problems.

The activities of the director of the Institute have been spent to a large extent in promoting and strengthening the program of any organization with education for home and family living as its major emphasis.

*Working Through Organizations.*—The Oklahoma Congress of Parents and Teachers, for example, is primarily concerned with better home-school relations. Hence, the Institute gives a large share of time to this organization, its officers, and committees.

Other groups—church, welfare, educational, club, and community—have also been given help through participation in meetings and conferences, but in a greater measure through the publications which have been made available to all people in the State. Through the Institute page and special sections in the Oklahoma Parent Teacher Bulletin, a feature in the University of Oklahoma Extension News, and a bi-monthly message in the bulletin of the Association of Mothers Clubs, nearly 12,000 homes are reached regularly with information on child rearing, sugges-

tions for program planning, and lists of books or articles which will be helpful to parents.

Publications prepared by the Institute have wide distribution throughout the State. Among the study guides, *Let's Talk It Over*, *The Child in School*, and *Children's Charter for Oklahoma* have been popular with groups planning their programs.

"A parents' bookshelf within the reach of every parent in Oklahoma" is a new project for parents which is developing steadily. Parent-teacher units, clubs, churches, and schools are reported to be starting a parents' bookshelf. Some groups are cooperating with the librarian in getting a special shelf of books in the public library for parents. The Institute has fostered this activity through a pamphlet and book lists giving suggestions on materials for a bookshelf.

Recognizing that fathers and mothers of children under school age have little help on their problems, the Institute has promoted study groups for parents of young children. In addition, radio programs and reading lists were an added service for local groups developing this aspect of their program.

Although the Family Life Institute program was originally designed for adults, a number of youth activities have been included. Chief among these are the high-school forums and panels and radio programs which have been conducted in a large number of towns. Questions are written out in advance for the leader as a basis for discussion of young people's needs and problems. The success of these forums is reflected in the interest manifested throughout the discussion and the appreciation expressed by both students and teachers.

A recent project of the Institute was the production of two color-sound films in collaboration with Coronet Films. Under the captions of "Shy Girl" and "Are You Popular?" the films are now available for high-school groups as a springboard for discussions of teenagers.

It is evident that the program in Oklahoma reaches out to serve parents and groups throughout the State. What can be accomplished, the direc-

tor points out, is restricted only by time and personnel.

### **Texas Parent-Education Program**

The report of the Texas program of parent education comes from the Parent-Education Specialist of the Extension Division, University of Texas. The State program is built around problems which affect family life today. "The community and world situation demands better parents and greater understanding on the part of all. Parents need to have more confidence in themselves and less fear of their ability to do a job. Postwar conditions require many adjustments in homes and communities. Agencies and professional groups with mutual interests need to be awakened to their responsibility and opportunities for improving home life." These considerations necessitate a varied and flexible parent education program.

The Texas program is planned to help and enlist the services of three groups—parents, leaders, and youth.

The program content for parents is designed to help them understand the nature and needs of children as they develop, to interpret the principles of education and guidance, and to assist them in building up a background of values, of information, and of shared experiences which will give them security and satisfaction.

The program for community leaders is built on arousing their interest to help families adopt new and improved practices in health, child guidance, nutrition and mental hygiene. This is done largely through encouraging various organizations to participate in the State or local community parent education program.

Programs are planned to reach young people; to help them realize their finest and best selves in the development of their personalities; to establish desirable relationships in and out of the home; to accept responsibility both personal and group; and to prepare them for marriage and homes of their own.

Through the Texas Congress of Parents and Teachers, 345 study groups enrolling some 7,000 parents received the services of the State specialist through letters, outlines, and suggestions to local committees in charge. Certificates were issued by the Congress to 1,900 parents who had com-

pleted 12 hours or more of group study in the past year. A bulletin, *Home and Family Life Education*, prepared by the parent-education specialist was also distributed to all chairmen of study groups.

Newer approaches to parent education are needed, the parent-education specialist of Texas reports, so that it will be possible to serve more homes and to reach the parents who are generally not touched by a group work program. In pointing out some of the unsolved problems in parent education the following needs are mentioned:

- (1) Providing a comfortable room for parents to meet in at school.
- (2) More simple down-to-earth par-

ent-education materials to reach less privileged groups.

(3) Helping organizations put aside their special interests and work together cooperatively for better community life.

(4) More trained leaders.

It is not possible to present a composite picture of the many fine services which each of these State programs includes. The programs sketched here indicate that State leaders are generally searching for new and better ways to educate adults; and they are not only developing new methods and materials but are also refining and improving these devices as they are tried out by groups.

## Educational Plant Needs

by N. E. Viles, N. D. Pulliam, and A. H. Gibbs, U. S. Office of Education staff.

Most school officials and many school patrons recognize the need for expanding and improving education plants. This extends from preschool levels through the colleges and universities and applies to both public and nonpublic schools and institutions. The need is in part created by increased enrollments, room overloading, local school unit reorganization, expanded curricular offerings, revised teaching methods, an accumulated lag in school plant improvements, maintenance, and the necessity for providing essential safety features and replacing substandard facilities.

Various estimates have been made of the total national school plant need. Some of these were made several years ago on the basis of lower construction cost levels than now. The National Education Association<sup>1</sup> in 1944, reported a public elementary and secondary school plant need of 1.29 billion dollars a year for a 10-year period for new buildings, additions, sites, furniture, and remodeling. In 1945 Hamon<sup>2</sup> reported an estimated need of 5.7 billion dollars for public elementary and secondary plants.

The National Resources Planning Board<sup>3</sup> estimated a total postwar educational capital outlay need of 12.45 billion dollars or 1.245 billion dollars a year for a 10-year period in terms of

1940 prices. In terms of October 1947 construction costs this estimate would have been equivalent to about 2 billion dollars a year.

The Twentieth Century Fund Survey<sup>4</sup> estimate of elementary and secondary educational plant needs to 1960 was 9.9 billion dollars.

The executive committee of the National Council of Chief State School Officers, realizing that reliable data on capital outlay could best be obtained from the field, sent in August 1947 to each State department of education a request for the best available information on educational plant needs.

Few if any of the States, however, could provide complete up-to-date information on such needs for all of their schools. Only a few of them had complete inventories of existing facilities or had access to information from recent surveys of need. Some did not include the needs of the larger city school systems. Some States apparently interpreted "total need" to mean only the improvements already planned or which could be financed under current authorizations. There were also various interpretations of current construction cost levels. Complete data on the needs of nonpublic schools were not available.

To date, partial or complete reports have been received from 37 States, most of which were limited to estimates of

the needs of public elementary and secondary schools. The reports from certain representative States were selected from these to serve as a basis for projecting preliminary estimates of the national elementary and secondary school plant needs. These representative States have about 42 percent of the Nation's population and of the public elementary and secondary school enrollments.

On the basis of these projected estimates, the national public elementary and secondary educational plant needs total 6.6 billion dollars. If we assume that the nonpublic school plant needs are comparable, then the total elementary and secondary educational plant needs are about 7.4 billion dollars. These estimates cover sites, equipment, modernization and remodeling, and new buildings and additions essential for school and community use; they do not cover transportation, community libraries, and community playgrounds.

The plant needs of the public and nonpublic institutions of higher education have attracted public attention because of the lack of facilities for the many veterans who wished to enter college. However, current predictions indicate that college enrollments will remain at a high level even after the veterans now enrolled have completed their college training. Information on total plant needs for such institutions was assembled by the Division of Higher Education of the U. S. Office of Education and presented at a public hearing on S. 971, May 5-6, 1947. Projections based on reports from about 1,300 institutions of higher education indicate a total need for all such institutions in the Nation of about 3.5 billion dollars. These needs include new construction for added space, the replacement of obsolete facilities, modernization, and the replacement of temporary construction.

These preliminary estimates of approximately 11 billion dollars cover total present educational plant needs

<sup>1</sup> National Education Association. *Proposals for Public Education in Postwar America*, April 1944, pp. 34-35.

<sup>2</sup> Hamon, Ray L. "Billions Needed for Postwar Schools." *The Nation's Schools*, March 1945, pp. 33-35.

<sup>3</sup> National Resources Planning Board. *National Resources Development Report for 1943*, pt. 1. Postwar Plan and Program, p. 73.

<sup>4</sup> *America's Needs and Resources: A Twentieth Century Fund Survey*. New York, The Fund, 1947, p. 322.

**Summary of data related to national educational plant requirements**

**I. SCHOOL POPULATION AND ENROLLMENT DATA <sup>1</sup>**

	<i>Millions</i>
<b>A. Actual and potential school population</b>	
1. Number of children 5-17 years of age (1945).....	28.9
a. Enrolled in public and private schools.....	24.9
b. Not enrolled in public and private schools.....	4.0
2. Number of children 6 years of age (1946) <sup>2</sup> .....	2.4
3. Number of youth 18-19 years old (1946).....	3.8
a. In school.....	.8
b. Not in school.....	3.0
<b>B. Distribution of elementary and secondary school enrollment <sup>3</sup></b>	
1. Public (1947).....	25.7
2. Nonpublic.....	3.0
3. Percentage that nonpublic is of public.....	11.7
<b>C. Anticipated school enrollment</b>	
1. School entrants (1949).....	3.0
2. School entrants (1953).....	3.5
3. Increase through 1955 <sup>5</sup>	
a. Elementary.....	5.0
b. Secondary.....	1.3
c. Total.....	6.3
<b>D. Distribution of public school enrollment (1947) <sup>6</sup></b>	
1. Elementary.....	20.0
2. Secondary.....	5.7
3. Percentage that secondary is of elementary.....	28.0
<b>E. Out-of-school youth <sup>7</sup></b>	
1. 5-17 years of age (1945):	
a. Number 5 years of age.....	1.7
b. Number 6-15 years of age.....	.8
c. Number 16-17 years of age.....	1.6
2. 18-19 years of age (1946).....	3.0

**II. ELEMENTARY AND SECONDARY SCHOOL PLANT VALUES AND NEEDS**

	<i>Billions</i>
<b>A. Public</b>	
1. Reported plant values for 1943-44 (adjusted to 1947 cost levels), approximately <sup>8</sup> .....	\$11.5
2. Need estimated by States having approximately 42 percent of the national population, public elementary and secondary school enrollment, and reported plant values <sup>9</sup> .....	\$2.83
3. National estimate projected.....	\$6.6
<b>B. Nonpublic (estimate)<sup>10</sup>.....</b>	<b>\$0.8</b>

**III. HIGHER INSTITUTION <sup>11</sup> PLANT NEEDS <sup>12</sup>**

<b>A. Estimated total square feet and cost of new construction</b>	
1. Housing and nonhousing—square feet.....	.25
2. Total estimated cost.....	\$3.5

**IV. ESTIMATE OF LAG IN PUBLIC ELEMENTARY AND SECONDARY SCHOOL PLANT CONSTRUCTION 1932 THROUGH 1947 <sup>13</sup>.....**

\$5.0

**V. ESTIMATED PERCENTAGE DISTRIBUTION OF EDUCATIONAL PLANT NEEDS**

A. New construction and additions.....	72.0
B. Remodeling and rehabilitation.....	12.0
C. Sites.....	5.0
D. Equipment.....	11.0

<sup>1</sup> Actual enrollment data from the U. S. Office of Education, population data and potential enrollment figures derive from Bureau of Census Reports.

<sup>2</sup> Birth rate after Pearl Harbor was higher than expected, war decline less, and the increase beginning in 1946 was consequently more than expected.

<sup>3</sup> SCHOOL LIFE, October 1947, p. 9. Does not include 189,000 enrolled in Indian schools, residential schools for exceptional children, and elementary and secondary schools in colleges.

<sup>4</sup> Reduced from 4.0 million to 3.5 million on basis of later information.

<sup>5</sup> SCHOOL LIFE, October 1947, p. 9.

<sup>6</sup> Ibid.

<sup>7</sup> Derived from Census and enrollment data.

<sup>8</sup> Biennial Survey of Education, Statistics of State School Systems 1943-44, ch. II, p. 66.

<sup>9</sup> From data collected by National Council of Chief State School Officers.

<sup>10</sup> Derived by applying percentage that nonpublic is of public enrollment (12 percent) to national projection of plant need of public schools.

<sup>11</sup> Data for public and nonpublic.

<sup>12</sup> Derived from data reported in "Hearings . . . on S. 971, May 5-6, 1947" pp. 54-57 and later data collected by the Division, of Higher Education of the U. S. Office of Education.

<sup>13</sup> Estimate based upon average annual lag of 235 million dollars in capital outlay for the period 1932 through 1947 over 1922-32 school construction costs adjusted to 1947 cost levels.

and those which could be anticipated for the immediate future. They represent projections of field-reported data and should be so interpreted. It was not possible to determine how much consideration those preparing the field estimates gave to certain factors such as increasing birth rates, possible curricular changes, proposed reorganizations of local school units, and changes in construction cost levels. Local estimates coming from many sources were not based on uniform interpretations of the term "need," but since the local estimators were familiar with educational trends in their areas, their estimates represent the best available current measures of local need.

Various factors and trends now in evidence might materially add to the total educational plant needs. Higher birth rate levels, continuing longer than predicted, presage enrollment increases of about 5 million in the elementary schools in the early fifties to be followed later by secondary school increases.

Kindergarten enrollments will be materially increased as facilities are provided for the more than 1.5 million 5-year-old pupils not now attending school. There is a growing interest in thirteenth and fourteenth year, continuation, terminal, or special schools for youth not now attending school. If a substantial number of the 1.5 million 16-17-year-olds and of the 2.9 million 18-19-year-olds not now in school are to be enrolled, plant facilities must be substantially increased. If we are to provide additional facilities for even one-half of these more than 6 million preschool children and out-of-school youth, our total plant needs will be increased by at least 2 billion dollars.

The lack of available information on plant facilities and needs revealed by these reports indicates the desirability of more complete State inventories of existing facilities and of comprehensive surveys or studies of plant needs as an essential basis for adequate planning at State and national levels.

The following summary of data should be helpful to those interested in the figures used in this estimate and their sources.

Prepared by N. E. Viles, N. D. Pulliam, and A. H. Gibbs, of the U. S. Office of Education staff.

## Some Highlights

(From page 21)

medical services; to the State Department of Public Instruction is allotted the sum of \$200,000 for the operation and maintenance of boarding schools, special classes in day schools, and other facilities for the education of cerebral palsied children and youth.

*West Virginia.*—West Virginia amended its laws so as to reduce the minimum compulsory school attendance age from 8 to 6 for mentally normal deaf and blind children.

### Legislative Trends

The legislation enacted this year thus again points to the increasingly common recognition of the educational needs of *all* exceptional children, and the essential elements of a State-wide program for them are apparent in most of the statutes enacted. The need for early education of certain handicapped children under 6 years of age is recognized. Young people of secondary school age are likewise included in the program. The requirements of special instruction for disabled children at home and in the hospital, as well as in the classroom, are met. The need of transportation and boarding facilities is indicated. The importance of securing adequately prepared teachers is given attention. And the supervision of the entire program by the State Board of Education and its designated officials is emphasized. So one by one the States are reaching out to provide education that is truly universal, with appropriate adjustments to make it applicable to all children, regardless of their physical or mental condition.

### Few to Place

ILLUSTRATIVE of the teacher shortage problem, the University of Kentucky Teacher Placement Bureau reports the following:

During the last year the Placement Bureau had approximately 2,142 requests for teachers from 71 of the 120 counties, 36 other States, and 2 U. S. Territories. The Bureau had only 217 candidates registered.

The Bureau points out that at the present time it has 218 registrants and slightly more requests than last year.

# Salary Rates in Public Evening Schools

by Thomas A. Van Sant, Director of Adult Education,  
Department of Education, Baltimore, Maryland

**A** PERSISTENT problem in the growth and effectiveness of public school adult education programs has been the general inability to attract and to hold outstanding teachers. The low rate of pay offered looms prominently among reasons for this situation. Public spirit and deep interest within the adult program itself have acted as incentives to the recruitment of teachers in this field. But, by-and-large, the low salary ranges for teachers of public school adult education classes throughout the country have not encouraged outstanding teachers and leaders to enter or remain within this area of public education.

Conditions are improving. During 1946 and the first half of 1947 regular public school salary schedules were stepped upward in many localities and States. Adult education rates were improved likewise. Rates in effect during 1945 for those cities reporting and using a flat rate of payment showed a median of \$2.02 per hour; for practically the same group of cities the median rate in effect January 1, 1947, was \$2.50 per hour. During 1945, for those cities reporting and using a sliding scale of pay, the median beginning rate was \$1.725 per hour and the median top rate was \$2.54 per hour; for practically the same group of cities, the median rates for January 1, 1947, had risen, respectively, to \$2 and \$2.875 per hour. Thus in general, it may be said that during 1946 there was an increase of approximately \$0.50 per hour in the cities reporting to this salary study.

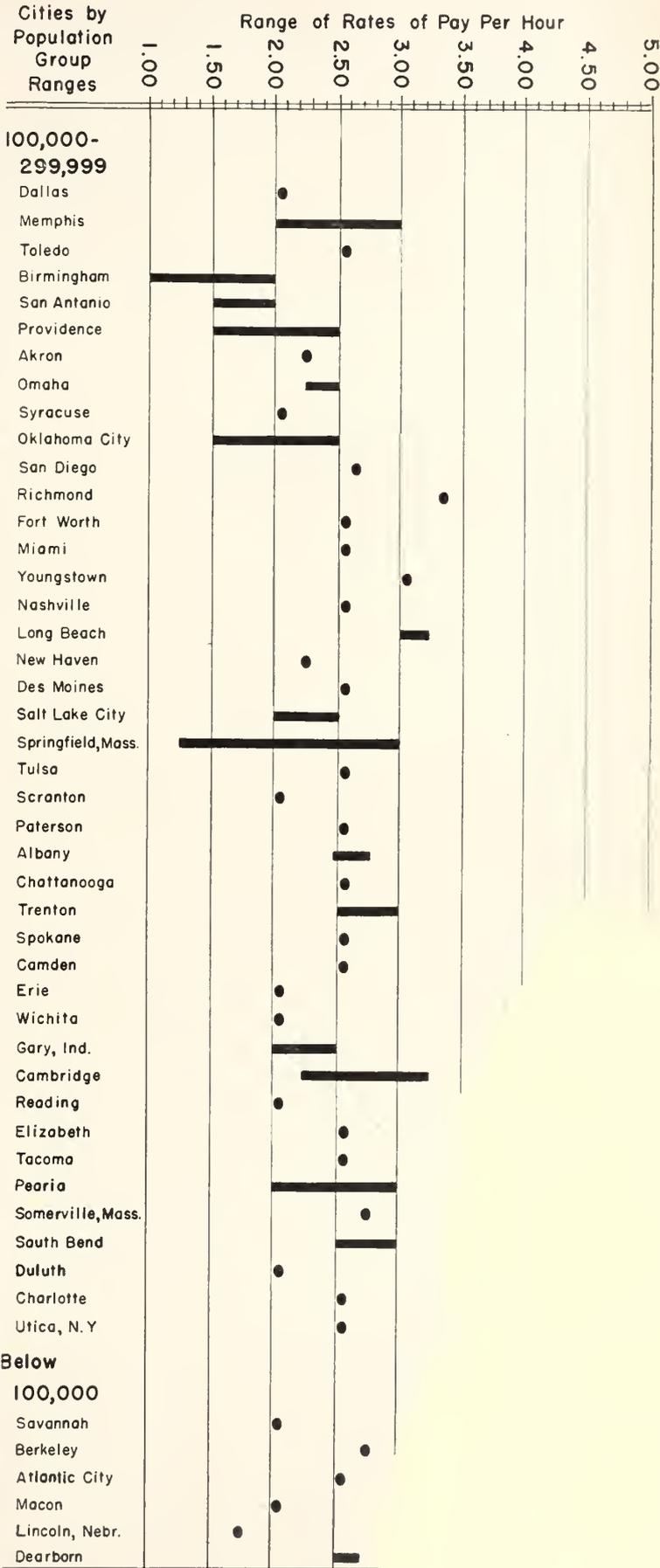
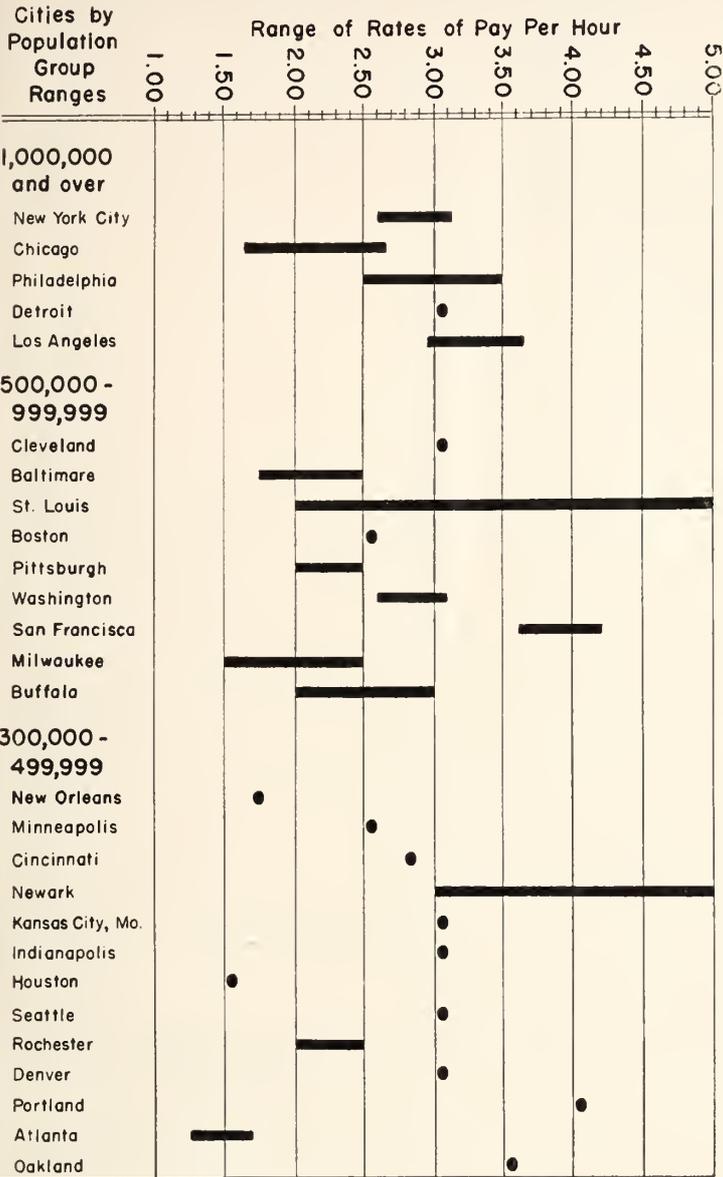
Data are presented in the accompanying chart to show the hourly wage rates paid, January 1, 1947, to teachers of evening schools for adults by the public school systems of the cities listed in the left-hand margin. The 75 cities responding are grouped according to population as reported in census of 1940. Black dots (●) indicate the flat

rates paid; lines show range between minimum and maximum rates paid. The minimum rate is usually paid to beginning teachers. Advances toward the maximum rate were reported to depend upon experience, types of instruction, race, and combinations of one or more of these factors. Where the rate of pay decreased with increases in the number of hours taught a day, the rate recorded in the chart is that paid for the first 2 hours of work only. For cities which changed their wage rates temporarily due to war and other unusual conditions, the basic or regular wage rates are recorded in the chart. Substitute teachers and those teaching courses on the college level were excluded from this study.

Increases, irrespective of their percentage or of their agreement with common practice, cannot be considered significant until they accomplish the purpose for which they are intended. To date, the increases in the rates of pay for teachers employed in the adult education programs have been relatively meager. Therefore, there is thus far no basis for assuming that they will attract and hold more capable teachers and leaders than they have in the past. Additional increases are necessary if this branch of public education is to grow. Much more attention and study needs to be given to the effect of pay rates in securing and holding competent teachers in this field. Adult education should obviously play an increasingly important role.

The data compiled by this study indicate the salary situation of evening school teachers as of a given date. They neither justify nor condemn any specific salary schedules. Their value lies in focusing attention on current practices. It is hoped they may stimulate and serve as background to further study in the growing field of adult education.

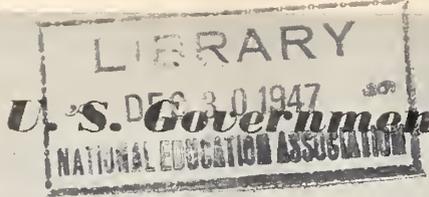
# Rates of Pay per Hour of Part-Time Evening School Teachers in 75 City School Systems January 1, 1947



CONDITIONS: Population—U. S. Census 1940; rates of pay based on first 2 hours only; substitute teachers and teachers of junior college and college level excluded.

● FLAT RATE

— RANGE OF SLIDING SCALE OF PAY



# 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 Nicaragua.** By Cameron D. Ebaugh.

Washington, U. S. Government Printing Office, 1947. 56 p., illus. (Bulletin 1947, No. 6.) 20 cents.

Another in the series of basic studies on education in a number of Central and South American countries made as part of a program to promote understanding of educational conditions in the American Republics and to encourage cooperation in the field of Inter-American education.

**Schools Count in Country Life.** By Bathurst.

Washington, U. S. Government Printing Office, 1947. 61 p., illus. (Bulletin 1947, No. 7.) 20 cents.

Answers to questions on the rural school living. Shows scenes of children meeting some of the problems of the nation through improvement programs. Explains how the school is working and calls attention to difficulties. Illustrates the main needs of children in a country or in small communities.

**Education—General—A Satisfactory State**

**Covert.** Washington, U. S. Government Printing Office, 1947. (Leaflet No. 123.) 5 cents.

Outlines historical steps and plans now in effect which the cost program can be

## New Publications of Other Agencies

### DEPARTMENT OF AGRICULTURE

**Co-op Bright Spots in Dark World.**

By A. Rex Johnson, Office of Foreign Agricultural Relations.

Washington, U. S. Government Printing Office, 1947. (In *News for Farmer Cooperatives*, 14: 5-6, 20, November 1947. Published by Farm Credit Administration.) Single copies, 10 cents; annual subscription, \$1.

Brief reports on how the co-ops in India, China, the Philippines, Italy, France, the Netherlands, Denmark, and Belgium have survived the past 5 years.

**The Farmer's Share of the Consumer's Food Dollar.** Prepared by the Bureau of Agricultural Economics.

Washington, U. S. Government Printing Office, 1947. 8 p. (Leaflet 123.) 5 cents.

Answers to the consumers' questions about how much farmers are getting out of the higher food prices they are paying. Revised October 1946.

**Modern Turpentine Practices.** By W. P. Everard, Forest Service.

Washington, U. S. Government Printing Office, 1947. 12 p. (Farmers' Bulletin No. 1984.) 5 cents; single copies free from the U. S. Forest Service.

Outlines tested methods which will increase the efficiency of turpentine operations, increase profits, and help to insure the future of the gum naval stores industry.

### FEDERAL SECURITY AGENCY

**A Community Plans for Its Children; Final Report, Newport News, Va., Project.**

Sponsored by U. S. Children's Bureau and Bureau of Public Assistance, Social Security Administration.

Washington, U. S. Government Printing Office, 1947. 54 p. (Children's

Bureau Publication 321.) 15 cents; single copies free from the Children's Bureau.

Purposes of the project (1942-1945) were: (1) to bring together the appropriate Federal, State, and local agencies to work on the problem of the prevention and control of juvenile delinquency; (2) to discover methods and a pattern of organization which might be used with modification in other communities; and (3) to discover ways of adjusting community programs related to delinquency prevention to meet current wartime needs.

**From Hand to Mouth.** Prepared by the U. S. Public Health Service.

Washington, U. S. Government Printing Office, 1947. 48 p. (Community Health Series No. 3.) 15 cents.

A brief account of the importance of serving clean food and preventing the spread of disease. This booklet includes tips for workers in restaurants, school lunchrooms, or other places where food or drink is served.

**Helping Children in Trouble.** Prepared by the Children's Bureau, Social Security Administration.

Washington, U. S. Government Printing Office, 1947. 17 p. (Children's Bureau Publication 320.) 10 cents; single copies free from the Children's Bureau.

A popular account of the St. Paul, Minn., experiment in child welfare. A full report was published earlier under the title *Children in the Community*.

**When You Adopt a Child.** Prepared by the Children's Bureau, Social Security Administration.

Washington, U. S. Government Printing Office, 1947. 24 p. (Children's Bureau Folder No. 13-1947.) 10 cents; single copies free from the Children's Bureau.

A pocket-sized booklet written in readable style.

### TREASURY DEPARTMENT

**Teaching Mathematics Through School Savings.** Published by the Education Section, U. S. Savings Bond Division.

Washington, U. S. Government Printing Office, 1947. 31 p. Free from State Savings Bonds Offices.

A teaching unit including information, activities, and problems for classes in mathematics in grades 7-9.

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NATIONAL EDUCATION ASSOCIATION

# *School Life*

**SPECIAL ISSUE**

Volume 30 No. 5 • February 1948



# Zeal for AMERICAN DEMOCRACY

**Education to Meet the Challenge  
of Totalitarianism**



# School Life

**Published monthly  
except August and September**

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**T**HE THEME of this issue of SCHOOL LIFE is "Zeal for American Democracy." Office of Education appreciation goes to the contributors who, in the truly American way, have exercised their democratic right of freedom of speech to present their personal viewpoints, both timely and challenging. By making this type of information available through SCHOOL LIFE, the Office of Education, in cooperation with State departments of education and schools and colleges throughout the United States, hopes to provide opportunity for new emphasis upon our democratic rights and responsibilities today and in the days ahead. American education can play a major role in strengthening our national security through renewed stress upon *Zeal for American Democracy* programs in each school and community.



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**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. Subscription price \$1 per year; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Subscriptions may also be entered through magazine dealers. Single copies 10 cents. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent.



Courtesy, *New York Times*.

# COMMUNISM'S CHALLENGE TO AMERICAN EDUCATION

This address by Commissioner John W. Studebaker was delivered at the convention of the National Council for the Social Studies in St. Louis, Mo., November 28 and 29, 1947

IN A VERY LITERAL sense education is the great conserving influence in our civilization. As trustee for posterity, American education serves to preserve, protect, develop, and transmit to each succeeding generation the glorious heritage of freedom and democracy that is ours as a people. Today, even more than in the past, the faithful discharge of that responsibility is imperative.

### **The Challenge of Communism**

We live in epic times. We are participants in a dramatic clash between two opposing sets of ideas, two contrast-

ing philosophies of life and of social organization—those of democracy vs. dictatorship, of free enterprise vs. communism, of individualism vs. collectivism. The conflict is where it always has been since man began to grope for realization of his God-given potentialities; it is the never-ending clash between democracy and totalitarianism, between the aspirations of the human heart to be free and the schemes by which relatively few men contrive through centralization of power in the state to suppress those aspirations. So it is totalitarianism in any form that is abhorrent to those of us who now enjoy

the hard-won blessings of our American democratic way of life.

Having at great cost in lives and in treasure recently put an end, at least temporarily, to dictatorships of the Nazi and Fascist varieties, America is presently challenged by the menace of Communist aggression abroad and of Communist infiltration at home. It is for this reason that emphasis is here given to the Communist species of totalitarianism.

In view of all the portents, he is a blind optimist, indeed, who can regard with complacency the trend of events; who can fail to be stirred by the threat

to our American democratic way of life inherent in the very character and tactics of communism. No amount of wishful thinking, no temptation to seek peace for our generation by appeasement or by retiring into a new isolationism should obscure the precarious world situation in which America today finds itself. The issue must be faced. Democracy and Communist dictatorship represent two antithetical systems of belief and of government. We cannot have both. The differences are too wide to be bridged.

### **Democracy and Communism Compared**

Let us briefly review some of these differences. Democracy is devoted to the enhancement of the individual. Communism relegates the individual to the anonymity of the mass, the proletariat, the state. Although the Communists have loudly professed devotion to democracy and human freedom, their actions belie their words.

Democracy encourages tolerance and permits, even nourishes, heterodoxy. Communism insists upon conformity and Party regularity. Under communism the monolithic state encompasses all interests and institutions of society. All the instrumentalities of communication and control are brought under its rigorous direction. Concentration camps, imprisonment, or exile are employed against political dissenters. Education is corrupted and centrally controlled. Religion is first ridiculed and stifled, then made captive by the state.

Not content with despotic power at home, the dictator reaches out for power and control abroad. Communism becomes a creed for foreign propagation. The Party establishes its own revolutionary international organization by which it supports and directs the various national Communist Parties acting as its agents for revolution: for the propagation of its evil doctrines in every country; for the radical or revolutionary overthrow of all democratic, political, economic, and social institutions in favor of an ostensible dictatorship of the proletariat which in reality proves to be the dictatorship of a Party clique. By the promotion of class strife; by the enforcement of strict and unquestion-

ing obedience of Party members; by teaching and practicing the evil arts of conspiracy and dissimulation; and by utilizing lies and organized violence and hate as means which it fully justifies by its ends, communism seeks to achieve its ultimate objectives.

### **World-Wide Revolution as a Communist Objective**

What are these ultimate objectives? Let me refresh your memory on this score by quoting briefly from part of a statement adopted at the forty-sixth session of the Sixth World Congress of the Communist International, meeting in Moscow in September 1928. This statement, in essence, has been frequently reiterated in recent years by Communist leaders. I quote:

"The conquest of power by the proletariat does not mean *peacefully* capturing the ready-made bourgeois state machinery by means of a parliamentary majority. The conquest of power by the proletariat is the *violent* overthrow of bourgeois power, the destruction of the capitalist state apparatus (bourgeois armies, police, bureaucratic hierarchy, the judiciary, parliaments, etc.) and substituting in its place new organs of proletarian power . . ."

This ultimate objective of international communism, i. e., world-wide proletarian revolution and control of society, is shared by the various national branches of the Communist Party, including the Communist Party in the United States. Here, as elsewhere, the Party has sought to win over for its purposes the naive and unwary. It has set up a variety of "front organizations" which, concealed behind high-sounding names, serve but to advance its cause. It has endeavored with some success to place its agents in key positions in labor, in youth groups, and in various educational and religious organizations, to control their policies and bring their influence to bear on public issues in ways which serve to promote the ultimate attainment of Communist objectives.

### **Russian People Distinguished From Communist System**

I would not overemphasize, neither would I minimize, the potential domes-

tic threat which is posed by the presence in our midst of many thousands of Communist Party members, pledged to follow the international Party line and dedicated to the *violent overthrow* of our form of government and the destruction of the American way of life.

Neither have I any desire to arouse bitterness and resentment toward the Russian people themselves. With respect to the human impulse to be free, the teeming millions of Russia, aside from the relatively small percentage who are members of the ruling dictatorial Party are, I am convinced, not very different from the people of the United States, representing as we do a melting pot of the nations of Europe and the whole world. While we were winning our freedom, the struggling masses of Russia yearned for theirs.

American traditions are deeply embedded in the aspirations of our forefathers. You will remember Thomas Jefferson said, "I have sworn upon the altar of God eternal hostility against any form of tyranny over the mind of man." Thus it is that by inheritance our generation detests tyranny in any form or time or place. Consequently, we are bitterly opposed to the revolutionary objectives of international communism, which seeks by means of its fifth columns to destroy the free democracies of the world.

We, therefore, must be realistically aware of the potential domestic threat which communism holds for our American way of life, as well as being disposed to assist in the rehabilitation of the European democracies struggling to retain their freedom against the very present threat of Communist engulfment. And our millions of youth as well as our adults must be prepared to meet that threat. It is still true that "eternal vigilance is the price of liberty."

### **What Can Education Do To Meet the Challenge of Communism?**

Now what can American education do to meet the growing menace and the challenge of communism?

First and foremost, education can help to strengthen democracy at home. This is no new idea. It's almost bromidic, platitudinous. Yet it is basic, fundamental. This need has emerged

again and again in the context of various pronouncements by Government officials and others in recent months.

For one example, the President's Advisory Commission on Universal Training put this point first in outlining the elements in an integrated program for the national defense. Said the Commission:

"A strong, united nation is our Number One security requirement . . . We must concentrate our attention on keeping democracy vibrant and alive to expanding social and economic needs. In particular we must be concerned with the following things:

"1. A healthy economy reflected in full production, full employment, industrial peace, and the avoidance of recurring economic crises or inflation . . .

"2. A high general level of education throughout the country with advanced schooling made the privilege of all who can qualify for it by their own merit . . .

"3. Improved physical and mental health, not only for the happiness they would bring, but also to make available to the country, in peace or war, its full potential manpower resources . . .

"4. An understanding of democracy and an increased sense of personal responsibility on the part of every individual for making democracy work . . ."

As another example—J. Edgar Hoover, Director of the FBI, in a magazine article on how to fight communism in America, ends a list of "don'ts" with these:

"Don't label anyone as a Communist unless you have the facts.

"Don't confuse liberals and progressives with Communists.

"Don't be a party to the violation of the civil rights of anyone.

"Don't fail to make democracy work, with equal opportunity and the fullest enjoyment of every American's right to life, liberty, and the pursuit of happiness."<sup>1</sup>

### Some Categorical Imperatives

May I add to Mr. Hoover's excellent list of "don'ts" some suggestions of a more positive character addressed particularly to the educational profession. They are:

*Do* give young people a clear understanding of the essential elements of the American democratic way of life.

*Do* develop a true appreciation on the part of American youth of their glorious American heritage of freedom wrung from the bitter struggle of centuries.

*Do* contrast very concretely the philosophy and practices of democracy with those of dictatorship.

<sup>1</sup> *Newsweek*, June 9, 1947.

*Do* help young people to recognize the elements of Communist strategy and to be intelligent and skillful in thwarting that strategy.

*Do* give them a vision of the possibilities of a future world of freedom, justice, peace, and plenty.

*Do* give them an understanding and appreciation of the ethical and spiritual values, as well as the material benefits, of the American Way of Life.

*Do* inspire them with the resolve and with the zeal to do their full part in helping to improve the working of democracy.

To suggest that the working of American democracy can be improved is not a confession of failure; nor is it to belittle our accomplishments, as some people would erroneously suppose. Our American democratic ideals of government and society have produced the highest material standards of living for our people of any ever recorded on the face of the earth. Of our other accomplishments, in cultural as well as material affairs, we can rightfully be proud. We need make no apologies for the American way of life, for the ideals toward which we strive. While less than perfect, while in need of many improvements, our way of life has within itself the means for its peaceful and lawful fulfillment. No system in-



These four school newspaper reporters are "covering" the city hall "beat" learning how their local government functions.

volving fallible human beings will ever attain perfection. But measured against any rival system of society, American democracy is so far superior as to warrant our staunchest support against all enemies and traducers, either foreign or domestic.

The time is here when in the interest of national strength and security we must make a more determined and successful effort than ever before to inculcate in the minds and hearts of our American youth the basic principles and the fundamental ideals of our American way of life, to create zeal for American democracy. This is not to depreciate the work of our schools and

sabotage and destruction, democratic men ought to be able to counter the attack with concentrated training of specialists in resistance. If the Communists can graduate skilled disturbers to send into other men's countries to prepare democracies for slavery, surely American educational leadership and teachers can prepare wise and skilled defenders of the free society.

I have said that the schools and colleges of America have the responsibility of inculcating our democratic ideals and modes of conduct in every youth approaching the obligation of adulthood. Successfully to do so demands that we ourselves as teachers, all of us, must

social studies teachers. I am not implying that any of you have been derelict in meeting your professional responsibilities. You have done and are doing a good job in the main. But I believe all of you will agree that there is need for and possibility of very great improvement. If you and I didn't think such improvement possible, we would not be attending this meeting.

How can the social studies teachers help in the development of a more effective program of civic education which will result in a greater zeal for American democracy among the youth of the land? In addressing myself to that question, although what I shall say has mainly to do with the high schools, and to some extent with the colleges, I do not overlook the basic contribution the elementary schools have made and can make to civic education, especially in the development of democratic attitudes in the field of human relations. Because the problems of civic education in the secondary schools and colleges are more complicated at the moment at least, than in the elementary schools, and because adequate solutions to these problems in the higher levels will require something resembling a major operation, I shall not at this time deal specifically with the needs in the elementary schools.

Unfortunately, there is some reason to believe that many pupils leave our high schools with very hazy notions about democracy. A few years ago the Educational Policies Commission published an excellent case book under the title *Learning the Ways of Democracy*. In preparing the book, the Commission asked some 2,000 pupils in 68 different classes in about 40 high schools to write brief statements explaining what "democracy" meant to them. Most of them thought of democracy in terms of rights and privileges—and these democratic human and political rights are important. But fewer than one-third of the high-school pupils questioned had any seeming sense of democratic responsibilities, any apparent concern about what they might do to make democracy more successful—particularly as to economic opportunities and matters of human relations.

Let me hasten to add that since the study referred to was made, many



Learning to think intelligently and to express viewpoints effectively are essentials for citizens in a democracy

colleges in the past. No one who knows what has been transpiring in the thousands of classrooms of America over the years can doubt the claim that the schools and colleges have been the greatest single force making for our integration as a liberty-loving people.

But educational agencies can and must serve more effectively than ever before in developing a zealous dedication to democracy. They can and must, in addition, make clear by contrast the threat involved in the Communist ideology, with its overt and covert effort to undermine and to subvert our western democratic civilization.

If in their universities of revolution the Communists can train men of other people's countries to be specialists in

believe in democracy, believe in it with a flaming faith based on the clearest intellectual and moral conviction and that we unswervingly communicate our faith to the pupils in our charge.

### **Responsibility of Teachers of the Social Studies**

All teachers at all levels and in all subjects and activities make or can make vitally important contributions to American citizenship. The elements of democratic faith and habits cannot be bottled up completely in any one subject matter field. But there is no other single group in America with so heavy a responsibility or so great an opportunity for the progressive realization of the American democratic ideal as the

schools have greatly improved their emphasis on the various elements in civic education. Thus I understand that in the city of Tulsa, Okla., for example, the senior high school course in American history now includes a unit called "The American Dream" dealing primarily with the American ideal of equal opportunity and all that it implies. I am informed that twelfth grade pupils in the Roosevelt High School in my old home city of Des Moines, Iowa, study a unit of work dealing with "Democracy and Its Competitors," which contrasts the principles of democracy with those of communism and fascism, and includes a consideration of ways of preserving and improving democracy in the United States.

Yet, in spite of these and other examples of innovating practices and new emphases in the social studies program of the high schools, I think you will agree that in too many high schools grave handicaps and deficiencies continue to exist. These extend not alone to the materials and methods of instruction in the social studies, but also to the limited time allotments and the general failure to focus instruction on problems of the contemporary national and international scene.

### **How Much and What Kind of Social Studies Shall We Teach?**

More specifically, I refer to the fact that in the 26,000 high schools of this country there is little agreement as to how much or what kind of social studies shall be taught.

To be sure, a year of American history in effect is required of all pupils, and pupils on the average elect an additional year of social studies. But this elective course is one thing for some pupils—quite another thing for others. For example, some pupils take World Geography; others, World History. Many pupils take Problems of Democracy, and smaller numbers elect courses in economics, sociology, social problems, and government.

Frankly, I do not believe that a year of "World Geography" can be equated with a year of "World History," or either of these courses with a year of "Problems of Democracy." Nor do I believe that it makes no difference whether or not a pupil has had a chance

to learn about the long struggle by which the rights of American democracy were secured. I believe that *every* pupil should have a chance to learn how difficult it was to establish freedom of speech and of the press, freedom of religion, the right of habeas corpus, and the other American freedoms. I believe that *all* American boys and girls need a year of World History to understand how precious is our heritage of freedom and to appreciate the role of the United States in today's world.

I don't believe that we can leave it to chance whether or not pupils in our schools learn about how modern man is influenced by his geographic environ-

inflation and recession, taxation and governmental expenditures, how the great industries of this nation have developed, the relation of economic freedom to civil liberties, and what stake each of us has in the economic well-being of all of us. All pupils need to know about how our social institutions have developed, that institutions exist for man and not man for institutions, and that serious social problems arise only when institutions break down. Finally I believe that all pupils need to know much more about our government—Federal, State, and local—and of the responsibilities each of us must assume for making these governments



Student council elections furnish laboratories for democratic experiences in schools.

ment, and how he in turn shapes this environment to his needs. Every pupil needs to understand the facts about natural resources and the need for conservation; about trade and manufacture, transportation and communication, and the interdependence of nations. I believe that every pupil needs to study the geography of the British Commonwealth, the Soviet Union, Latin America, the Far East, Europe, and the United States and its neighbors. The geographic treatment I have in mind is not the geography of the elementary grades. It is a course in World Geography appropriate for high-school pupils.

In the same way, I do not believe that we can leave to chance whether or not pupils learn about supply and demand,

function efficiently and democratically.

Obviously all of this necessary social studies instruction adds up to more than 2 years of course work. We shall do well if it is satisfactorily compassed in 4 years.

### **Revision of Time Allotments for the Social Studies**

What I am really advocating therefore is that we in education must take a step which is long overdue. I propose that we make a thoroughgoing re-examination of What the High Schools Ought to Teach. When we do that, I believe we will be convinced of the imperative need to bring up young citizens who really understand and cherish American democracy, who are well informed and skillful in thwarting

the purposes of totalitarians, and who understand and accept their responsibilities in today's rapidly shrinking and increasingly interdependent world. I do not see how these needs can be met in less time than 4 years of required work in social studies in grades 9-12. I am thinking of a requirement for all pupils, and I have in mind courses which consist of 5 periods per week. And I would argue that all college students, also, should take a sequence of required social science courses and that every effort should be made to provide for articulation between the secondary and college levels and to insure the development of a well-planned program which is challenging at each level.

I make the suggestion on time allotment for the serious consideration of all educational administrators, supervisors, and teachers. Just how to provide the suggested amount of time for the social studies will have to be determined. No doubt a revamping of the entire program schedule as well as the curriculum is in order. Perhaps the customary number of periods of study per day or per week for all pupils will have to be increased, thus lengthening somewhat the pupils' school day or week. Possibly other subject fields may have to give way to some extent. In any event, I know the time has come when we can take no chances on the soundness of our methods of preparing youth for American democratic citizenship. We must now be certain that we know what product in citizenship our educational process is turning out. We must know this by using periodically, throughout the years young people are in school, ingeniously devised and dependable measurements of the developing adequacy of our products. No industrial manufacturing establishment—an automobile factory, for instance—could survive if it produced too many "seconds." It will be equally fatal to American democratic life if we produce too many "seconds" in the quality of citizenship of American youth. I know too much about education to believe that our problem in measuring output is as easy as the manufacturer's; but, nevertheless, I emphasize the necessity for carrying further than ever before our techniques of measurement of our citizenship products and the improvement

of our policies for preparing youth and for applying necessary remedial methods.

The days are gone when a combination of fortunate circumstances made it possible for us in this country to succeed with the evolution and progress of American democracy, even though our schools were not adequately supported and staffed; when we as citizens in general and as educators could tolerate some carelessness, so to speak, in preparing youth for citizenship. Now we face stern realities. Now when our pupils come off the education assembly line, we must be sure that no one of them lacks anything essential to high quality performance on the highway of American citizenship. The public and all of us engaged professionally in educational work must be satisfied with no lesser achievement.

### **Better Instructional Materials Necessary**

It goes without saying that a program of this kind cannot achieve the desired results if only presently available instructional materials are used throughout. I do not have time to develop in detail what I feel must be done to improve instructional materials, but I would like to make three general suggestions. (1) We need materials which are much more concrete and specific, detailed and up to date, less abstract, less generalized, and less antiquated. Perhaps this goal can be achieved in large part by producing supplementary materials in pamphlet or magazine form. (2) We need materials geared to the abilities of all pupils who will attend our high schools. At the present time the needs of so-called nonacademic pupils simply are not being met. (3) We need materials which are sharply focused on the important concepts to be developed and which do more than merely provide an encyclopedic and necessarily superficial knowledge of a subject field.

### **Teaching Procedures**

With reference to teaching procedures, I will only hazard the point of view, which I believe all of you will accept, that social studies teaching must go far beyond the mere rote assignment of lessons and the quizzing of pupils. Pupils must become proficient in the skills of inquiry and of discussion, and

they must develop habits of discriminating radio listening and reading. They must be afforded learning experiences geared to their maturity level; and these experiences must call for more than passive learning or absorption. The schools must help American youth to identify democratic values and to act cooperatively and efficiently in a wide variety of real life situations.

If a program of civic education is to be effective, pupils must become expert, as I have said, in the techniques of inquiry and of group discussion. In the high school of Eugene, Oregon, for example, general classes are organized as "democracies" and run according to standard rules of procedure in handling group affairs. In Friends' Central School, Philadelphia, pupils take part in discussions at the student round tables of the Foreign Policy Association of Philadelphia and broadcast unrehearsed discussions of topics considered as an integral part of their class work. In New York City, Cleveland, Pittsburgh, Los Angeles, and elsewhere, high-school pupils have taken part in round-table discussions based on Nation-wide educational broadcasts sponsored by the major networks.

Pupils need instruction on how public opinion is formed, how it becomes effective, and how the individual citizen can help to shape sound opinion. There is a place also for teaching pupils how to use official reports and Government documents, how to fill in tax forms and other statements, and how to mark ballots or use voting machines. In some communities pupils have initiated and carried out successful campaigns to "get out the vote" in municipal and general elections.

Classroom discussions of the civil liberties need to be stimulated by using current affairs publications, the radio scripts in the "Let Freedom Ring" series of the U. S. Office of Education, and a variety of radio broadcasts, and moving pictures. Pupils in Cleveland, Ohio, high schools, for example, study a unit, "The Struggle for Personal and Political Liberty." In this unit they consider the following questions:

Are the liberties provided in the Constitution threatened today?  
Are the constitutional guarantees of certain liberties ever used to secure unfair advantages?

Are laws relating to slander and libel consistent with ideals of liberty? Why?

Can you show that every liberty imposes a duty?

Are the people who demand personal liberties for themselves always willing to extend the same liberties to others?

### **Implications for Teacher Education**

The implications of all this for teacher education are far reaching. Every teacher in every field should have a well-grounded understanding of American democracy and, during the period of preservice training, should become proficient in the use of democratic classroom practices. Furthermore all teachers must keep reasonably well informed about the major issues of contemporary society. Greater attention must be given to the development by all teachers of skill in using the techniques of inquiry and of discussion involving the use not alone of textbooks and library references but of the radio, classroom periodicals, newspapers, news magazines, and pamphlet literature as well.

### **U. S. Office of Education Will Assist**

So much for some of the problems and possible lines of improvement that confront us in the social studies field if we are to make our full contribution to the improvement of American democracy in the face of the emergent challenge of communism. It was because of a growing conviction of the urgent desirability of strengthening the teaching of democratic principles, of kindling a brighter-burning zeal for democracy in our American youth that the Eightieth Congress appropriated funds to enable the U. S. Office of Education to provide additional leadership to schools and colleges desirous of strengthening their work in this all-important field of education. It is too early to announce in detail just what assistance we shall be able to make available. We are now engaged in the important task of recruiting additional staff in the social science fields at the elementary, secondary, and higher education levels. When the staff has been secured, we propose,

in cooperation with educational groups, such as the National Council for the Social Studies and others, and with the advice and counsel of lay groups and organizations, to plan in some detail the development and promotion of a program of action having certain immediate and long-term objectives in the improvement of education for democratic citizenship in the schools and colleges of America.

The effectuation of any program of action in this field will not be easy. As you well know—better than I—the problems are numerous and difficult. Much that is vital in this field is also highly controversial.

I shall not be surprised if from certain quarters, perhaps anonymous, an effort is made to raise suspicion in the minds of educators and others and to stir up discord in their ranks respecting the propriety of any concerted program of this sort.

But in spite of the possibility of these and other difficulties, some of which we cannot now anticipate, we propose that the U. S. Office of Education should do its best to provide assistance to the schools and colleges to the fullest extent of its resources. I am convinced that a great majority of the American people, as well as of the educational profession, are desirous of forthright patriotic emphasis and of improved results in this field of instruction, and that with the cooperation of such groups as your own, the effort can be of lasting value.

You know that as I speak I know that the U. S. Commissioner of Education has no authority to *tell* you to do anything. I am proud of the existing arrangement of Federal-State relations in education under which the State systems and institutions of education are entirely free of domination by the Federal Government. Any ideas we have in the United States Office of Education must therefore win acceptance in the States only on the basis of their merit and their adaptability to the needs of the respective schools and colleges and through *voluntary* acceptance by the appropriate officials and teachers in the local schools and institutions throughout the country. This is indeed democracy at work between the Federal Government and the States.

I have always done everything I

could do as Commissioner of Education to insure the maintenance of the policy of Federal-State relations in education referred to. I hope the day will never come when any U. S. Commissioner of Education or any other person in the Federal Government will have the authority to tell you what you must do.

Note that I am not suggesting that we educators, much less the U. S. Office of Education, should undertake to provide children and youth with ready-made solutions of our current pressing domestic or international problems. That would be absurd. Each generation must, in the main, stand on its own feet, solve its own problems. It is to the present generation of adults, rather than to our youth, that society must look for solutions of today's vexing problems.

But upon us as educators, as I said at the outset, does devolve the largest share of responsibility for the development in the oncoming generation of youth of those understandings, skills, attitudes, and ideals which will make for effective and very active American citizenship and world cooperation for peace. These, we educators can teach, with assurance and enthusiasm, convinced that the understandings and competencies we develop in young people today will enable them to carry forward with unflinching determination the torch of freedom, justice, and humanity tomorrow.

### **In Conclusion**

The strong will prevail! And the free must be strong! A nation cannot be strong unless it is united in support of a common civic and social creed. The American creed is that of democracy and human liberty. That creed cannot be viewed with apathy and indifference. It must be propagated and supported with an individual and collective passion by all good Americans. The propagation of that creed is a fundamental objective of American education, the improvement and successful working of democracy our continuing goal and determination. Both as patriotic citizens and as teachers we shall rededicate our efforts to that end. This must be and is education's answer to the challenge of communism and to any other form of totalitarianism.

# The Threat of Communism Today

by the Honorable Everett M. Dirksen, Member of the United States  
House of Representatives from Illinois

**D**ANIEL WEBSTER once observed that when enough people, either through design or indifference, were ready for the destruction of the Constitution, then would our charter of freedom and popular government truly be in jeopardy. Similarly, when enough people for any reason become interested in destroying or modifying freedom, it will indeed be in peril. There must be a zeal for freedom, a zeal for democracy if it is to survive.

But who are these people who menace freedom and democracy by toying with foreign "isms" and notably communism? Who are these frustrated adventurers who dabble with "front" organizations and who thereby must be held fully accountable if the Temple of Freedom is pulled down? And who are the malicious and antisocial destroyers who somehow bring a 24-hour-a-day zeal to bear to destroy the very freedom which makes them free to destroy? It seems so surpassingly strange that intelligent persons would willingly and deliberately retrace those steps over hundreds of years by which men came up from serfdom and darkness into the light of freedom, and who would now take mankind down the same path to darkness and chaos.

## **He Chose Freedom**

I had hoped that one day, an American Communist or fellow traveler (as those who operate under the cloak of front organizations are called) would display the physical, moral, and spiritual courage to do what Victor Kravchenko did. Doubtless you will recall that he was a high official in the Soviet Union and also in the Communist Party. When he could suffer its brutality and evil no longer, he chose freedom. The story of his choice he set down in his book, "I Chose Freedom." It is an account of the moral crisis in his life and his escape. It was not merely that Kravchenko's lips uttered the words "I Chose Freedom." He made the choice and then escaped to the land of freedom.

He knew full well that his life would never again be secure. The secret police are on his trail even here in the bosom of freedom. But he chose freedom and then proceeded to work at it. Knowing communism as he did, with its ruthlessness, its brutality, its flaunting individual rights, its mockery of human dignity, Kravchenko chose freedom and then had to plan for a long time to make his escape.

Now then, why does not some American Communist stand up in his place with courage to say, "I Chose Communism," and then depart to some place where it is in effect. Up to this good hour, no Communist in America has had the courage, the decency, and the stamina to do so. If there be such a person, he would not have to escape from this land of the free by stealth. He could freely walk into any ticket office of any air line or steamship agency, purchase a ticket, and depart. I'm sure every effort would be made to provide him with an emigration visa. In fact, there are many Americans who would be glad to contribute to the passage money.

## **Communists Like It Here**

But no American Communist has emulated Kravchenko. And there's a reason. Communists like it here. They like the freedom to destroy and pull down. Nowhere else would they find that freedom. And because they devote themselves to the business of destruction of the American way of life, there must be more than an equal zeal on our part to defend it.

Now then, if there were such a rare person as an American Communist who chose communism and suited the action to the word by going where communism flourishes, he, of course, would not like it.

Anyone who has been abroad and noted conditions can vouch for that statement. Such a person could go to Poland but he would not like it. Freedom has been pretty well liquidated in

Poland. The government is in Communist hands. The secret police are everywhere. The army is dominated by Soviet officers. The people are filled with hate for communism which is matched only by their hate for the Nazis. How astonishing that in this enlightened year of our Lord 1947, after millions of young men in all parts of the world died for freedom, that an apostle of freedom like Mikolajczyk should have to flee for his life. He was the spearhead of free government in Poland. And yet he had to flee because there is no freedom to criticize and oppose tyranny in Poland. And so a Communist who chooses communism would not like it in Poland because there is no freedom to destroy.

He could go to Rumania but he probably wouldn't. Doubtless, he would quickly recall that the aged Jules Maniu, the last defender of even a vestige of freedom in that little land, has been tried on trumped-up charges, found guilty, and sentenced to life imprisonment. Those who were associated with him are also in jail. I'm sure that any frustrated individual who dabbles around with the fire of communism would not go to Rumania where it flourishes in all its evil because his freedom to act and to speak would be gone.

He could go to Bulgaria but I'm sure he wouldn't. There is no freedom there. There he might see the grave of Petkov, the old agrarian leader and the last defender of freedom. The wreath on the grave is still fresh. The fact that this country officially protested his execution did not matter. He was a disciple of freedom. He was the leader of a rural people, who insisted on protesting the enslavement of his people. And because he did, he was expeditiously liquidated.

## **There Is No Freedom in Communism**

He could go to Yugoslavia but he wouldn't. Throughout Europe one will find many Yugoslavs who dare not return home. The Soviet Union has

repeatedly insisted that Yugoslavs, Balts, and others be forcibly repatriated from the camps where they are now housed. But to force them to go home would be the equivalent of sentencing them to death or to the hideousness of a concentration camp.

And yet, think how alluring it would be to go to Yugoslavia. Tito, the dictator, is a handsome man in uniform. He has an army of 450,000. They are well officered and well fed. Belgrade, the capital city, is noted for its old-world beauty. There are appealing mountains and entrancing valleys where an American Communist could roam. Belgrade is the home of the Cominform. Within the last 2 months, its headquarters were established there to start the drive for extending communism all over Europe. What better and more desirable place could an American Communist find who chose communism. But you can be sure he will not go there. And the reason is simple. There is no freedom. Here in America, he can criticize, he can destroy, he can join with an organization of destroyers. If he is charged with subversion, he can take refuge in the Constitution, that very charter of freedom which assures him of life, liberty, the pursuit of happiness, the right to speak, print, and assemble. He can obtain a lawyer and be released from jail under a writ of habeas corpus. He can have a trial by jury. He is safe from excessive bail or from cruel and unusual punishment. But in Yugoslavia, he can be jailed without real cause, and he can be spirited away so that his family will never see him again. There are no guarantees there, and it's pretty certain that he would not go to Yugoslavia.

He could go to Hungary but he wouldn't. He wouldn't like it there. And yet it is under Communist control. That happened only 4 months ago. Although, in the first postwar election in Hungary, only one-sixth of those who voted cast their ballots for the Communist Party, it is now under Communist domination. That may seem strange. But a minority, properly armed, with the might of the Soviet Union behind it can, through the exercise of harassment and intimidation, quickly compel others to fall in line. The Prime Minister of Hungary is in

the United States today. Nor does he dare return to the country of his birth where he climbed from a humble station to the position of Prime Minister. He would be tried and liquidated because he still believes that freedom is a priceless thing. There have been wholesale arrests in Hungary. Some of the leaders who were necessary to the cause were converted to communism. The conversion came about in a most persuasive way. They were asked to embrace communism. If they refused, they became involuntary patients in a hospital. There they were given treatment. The treatment consisted of ice water enemas. Call them cold colonics, if you will. Just a few of these will prove extremely persuasive. They leave no marks on the body and no one shall say that the victim was beaten into a conversion to the cause of communism. But Hungary is now in the full embrace of this dreadful plague. But I'm sure no American Communist has a desire to go there. There is no freedom. And he wouldn't like that. He prefers it here where he can freely devote his energies to the destruction of the finest form of free government ever devised by the talents of men.

### **One by One Lights of Freedom Go Out**

He could go to Austria, and especially the Zone occupied by the Soviets. Or he could go to that section of Vienna where the Soviets predominate. But he wouldn't like it, notwithstanding the fact that it's such a center of culture and music. Amid the overtones of Blue Danube, he might actually hear this awful thing creep over the land. There he could see the lights of freedom go out, one by one. There he might observe General Kurasov remove civilian Austrian officials who are not acceptable to communism, notwithstanding the fact that Austria is a liberated country. He would see huge photos of Stalin. There he would see Soviet officers and soldiers—more than 41,000 of them. There he could read the daily edition, of the Red Army newspaper and also the official newspaper of the Communist Party of Austria. He should, of course, be happy in the fact that every day he could read abuse and vilification of the United States. But he would not like it because the only

real freedom he would have would be to follow the line laid down by General Kurasov. Even the overtones of fear should delight him because they are music to the heart of a destroyer. But even then he would not like it. He likes freedom too much—secure freedom—in which he can join an organized endeavor to destroy the citadel of liberty by foul and stealthy means, and always find refuge in the Bill of Rights.

### **Indoctrination of School Children**

He might go to Germany and especially the Soviet Zone of Germany, occupied by hundreds of thousands of Soviet troops and officials under the stern direction of Marshal Sokolovsky. But he wouldn't like it. Some things he might like. He would like the destruction and the awful poverty. He would like the indoctrination of school children with Marxism and the Russian language. He would like the awful pall that hangs over the place. He would like the starving people. He would like the forced labor system in which people are given 2 hours to make up their minds to accept whatever work is tendered even though it be in some far-off uranium mine or in Siberia or otherwise be liquidated. He would like the legions of secret police who spy on everyone and report. He would like the way the Soviet Army lives off the land. He would like the House of Culture and the monuments which plainly indicate that the Soviets are digging in to stay and take off. Yes, these things he would like because they appeal to the heart of a destroyer. But he wouldn't like the diminishing freedom because that would cramp his style. Far better to stay in America where he is so completely free to pull down freedom. No! He would not like it in the Soviet Zone of Germany.

### **Whatever Is Taught Must Further Communism**

Now then, he could go to the Soviet Union, citadel of communism where it has been nurtured and developed for the last 30 years. But he would not like it. Of course, there are some things he would like. At least he should like them, since that is what he seeks to impose upon America. He should like the schools. Whatever is taught is in

strict furtherance of communism. He should like the secret police who knock on the door in the dead of night and spirit people away without a trial. He should like the slave labor camps in Siberia with an estimated 15,000,000 political slaves, few of whom will ever return. He should like the fact that there are no strikes in the Soviet Union. There haven't been in 26 years. They are not permitted. He should like the abject poverty everywhere. He should like the long hours, the poor pay, the heavy work done by women and children. He should like the fact that the number of radios, motorcars, and telephones per 1,000 population is pitifully small. These and many more things he should like because this is what he

proposes for America. But he will not like it. But very particularly, he will not like the lack of freedom. There is no freedom there. Freedom to speak, to print, to criticize, to teach, to follow a political line is suppressed. If he endeavored to do over there what he does here, he would soon be enroute to one of the slave labor camps of Siberia. No, he would not like it in the Soviet Union.

### **Here Is an Answer**

I presume it is too much to hope that even one American Communist has the candor and courage to stand in his place and choose communism and then take himself forth to a place where it is in full bloom. He wants to remain here

where he is free to insult and impugn and hack away at the very freedom which protects him. And since he prefers to remain here and carry on the destruction of freedom with fanatical zeal, there must be an answer for him. And there is. It is for us, free Americans who love our country, to have a zeal for democracy, zeal for freedom. Today as never before in the homes, schools, churches, and communities of the land, we need a new pageantry of freedom, and a high-powered zeal for our country, its people, and the things it offers. Long ago, the apostle Paul wrote, "Where the spirit of the Lord is, there is liberty." That can also be transposed. "Where liberty is, there is the spirit of the Lord."

# **The Threat of Fascism Today**

**by the Honorable Wright Patman, Member of the United States House of Representatives from Texas**

**I**T IS my opinion that fascism is a definite threat to our democratic form of government in the United States today.

While we have been directing practically all of our attacks against the Communists, who have been trying to approach us from the left, I am wondering if we have not overlooked giving sufficient attention to an equally vicious enemy in the form of fascism approaching us from the right. Both communism and fascism are bad and no stone should be left unturned to properly expose them to the people in order that neither may be embraced. As long as we have a better government than the Communists have to offer—and I cannot conceive of our Government ever getting as bad as communism—the intelligent people of our Nation will be able to hold back the spread of communism.

There are between 2,000 and 2,500 organizations in the United States today that are flooding the people with all kinds of literature that is being sent through the mails. Some of these organizations raise enormous amounts of money to carry on their campaigns. A few of them I know follow the Fascist

pattern, and if their proposals are adopted, we would soon have a Fascist state. Our Government in a substantial way is encouraging these organizations, including the Fascist groups.

This is done through our income tax laws. Under the present law, an individual taxpayer may contribute up to 15 percent of his income to so-called educational organizations and not have to pay income taxes thereon. Since it is well known that the Fascists make their appeal to the aristocratic type of people of great wealth, such people are sometimes persuaded, perhaps unsuspectingly, to make contributions to such a cause. If the taxpayer happens to be in the 90 percent bracket and contributes \$1,000 to the cause, the result is that the taxpayer will only pay \$100 of the amount and Uncle Sam will lose the other \$900.

The corporation is another potential source of big funds for such an organization. A corporation can buy books, pamphlets, and literature from the so-called educational organization at prices that will give the organization a tremendous profit and the corporation can deduct such an expense as an advertising expense and not have to pay taxes

on it. Therefore, wittingly or unwittingly certain Fascist groups may be subsidized indirectly by the United States Treasury as they attempt to confuse, mislead, and deceive people on vital issues.

Our tax laws in that respect should be carefully gone over and changes made for the purpose of preventing the diversion of taxes from the United States Treasury to the pockets of the lobbyists and also for discouraging the growth of Fascism in our country.

One such organization sends out millions of pieces of literature each year. It has the names of all the different groups, by organizations, on addressograph stencils, and a special letter is prepared that will appeal to each group, and special literature is sent that will appeal to each group. For instance, if there is pending in Congress a bill that this organization desires to oppose or support, it is an easy matter to cover the whole country with propaganda at once. It takes a different letter to appeal to the officers and directors of big corporations from that which will appeal to agricultural agents, school teachers, or ministers. All individuals and corporations should be

constantly on the alert to the danger of being deceived by organizations which often secure support under false pretenses.

During 1946, the Library of Congress at the request of the Honorable Everett Dirksen prepared a fine booklet on communism in action. During the year, 1946, I also asked the Library of Congress to prepare for me a booklet on fascism in action, as I did not believe that we should devote our time and attention to fighting one obnoxious "ism" without giving some attention to another "ism" that was equally as obnoxious. In compliance with my request, this study was prepared. A resolution was introduced by me, providing that it be made a House Document and made available to the public either through distribution free by Members of Congress or by purchase from the Superintendent of Documents, Government Printing Office. The result was, the 206-page booklet was finally printed and is now available through the Government Printing Office for 40 cents a copy. The booklet on *Communism in Action* is available free and may be obtained upon request to any Member of Congress.

It occurs to me that some of the so-called educational organizations I have mentioned are paralleling almost exactly the Fascist pattern as it grew up in Italy and in Germany. They have all the earmarks of the same kind of organizations that caused Italy to go Fascist.

On page 18 of the book, *Fascism in Action*, the following statement appears, "Financed at first by men of wealth as a defense against socialism, the Fascist Party later depended upon membership fees, special levies and assessments which furnished it ample funds." In other words, certain very wealthy people—not all of them but some—organized the Fascist Party and took over the government on the pretense that they were fighting socialism and saving the Italian people from socialism and communism. It will be too bad for our people and our form of government if we permit the same situation to exist in the United States.

It will be discovered from reading the book, *Fascism in Action*, that one of the first things that a Fascist leader does is to destroy credit unions, farmer

cooperatives, labor unions, and all other forms of cooperatives for the obvious reason that they are too democratic. References in this book, which fully prove this point, may be found concerning Germany on page 88; concerning Italy, Spain, and Japan, on page 106; and as a pattern of fascism in general for all countries, on page 201.

There is a strong, vigorous attack being made against cooperatives in the United States today. One of the greatest lobbies that has ever invaded the Nation's Capital is making an effort to destroy the cooperative as a way of doing business. This lobby has more representatives officially registered as lobbyists against cooperatives than any other one group in the United States. It is well financed and is putting up a desperate fight.

It is claimed that the fight is made against cooperatives because they are tax-dodgers and do not pay taxes. This is untrue. The tax charge is merely a smoke screen. It is an excuse, not a reason, for trying to destroy an essential part of our free private enterprise system represented by the cooperatives.

If the Communists are true to form in this country and are working as they worked in other countries, they will not only not object to fascism but will actually help the growth of fascism. It will be much easier for the Communists finally to get control of our Government from the Fascists than it would be for the Communists to take it over from a democracy such as we have now. Their policy is to divide and conquer, weaken, cause confusion, which is also helpful to the Fascists as well as to the Communists. The Fascist element in this country is in very strong hands. Its roots have become so firmly planted by so much abler and stronger hands and minds than the Communists that it represents probably a greater threat at this time than communism. The Fascists have money, wealth, and power. We want to keep our own system of private enterprise, our own system of government, which is the finest and best Government on the face of the earth. It is necessary that we teach the people what fascism is and what communism is and show them the earmarks of both and then compare them with our own government. Then the American

people will embrace neither of these obnoxious proposals. We must never fail to point out to the people the danger signs, which can be seen in certain movements. It takes an alert person, one who has had training and experience enough to detect these things, to discover what is really behind certain movements.

January 3, 1947, the first day of the First Session of the Eightieth Congress, I introduced the following resolution to investigate fascism:

#### Resolution

*Whereas* fascism is obnoxious to our form of government as guaranteed by our Constitution, and

*Whereas* fascism is obnoxious to our American democratic system of free enterprise which is based on initiative, intelligence, and hard work; and

*Whereas* the people of our country are exposed daily to propoganda which would lead them down the road to fascism; and

*Whereas* all Americans must be alerted against the teachings and practices of fascism: Therefore be it

*Resolved*, That the Committee on Un-American activities, in the exercise and performance of the powers and duties conferred upon and delegated to such committee under the Rules of the House of Representatives, acting as a whole or by subcommittee, is directed to make a special study and investigation of (a) the extent, character, and object of Fascist propoganda activities in the United States; (b) the diffusion within the United States of Fascist propoganda which is instigated from foreign countries or is of a domestic origin and which attacks the principle of the form of government as guaranteed by our Constitution; and (c) all other questions in relation thereto that would aid Congress in any necessary remedial legislation.

The committee shall report to the House (or to the Clerk of the House if the House is not in session) within one hundred and twenty days after the passage of this resolution, the results of its special study and investigation together with such recommendations as it deems advisable.

Insofar as I know this resolution has not received the attention of the Committee to which it was referred. The fact that committees of Congress seem to be so reluctant to investigate fascism is to be deplored.

I also deplore that some of our prominent leaders are continually de-

nouncing communism but never say one word against fascism. Is it because an effort is being made to scare the people about communism to the extent that they would be willing to accept fascism? This is what happened in Italy and in Germany.

The Coordinator of Information in the House of Representatives recently prepared an informative statement showing in parallel columns the difference between Americanism, Communism, and Fascism. (The statement appears on page 28.)

As long as fascism is not opposed in our country more vigorously than it is today, and as long as it is so vigorously supported by people in a position to command and control so many of our media of communication, fascism will continue to be a very serious threat.

# Education for a Free Society

## A Statement by the Citizens Federal Committee on Education

**THIS STATEMENT**, signed by members of the Citizens Federal Committee on Education, is an expression of laymen's interest in democracy and education. The Citizens Federal Committee on Education is a lay advisory group appointed by the Federal Security Administrator to counsel with the U. S. Commissioner of Education on matters of general policy relating to the cause of education in this country. Your attention is also invited to the Committee's notable report on the teacher situation in the schools of America entitled "Citizens Look at Education."

**T**HE QUALITIES of mind and heart which serve as the very foundation of a democratic social order are in large measure the achievements of social nurture. To maintain itself a democratic society must thus always accord first priority to education for a democratic design for living.

### **The Totalitarian Threat**

The crisis through which democracy the world over is now passing adds the sense of urgency to demands which the American people habitually make upon our educational institutions. The events of the years immediately ahead are likely to affect the future of democracy for a long time to come, both at home and abroad. The degree of the democratic purpose of our schools is likely to be crucial for our own people and for mankind in general.

Events of the past three decades have challenged the high and generous hopes which were increasingly entertained during the preceding century and one-half for the emergence of a universal democratic order in the not too distant future. The accelerating tempo in the

progress of technology brought in its wake a larger and more complex society. A sense of interdependence displaced, in large measure, the earlier feeling of self-sufficiency, on the part of individuals, communities, and nations. There emerged the question whether the newborn complex society could be organized with the welfare of the individual person and his rights as a prime consideration and whether this society left scope for the play of reason and conscience. This doubt provided a soil for the growth of the cult of sheer power.

In this country rapid industrialization and urbanization have tended to multiply economic, social, and personal insecurities and to undermine the sense of the individual's belonging to the community. Two world wars of destructive magnitude, with an intervening period of the severest economic crisis which the American people had ever experienced, added to this sense of insecurity.

In European countries with little or no background of democratic tradition and experience there developed a readiness to surrender personal freedoms in the interest of security. The vacuum created by the loss of confidence in democratic values in those countries came to be filled with totalitarian ideologies. In the context of these ideologies the "party line" displaced the distinctively human quality for free moral choice. Human reason, experience, and conscience stopped at the boundary of *the Nation, the party, or the race.*

Nor has this process which has so insidiously sapped the strength of democracy abroad completely exhausted itself. On the contrary, the social, economic,

and ideological forces which gnaw at the norms and the forms of democratic life and at its very substance seem to be gathering increased momentum. In a world knit together into one neighborhood by modern means of communication, the spread and entrenchment of antidemocratic ideologies and institutions anywhere constitute a threat to our own free way of life.

The Citizens Federal Committee on Education has no doubt of the intrinsic staying power of democracy. In the face of world developments America's faith in democratic values grows stronger. Our Committee is convinced that these values are flexible enough to be adaptable to the large and complex society which modern technology has helped to create. We believe that this society can be so ordered as to provide simultaneously for the freedom of the individual person and the integrity of the social order. Ultimately, we are certain that human nature will reject social and political systems which attempt to frustrate and blot out the humane qualities of life. But *ultimately* may be a long time off—and in the meantime, if we follow a do-nothing policy, antidemocratic systems of life may extend their sway and strengthen their positions.

Because of its democratic tradition, its economic strength, and international influence, the United States can play a decisive part in reversing the ongoing antidemocratic trend. America can and must intensify its historic sense of responsibility as a trail blazer of democratic idealism. To discharge this responsibility our schools, public and private and on all levels of instruction, can and must broaden democratic un-



Shown with Commissioner Studebaker and some members attending the recent meeting of the Citizens Federal Committee on Education which approved the report published under the title, *Citizens Look at Education*.

Front row, from the left: Mrs. Estelle Mossey Osborne (National Council of Negro Women); Commissioner Studebaker; Thomas C. Boushall (United States Chamber of Commerce), chairman; Kathryn McHole (American Association of University Women); and Agnes Samuelson (PTA). Behind, some order: J. L. Horoce, Jr. (National Fraternal Council of Negro Churches); Rev. F. Ernest Johnson (Federal Council of the Churches of Christ in America); Rev. William McManus (National Catholic Welfare Conference); Lloyd Holvorson (National Grange); Frank Fernback (CIO); Rev. Frank Tishkins (Veterans of Foreign Wars); J. D. Porel (American Farm Bureau Federation); J. McDonald Comer (National Association of Manufacturers); John T. Corbett (Brotherhood of Locomotive Engineers); and Walter G. Ingalls (American Legion).

understandings, deepen democratic loyalties, and help to fashion habits of thought, feeling, and conduct which are consonant with democratic ideals.

### **An Affirmation of Common Democratic Faith**

In its composition our Committee reflects the diverse complexity of the American population. Our membership includes industrial and agricultural wage earners; farmers, manufacturers, and merchants; Catholics, Protestants, and Jews; Negro and white people; housewives and parents; lawyers, doctors, and engineers; residents of the various regions of our country. Rising above diversities and serving as a common framework for the composition of our differences of interests and opinions, are a number of beliefs and commitments, which we hold in common.

These beliefs and commitments which we identify as the essence of a democratic faith are:

1. That membership in a common humanity, the earmarks of which are the capacity for reason and conscience, endows each and every human being with dignity and worth, far transcending differences which derive from race, sex, creed, and national origin.
2. That the destiny of the human race is bound up with the progress of intelligence and with the extension of the moral horizon of increasing numbers of individuals.
3. That members of society have a moral claim to and the capacity for participation in the control over their common destiny, and that the legitimate powers of government are derived from the consent of the governed.
4. That in addition to the rights which individuals have to participate in government (political liberties) they also have rights which the government cannot legitimately abrogate (civil liberties) and rights under government (liberty under law).
5. That the rights of any individual in society are strictly limited by the like rights of other members of society and can be secure for the individual only when enjoyed by all.
6. That rights and duties are in reciprocal relationship: the rights of individuals being convertible into duties to safeguard these rights for others; and that in addition to the specific duties which membership in society imposes, there is the general duty of sensitive and intelligent concern with the public welfare.
7. That the purpose of governmental, economic, cultural, and social institutions and arrangements is the increased abundance of life, materially and culturally, of the individuals comprising society.
8. That the interests of the members of society are best served by wide diffusion of power, authority, and responsibility.

These beliefs and commitments served as the stimulus and the justification of the founding of our Nation. The concepts and ideals which underlie them have served as the force which has welded into one people the numerous ethnically and culturally diverse elements who came to our shores, in the course of the centuries. The ideals and values of democracy have found their way into the idiom of American speech and the texture of our customs, folkways, and institutions. They constitute the central themes in the discussion of local and national issues and as the standards for the appraisal of men, events, and institutions. The American standard of living is more than a standard calibrated in terms of material goods and services. It is the standard of democratic values against which we measure all aspects of our national life. And we are increasingly becoming

ing aware of the validity of democratic ideals in the building of a world community of nations.

The committee is poignantly conscious that many manifestations of American life fall far short of the standard required by our democratic ideals. The successes our people have attained in translating a generous faith into a democratic way of life as well as our deviations from the high objectives of democracy are both a matter of record open to all our citizens and to the citizens of the world at large. Our shortcomings are on our mind and conscience. Our failures in important respects to give expression to our ideals by no means invalidate our faith. They point rather to the need for greater clarification of our faith and for redoubled effort to live by it.

### **The Responsibility of the Schools**

The task of enhancing the democratic quality of our life is the responsibility of all our governmental and voluntary institutions. It is especially the task of our schools. An educational program which fails to foster an intelligent and abiding faith in democracy and to translate that faith into a design for living has failed its chief purpose. The individual needs democracy as a personal faith consisting of social ideals and convictions, to give him a central purpose which is capable of providing direction to his civic hopes, strivings, and actions; to endow him with strength to withstand the conflicting pressures of intellectually and spiritually enervating and restricting propagandas, whether emanating from within our land or from alien sources. Democracy is needed as a national civic faith capable of further deepening national unity.

The Citizens Committee on Education feels greatly heartened by the project of the United States Office of Education for increasing the zeal for American democracy. The committee will extend to the Office of Education all support and assistance within its means. We are convinced that sincere commitment to democratic ideals by our people, a greater effort to narrow the gap between our democratic professions and our actual conduct, and the application of democratic ideals in our international relations can halt the advance of

totalitarianism. We urge an intelligent, concerted, and vigorous program of democratic education in America not only because of a concern for the security of our national way of life and for the welfare of our citizens but also because of an intense concern over the future of democracy the world over.

### **Signed:**

Representing Business

THOMAS C. BOUSHALL, Chamber of Commerce of the United States, *Chairman*

MARGARET A. HICKEY, National Federation of Business and Professional Women's Clubs

Representing Manufacturing

J. McDONALD COMER, National Association of Manufacturers

WALTER D. FULLER, National Association of Manufacturers

ROBERT S. WILSON, National Association of Manufacturers

Representing Labor

JOHN T. CORBETT, Brotherhood of Locomotive Engineers

KERMIT EBY, Congress of Industrial Organizations

MATTHEW WOLL, American Federation of Labor

Representing Agriculture

EDWARD A. O'NEAL, American Farm Bureau Federation

JAMES G. PATTON, Farmers Educational & Cooperative Union

Representing Homemakers

MRS. J. L. BLAIR BUCK, General Federation of Women's Clubs

MRS. L. W. HUGHES, National Congress of Parents and Teachers

KATHRYN McHALE, American Association of University Women

Representing Religious Groups

VERY REV. MSGR. FREDERICK G. HOCHWALT, National Catholic Welfare Conference

REV. F. ERNEST JOHNSON, Federal Council of the Churches of Christ of America

SALO W. BARON, Professor of Jewish History, Literature and Institutions, Columbia University

Representing Negro Groups

REV. J. L. HORACE, National Fraternal Council of Negro Churches

MRS. ESTELLE MASSEY OSBORNE, National Council of Negro Women

P. B. YOUNG, Sr., National Negro Newspaper Publishers Association

Representing the Professions

RALPH L. GOETZENBERGER, Engineers' Council for Professional Development

ALBERT J. HARNO, American Bar Association

DR. VICTOR JOHNSON, American Medical Association

Representing Veterans

WALTER C. HESS, Disabled American Veterans

WALTER G. INGALLS, American Legion

REV. FRANK TISHKINS, Veterans of Foreign Wars

## **STRENGTHENING AMERICAN DEMOCRACY**

*This statement was adopted in a session of the Annual Convention of the Chief State School Officers held in Los Angeles, Calif., December 12-14, 1947.*

THE TEACHING of American democracy, always a supreme obligation of the Nation's schools and colleges, must now be made more effective than ever before. It is fitting that the official educational agency of our National Government exert leadership in promoting a program which calls for Nationwide action. The *National Council of Chief State School Officers*, therefore, commends the United States Office of Education for its timely inauguration of the Nation-wide educational program, *Zeal for American Democracy*.

We are witnessing a gigantic world-wide struggle between the ideologies of totalitarianism and democracy. While the more bitter clashes are centered in Europe and in Asia, the conflict nevertheless extends to the United States. The outcome of this conflict will have profound effects in shaping our American institutions for years to come.

It is no longer enough to assert the undeniable truth that universal education is indispensable in a democracy. Education *in* a democracy must be education *for* a democracy. Schools and colleges as public institutions in a democracy are under the solemn obligation to maintain the freedom necessary to prepare their students to take part intelligently and thoughtfully in the various phases of our everyday life. Our schools play a vital part in creating intelligent devotion to democracy. Traditionally, the schools are our major channel by which the American democratic faith is perpetuated.

Earlier forms of absolute government did not require universal education. Indeed, at times autocracies felt themselves threatened even by the spread of literacy. Totalitarian states today place great emphasis on widespread use, or rather, according to our democratic ideals, misuse of education. Totalitarianism requires regimented training for automatic response and unquestioning acquiescence to authority. Con-

versely, American democracy with its emphasis upon the intrinsic worth of the individual human personality is based upon intelligent response to changing situations and free commitments to loyalties created by the enlightened judgment of the people. Hence, we as educators need to intensify our promotion of educational processes, methods, and materials which embody

our democratic faith. Nor is this sufficient. Within our boundaries there is a vast inadequacy and inequality of educational opportunity for our people. To work unceasingly toward the attainment of the democratic ideal of equality of educational opportunity constitutes a major objective of our organization.

Since education is the legal responsibility of the States, the National Council

of Chief State School Officers, representing as it does official educational agencies of the several States, recognizes its tremendous responsibility in the furtherance of the program, *Zeal for American Democracy*. We therefore pledge our full cooperation in strengthening American democracy and take the following positive actions to that end.

1. Our Executive Committee is hereby designated to act as a liaison committee to work with the United States Office of Education in such ways as may be necessary in promoting this program.
2. We *urge* our members to create a climate of opinion in their respective States which will encourage teachers to present the facts about totalitarianism in order that all may see clearly its purpose to subvert our American freedoms.
3. We *urge* our members to participate in and provide a just share of the leadership for such national and regional conferences as may be called for the purpose of promoting the program.
4. We *urge* our members to plan and to conduct such State-wide and local conferences as are needed to make effective the implementation of the program.

Herein we reaffirm our avowed purpose to exercise the leadership inherent in the official positions we hold in developing a resurgence of belief in the basic freedoms which are indispensable to the preservation of our American way of life.

## UN APPEAL FOR CHILDREN

To do their share in relieving the situation among children abroad, America's schools are being asked to help the Children's Crusade, which is part of a world relief drive by American Overseas Aid—United Nations Appeal for Children.

Because of the emergency nature of the situation, the Board of Directors of AOA-UNAC urges teachers and principals to organize the drive promptly, without waiting for someone to ask their help. Information is available at National Campaign Headquarters, AOA-UNAC, 39 Broadway, New York 6, N. Y.

## Cooperation Pledged in Zeal for Democracy Program



AT THE 1947 annual convention of the National Council for the Social Studies held in St. Louis, Mo.—with approximately 1,100 social studies teachers and administrators present from 39 States—a number of resolutions were adopted of which the following have particular significance for the “Zeal for Democracy” program of the U. S. Office of Education:

**WHEREAS**, we believe “since wars begin in the minds of men, it is in the minds of men that defenses of peace must be constructed:” Therefore be it

**RESOLVED**, that National Council members intensify their efforts through their own schools, communities, and other organizations to solicit support for UNESCO, the Commission for Educational Reconstruction, and the Overseas Teacher-Relief fund toward rehabilitating education in war-devastated areas and fostering programs of international education abroad. **RESOLVED** further, that the National Council for the Social Studies cooperate with the World Organization of the Teaching Profession to help promote understanding and unity among educators.

**RESOLVED** further, that the National Council as an organization and that individual members as social studies teachers continue to assert leadership in furthering education in this country for peace and world understanding by

1. Cooperating with other professional organizations,

such as the National Education Association and the American Historical Association, which seek to promote international understanding,

2. Urging an increased number of exchange students and teachers,
3. Including at all levels of the curriculum materials that will advance world understanding and world cooperation.

**WHEREAS**, the major ills of our time lie in the area of human relations, the contribution of the social studies profession is of paramount importance to the nation: Therefore be it

**RESOLVED**, that we commend the work of the United States Office of Education in expanding its personnel and services in the Social Studies area at the elementary, the high school, and the college levels. We pledge our cooperation to the Commissioner of Education to help make effective the “Zeal for Democracy” program.

**RESOLVED** further, that we call upon institutions of higher learning for more careful selection and more adequate preparation of prospective social studies teachers; we call upon State accrediting authorities to require higher standards for the certifying of social studies teachers; and we call upon administrators to see that only those with proper training are entrusted with classes in social studies.

# What Are the Chief Threats to American Democracy?

## Symposium of Comments by Heads of National Organizations in Field of Communications

### Statement by Walter D. Fuller, President, National Association of Magazine Publishers

WE KNOW that the totalitarian governments maintain their power and authority by the suppression of facts and the dissemination of false propaganda. Since this is the chief instrument of regimentation, we should guard our freedom of the press with a vigor and vitality that we reserve for nothing else. We should carefully examine every challenge to that freedom and we should act promptly in removing any threat to our independent system of communications, regardless of the attractive promises with which these threats are cloaked.

It is still not common knowledge that magazines, as we know them today, first came into existence following the Civil War through the efforts of Congress to build up the means for minimizing the growth of sectional misunderstandings. The history of the pre-Civil War days clearly demonstrates that much of the misunderstanding both in the North and the South arose from lack of an adequate common press which reached all parts of the Nation with the same messages. If permitted to operate freely, the magazines and newspapers which we have in this country today will constitute a powerful support for our democratic concept and just as powerful a buttress against the growth here of any communistic or fascistic ideology. Because of the character of the totalitarian doctrines, they cannot survive in the strong light of truth and that light is constantly generated by our magazines and newspapers.

Another strong safeguard to our democratic traditions is a continuing prosperity, and certainly no other nation can show that its system of government has created such great opportunities for its people. Perhaps it is good to reexamine the record occasionally. In 1890, in all America, there were 18,130,000 jobs. In the fall of 1947 there are approximately 59,000,000 jobs—three and a half times as many

as existed in 1890. These simple figures tell more clearly than anything else could the story of America's opportunities under a system of free economy.

What do the totalitarian countries have to display in comparison with this record of democratic accomplishments? Let us compare Russia with the United States. In 1938 one hour's wages would buy four times as much bread in America as in Russia. In 1947, wages for one hour will buy *seventeen* times as much bread in America as it does in Russia. Even more significant is the comparison between the average income per person in the labor force. During the prewar period (and today the figures would be even more favorable to America) the average income per person in Russia was \$320. In Germany, under fascism, it was \$646. In free enterprise U. S. A. it was \$1,381.

If we continue to make accessible the truth to the American people and continue to provide opportunities for them, we need have no fear of the general growth in this country of undemocratic ideals.

### Statement by David W. Howe, President, American Newspaper Publishers Association

THE IDEA that the state, its rights and its powers must come ahead of the individual, his integrity, his dignity, his rights, and his obligations—this constitutes the chief threat to American democracy today. This is not a new threat. It has reared its head in some form periodically for the last two thousand years and has been the basic cause of most wars. The present Russian police state is the most powerful expression of this oft recurring notion.

The second chief threat to American democracy comes from within. It is exemplified in the thinking of those citizens who give lip service to the dignity and worth of the individual, but who would curtail his freedoms by new, excessive, and usually capricious government powers. Three excuses are usually given, all equally without validity.

These new restrictions are for the individual's good, although he may not know it and may not like it; they are made in the name of the public good as the state may see it at the time; or they are made to strengthen us so that we can stand up against the presumably potent police state. Such defense measures as mobilization of industry and universal military training are not, in my opinion, curtailments of liberty and a threat to democracy. They are essentially the calling upon the individual citizens to assume and discharge obligations which are inherent in a democracy. These obligations are essential in a democracy that intends to survive on this shrinking planet. The third great threat to American democracy has also been with us a long time. It is the combination of ignorance, indolence, and unwillingness to assume the obligations of citizenship on the part of too many who are the chief beneficiaries of the democratic system.

There are other false beliefs and destructive emotions which threaten democracy. All of them overlook or try to deny the essential worth of the individual. All of them would curtail life, liberty, the pursuit of happiness, and economic opportunity for the individual. European countries have experimented in the three decades just past with adventures in class hatred, in racial and religious intolerance, in so-called "liberalism" which is supposed to produce something for nothing. Because of the demonstrated results these and similar unsound beliefs are no longer deeply entrenched in America. At present they do not appear as major threats to our republic.

### Statement by Justin Miller, President, National Association of Broadcasters

In a time when democracy is threatened by enemies within and without, it is impossible to list them all. But there is one food which feeds all such enemies. Without it, none of them could live. Its name is indifference, sometimes called apathy. It is a regrettable aftermath



# The Challenge of Soviet Education

by George S. Counts, Teachers College, Columbia University

OUR AMERICAN democracy faces the supreme challenge of its history. On all sides it faces new conditions of life created by the advance of science and technology which it must surmount if it is to survive. At home it must achieve a general condition of economic opportunity, security, and plenty. Abroad it must provide bold, inspiring, and intelligent leadership in the establishment of lasting peace on the foundations of justice and freedom for all peoples. If it fails in the one case, it will open the gates to chaos and dictatorship. If it fails in the other, it may be destroyed in an all-embracing catastrophe.

Our democracy is also challenged as never before by two powerful and aggressive totalitarian movements which thrive on those conditions of insecurity, frustration, and despair which continue to ride the world—fascism and communism. Each of these movements feeds on fear of the other. Each also loudly proclaims itself to be the only practicable alternative to the other. Yet both are essentially tyrannical in character and profoundly hostile to all the truly liberating tendencies of the past several centuries. The experience of the present generation demonstrates that the triumph of either means the triumph of despotism.

For a time fascism, exploiting the fear of communism, seemed to be advancing with irresistible power to fasten its cruel and brutal system on the peoples of the world. Even some American citizens, reared in the tradition of Washington, Jefferson, and Lincoln, professed to see in it the "wave of the future." In the terrible war which it precipitated the Fascist states were destroyed. Yet democracy is by no means secure. Today communism, vastly strengthened by the conflict, exploiting the fear of fascism, and supported by an international network of Party agents, is on the offensive everywhere, confident that it will conquer the earth. If democracy is to win by peaceful means in the current world-

wide struggle for the loyalties of men, it will have to marshal all of its moral and intellectual resources for the vigorous affirmation and fulfillment of its basic principles.

In this great ideological struggle organized education will inevitably play a central role. During the period between the wars the leaders of the totalitarian states, notably Russia, Germany, and Japan, directed the school and all other agencies for the molding of the mind to the achievement of their purposes. They demonstrated conclusively the tremendous power of organized education. In his address in Moscow on the evening of November 6, 1947, Mr. Molotov paid tribute to Soviet education when, in enumerating "the successes of the Soviet state," he declared that "the most important gain of our revolution is the new moral character and ideological growth of the people as Soviet patriots." If democracy is to win in the present struggle, it must develop an educational program which will serve the purposes of freedom as effectively as totalitarian education serves the purposes of tyranny. An examination of Soviet education will reveal the nature and magnitude of the task.

## II

The challenge of Soviet education resides in part in its power. Rarely in history, if ever, has education been so deliberately organized on such a vast scale. This fact is due to the integration of three distinctive features of the Soviet educational system.

In the first place, education in the Soviet Union is essentially and profoundly *political* in purpose. On coming to power in 1917, the Bolsheviks established an open and avowed dictatorship under the banner of the proletariat and converted the entire educational system into an instrument wholly and unrereservedly committed to the achievement of their purposes. "Education in the U. S. S. R.," in the words of a recent official pronouncement, "is a weapon for

strengthening the Soviet state and the building of a classless society." Such a conception of function gives the work of organized education a seriousness that certainly has not been matched in the United States. This seriousness is given practical expression in the huge expenditures on education which, in terms of proportion of national income, amount to two or three times the American expenditure. It is also revealed in the fact that at the present time one out of every four of the inhabitants of the Union is attending a school or class of some kind.

Soviet children, moreover, are made to feel the seriousness of their school work beyond anything known in the whole history of American education. The members of the entire younger generation are being subjected to an extraordinarily severe regimen in the institutions of organized education. The first of twenty rules governing the conduct of school children adopted in 1943 runs as follows: "It is the duty of every school child to strive with tenacity and perseverance to master knowledge." The spirit of this rule permeates the entire system of Soviet education. Special medals for superior work, as measured by school marks, are regularly awarded to the best students.

In the second place, education in the Soviet Union is extremely *broad* in scope. In both conception and practice it is by no means limited to the work of the school system. In addition to that system which embraces a vast network of institutions from the nursery school and kindergarten to the universities and scientific institutes and academies, it includes all the organized agencies capable of molding or enlightening the minds of both young and old—the family, the factory, the collective farm, and the cooperative, the societies for children and youth, labor unions, the organs of government, and the Red Army, the book press, the newspaper, the magazine, the radio, and even the bookshop, the theatre, the moving picture, literature, music, works of art, and all

agencies of entertainment. The teacher has enormous authority over the child, being clothed with the power to supervise his life in the home and in the community, even to the extent of granting or withholding permission to attend the cinema or other places of amusement. The Soviet educational system is thus a system of tremendous reach and power.

In the third place, education in the Soviet Union is *monolithic* in control. Regardless of the forms of administration, which recognize the political divisions and subdivisions of the country, actual control of this vast educational system in all crucial matters is lodged squarely in the hands of the All-Union Communist Party and its central organs. Teachers and educators are essentially technicians who translate into practice the general or specific directives formulated by the Party leadership. Moreover, the masses of the people have no real voice in shaping educational policy. They accept the "leading role" of the Party. Here is perhaps the most essential feature of any totalitarian system of education.

The way in which this form of control operates is clearly revealed in the re-writing of the history textbooks following Stalin's rise to power. On May 16, 1934, on the initiation of Stalin, the Soviet of People's Commissars of the Union and the Central Executive Committee of the Party adopted a resolution which called for the preparation of an entirely new set of textbooks for the teaching of history in the schools. The resolution also provided for the appointment of groups of scholars and Party members to prepare outlines for the projected volumes. A committee composed of the three most powerful men in the Soviet Union, Stalin, Kirov, and Zhdanov, was asked to examine and criticize the outlines. This the committee did with great vigor in three separate documents which were published and have since served as guides for the preparation of history textbooks.

Innumerable examples of the operation of this monolithic principle in the shaping of educational matters both great and small could be cited. In the middle thirties the doctrine of the "stable" textbook was adopted—the doctrine that a textbook should be prepared

with great care under the close supervision of the highest authorities and then be adopted universally. And in the writing of a textbook "every word and every definition must be weighed," said Stalin, Kirov, and Zhdanov. The point is emphasized in works on pedagogical methods, moreover, that the same line in all important doctrinal matters must be followed throughout the system and by all influences molding the character of the child. According to the Rules for School Children, which are taken very seriously, every pupil must carry and have in his possession at all times a special card or miniature passport. Even the number and length of recess periods have been fixed by a resolution of the Central Executive Committee of the Party—the 72 most powerful people in the Soviet Union.

### III

The challenge of Soviet education resides also in its content. What are the ends toward which this vast system for molding the mind is directed? What attitudes and loyalties is it striving to foster in the young? The peace of the world and the strategy of democracy may well hang on the answers to these questions.

Soviet education contains many emphases which can only command the respect and approval of all friends of democracy. It stresses with complete consistency opposition to Fascist doctrines, concern over the condition of the working people, struggle for economic security for all, guarding of public property, enhancing the dignity of labor, dedication to the principle of equality of races and nationalities, devotion to the common good, solicitude for the weak and the aged, love of family and friends, of neighborhood and motherland. Also it cultivates pride in Russian and Soviet achievements and resolve to raise the standards of material and spiritual well-being of the entire population of the Union. All of these things are good, even though the educational methods employed to achieve them might raise doubts in the mind of the democratic educator. Yet certain broad tendencies and patterns stand clearly revealed in Soviet education which must disturb all who during these tragic days are hoping for the

reconciliation of peoples and the peaceful adjustment of differences among the nations of the earth.

First, the Russians are building in the minds of the young a great myth about themselves. To be sure, every people is more or less guilty of this practice, but rarely has it been done so deliberately, thoroughly, and comprehensively. The Soviet Union is described in the textbooks, not only as the "largest" and "richest" country in the world, but also as the "most powerful" and "most advanced," the only country on the earth where there is "no exploitation of man by man." The following prophecy by the distinguished writer, Vissarian Belinsky, in 1840 is widely quoted in educational literature: "We envy our grandchildren and great-grandchildren who are destined to see Russia in 1940 standing at the head of the civilized world, giving laws to science and art, and receiving reverent tribute from all enlightened humanity." The official pedagogy adds: "These remarkable words have been fulfilled." Needless to say, the Soviet Union is credited with winning the war against both Germany and Japan almost single-handed.

Second, the Russians are building in the minds of the young a great myth about the rest of the world. All countries beyond the range of Soviet hegemony are forced into the harsh mold of Marxian thought and are presented in most sombre colors. Here the original revolutionary doctrines appear to be maintained in full strength. References to the lives and writings of Marx, Engels, and Lenin pervade Soviet education from top to bottom. Stalin is characterized as the leader of the "toiling masses" of the world, and Soviet "truth" as "the truth" of these same masses. Since the end of the war, and before the announcement of the so-called Truman and Marshall "plans," a tendency to revive the international aspects of the revolution is plainly discernible.

Third, the Russians are cultivating in the minds of the young a fanatical love of the motherland. Education in "Soviet patriotism" is declared officially to be the "most important part of education in communist morality." This emphasis has been equalled or exceeded in

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# YOUTH SPEAKS FOR DEMOCRACY

Gaylord Sheets, Lansing, Mich.

Rose Ellen Mudd, Missoula, Mont.

LeRoy Amen, Cheyenne, Wyo.

Paul Roth, Asheville, N. C.



**D**EMOCRACY is a living force with American school students if we may judge from the results of the recent "Voice of Democracy" contest, conducted by the National Association of Broadcasters and the Radio Manufacturers Association.

About 20,000 students in 500 communities took part in the contest which was sponsored in local communities by the U. S. Junior Chamber of Commerce.

Although the four national winners had not been selected at the time of going to press, a sup-

ply of 16-inch disc recordings of their winning radio speeches is expected to be available soon, through the courtesy of the National Association of Broadcasters. These recordings will be for loan distribution from the Script and Transcription Service, U.S. Office of Education, Washington 25, D.C.

Representative statements by 4 of 39 finalists (from 38 States and Alaska) and photographs of 8 of the finalists, which are available at time of going to press, are herewith presented. All statements were originally given as radio speeches.

G. W. Polhill, Lake City, Fla.

Bruce Loving, Memphis, Tenn.

Laura Shatto, Hagerstown, Md.

Cecil Mahon, Santa Barbara, Calif.

## Some Sample Scripts

**Dicksie Dillon**  
**Boulder High School, Boulder, Colo.**

I speak for democracy.

Democracy is such a part of every American's life that most people accept it calmly and without wonderment, so let's take one day from your life and show how democracy is lived.

We'll start with Sunday.

You get up, that is if you want to, and go to church. On your way there you see other people hurrying to church also. You're probably not amazed that they're all going to churches of various denominations. You've seen it happen every Sunday since you can remember, and so you just accept the fact that you and your fellow man can go to any church you desire.

Stop and think for a moment. That's democracy you're seeing.

On coming out of church Mrs. Appopulus and Mrs. Stravinsky pass together and you stop and chat with them. Since they are going the same direction you are, you walk home with them.

On the way home you pass through the park and some man has set up his

own soap box and is giving a political lecture to anyone who will listen. You all three laugh at his efforts to convince people. But, remember, that's democracy in one of its more active forms.

When you arrive home the first thing you do is look at the Sunday paper. There is a clever cartoon of the President, and you and your family laugh heartily. As you are looking through the paper, you notice that Barton's Dress Shop needs a new store clerk. Although you already have a job at the gift shop, you decide Monday to go and apply at Barton's.

Without giving it a second thought, you hurry to start lunch. The right to laugh at a cartoon about the President of the U. S., the right to change your job—why there's nothing so unusual about that to you. Democracy is such a normal occurrence in our life, we don't even give it a second thought. From the time we wake up in the morning until we go to bed, we see and read and live democracy.

When I am speaking for democracy I am speaking for a way of life, a life where each man can preserve his human dignity and grow and develop as men should, not men as mere checkers on

the board of life who are moved or discarded as one man or group of men see fit.

Democracy means government for the people, and not people for the government. The individual is the thing that's important, not the state. Democracy is a means of letting men be free according to individual enterprise. It means providing education which opens the door to the riches of life. It means giving every man the right to make of himself the thing which he desires.

Democracy is living and moving before our eyes. If that were destroyed, our whole way of life would be lost. It's something which deserves to be spoken for by every man, woman, and child.

**Dorothy Williamson**  
**Carrollton High School,**  
**Carrollton, Ga.**

I speak for democracy. I am democracy.

I am a method of government, a way of life, and a spirit in the hearts of men who desire freedom.

I was conceived in the minds of great men and brought forth by their efforts.



I am the child of wisdom and knowledge, nurtured in the spirit of truth.

I am imperfect yet men constantly seek to perfect me.

I am ageless and have no nationality.

Since my birth I have known good times and bad. In the golden age of Pericles and the Greek city states I flourished as an olive tree in the summer sun. In medieval Europe I was driven to the sanctuary of monasteries while the forces of evil overspread the land.

Down through the ages men have turned to me in hope and faith. I have been the dream of Simon Bolivar, Oliver Cromwell, George Washington, and Thomas Jefferson. I was the inspiration for their genius. I became the result of their labor.

But my disciples have not always been careful in their fight to achieve freedom.

In France people cried for liberty, equality, and fraternity, while the red blade of the guillotine descended again and again. The Russians in 1917 desired only to free the serfs and give all men equal rights, but the iron hand of authority is still heavy upon their throats.

I grow and expand when fed with truth and tolerance. But the germs of greed, hate, and prejudice weaken me with their poison.

I am a balance between necessary authority and individual freedom. When rightly interpreted, I give all men a chance to express themselves and to have a voice in the affairs of their nation.

I provide justice for all men regardless of race, creed, or color.

I am impersonal as the wind, yet I have become to some men a dream so personal that they are willing to die for me.

I lead the way to peace and prosperity, but I am less than nothing if I lack loyal followers.

I provide a representative government in which each individual is free to vote, and choose his leaders.

I develop thinkers and philosophers—men with ambition and initiative, scientists, engineers, business men, and artists work and accomplish near miracles under my influence.

I raise men in the light of truth and understanding, thereby setting their minds free from fear.

I give each man an equal chance for advancement according to his abilities.

I lead the way to cooperation among people, thus enabling them to be free from want.

I provide freedom of speech and religion. No man is forced to worship in a set manner. The newspapers and the radio are free to speak the truth. I impose no restrictions that are not necessary to the welfare of all.

Sometimes I am taken for granted. That is when the hate organizations and the fifth columnists strike at me with their barbs of lies and evil propaganda, knowing that they are protected by the very thing that they attack.

I have had other enemies also, and they have been men who will not be forgotten: Napoleon Bonaparte, Kaiser Wilhelm II, Benito Mussolini, Adolf Hitler; these have been the foes who sought to destroy me. Each had great armies, thousands of weapons, and many followers. Each was confident in his belief that he was supreme and all-powerful. But my champions were strong men, free men; they upheld my cause well and in each case I remained triumphant.

I have had my defeats, and there have been times when the flame in my lamp flickered and nearly died. But

always there were hands to shield it from the winds and the storm.

I have one permanent home, a nation carved out of the wilderness and set up according to my principles and theories. And although I have dwelt briefly in various lands, it is in the United States of America that I have blossomed out and become full grown. Here are my people and they have guarded me well.

It is from this land that I must spread my influence to other nations so that all may enjoy my benefits. Now the United States is called the last stronghold of democracy.

I am painted as a defeated warrior who has retreated to the only fort left open to me. But I tell you I am not defeated, so long as men desire good above evil, so long as they believe right is greater than might, so long as they believe that all men are created free and equal.

That long am I still victorious over my enemies.

**Howard Hartzell**  
**Chautauqua Central High School,**  
**Chautauqua, N. Y.**

"Know ye not who would be free themselves must strike the blow," thundered Lord Byron. The words of that poet are highly significant today, when I say "I Speak for Democracy." In an hour of democracy's greatest test, I speak for that precept encased by such a broad and general term so frequently misused, overused, misapplied, taken for granted. Yes, I speak for democracy, the liabilities of which are forgotten along with the attributes. The democracy so endangered by a wavering, fatigued society in a strife-torn world.

And I say the time is now when many blows need be struck against those ruinous, negative influences which tear at the very foundation that holds high our democracy to the world and to posterity. Blows need be struck against class hatred, economic disunity, the fear and bias of one race, one religion, for another. Blows need be struck against political corruption, the refusal of the potent citizenry to wield its full power as the ruling electorate, and against the suppression of legitimate minorities. Indeed, blows need strike down that sense of false security which has led so many Americans to believe their system safe and indestructible,

that it has no responsibility to the rest of the world, that it can ignore the cries for help from fellow nations across the seas, or that it can ignore the expansion of the forces which seek to destroy the peace of mankind. And who shall strike these blows? We, the people of the United States, shall strike them—strengthened by faith in ourselves, by a rediscovery of our highest heritages, by the basic philosophies of our religions, and by our potency as free and enlightened individuals.

How shall we strike the blow? Not by the sword, I trust, nor by mob violence or blind fanaticism—rather we shall take an affirmative stand through reason, unity, and action, without sacrificing that restraint of lawful order so vital to a valid democracy. Thus, shall we wash from the land the systematic weaknesses in our framework that provide foreign isms their rooting ground.

We must utilize our radio, our press, our educational institutions, and every other medium for seeking facts and for self-expression, that we may never find ourselves struck in the back, blind, ignorant of problems and threats before us. Then we must extend to fellow democracies economic aid demonstrating our willingness to invest in this greatest of causes—the saving of international democracy and world peace: To do it in a manner compatible with that position our Nation holds before the close scrutiny of a suffering mankind.

I speak thus, for I have faith in the American people and in my own generation to carry out the responsibility today's democracy thrusts upon our backs. I speak for democracy, for it is only under this that the individual can live a full life. I speak for it because it is under such a system that the United States holds her number one position economically, while maintaining those basic human rights for every citizen as the law of the land.

I speak for this because when political democracy is combined with the free economy and free labor, as it surely must be, it is assured of growth and the eventual elimination of those evils which now it does contain. Socialism, fascism, communism—none of these can ever assure man of this growth, or of plenty, or of the pursuit of happiness. No, such foreign isms are static, mor-

bid—they rot, mold—once their roots are sunk into the hearts of a people. Once we have struck these blows, of which I speak tonight, we may, indeed, know of what Cowper spoke when he declared: "Freedom has a thousand charms to show that slaves how e'er contented never know." What are the charms? Look into the hearts, the minds, the accomplishments of a revitalized American people. Who are the slaves? Glance across the front pages of today's newspapers.

Fellow Americans, I speak for democracy. It is worth defending, maintaining, and recreating.

Democracy is the right of every man to know himself, to function to his capacity, to hold fast those things he values, to be governed by his representatives, and to dream the dreams which will become for a dynamic people the reality of tomorrow.

**Jan Geister**  
**Cuyahoga Falls, Ohio**

When I was given the opportunity to enter this contest, "I Speak for Democracy," the first thing I did was to look up the word "democracy" in the dictionary.

Mr. Webster defined it as "government by the people, government in which the supreme power is retained by the people and exercised by representation."

There is a vast meaning in those words—a meaning bigger than Mr. Noah Webster's conception or George Washington's, or Abraham Lincoln's, or yours or mine.

But perhaps you'll listen a few moments to one person's idea of democracy.

I am 16 years of age and attend a public high school in a comparatively small town in Ohio. Of course, like most people, I have ideas on certain subjects. Some of these are good, some bad, some right, and some wrong. Perhaps as I grow older my ideas will change, but I know my idea of democracy will not. Because it is more than an idea, it is an ideal.

To me, democracy means a way of life. As I grow older, it means I will be able to help choose the representatives in the Senate, the House of Representatives, and the President himself. This means that I will have a real voice in my government. And it also means

that I will undertake a great responsibility. And I will accept this responsibility gratefully, even eagerly, knowing that only in a democracy could a citizen have such an opportunity.

As I grow older, I will also realize more fully what is meant by "freedom": Freedom of worship, freedom of speech, freedom of the press, and freedom to rise as far in any field as a person's hard work and ability can take him, regardless of his race or creed.

I wonder how many children in other parts of the world can look forward to such a future of freedom.

But right now democracy means to me the everyday things in life, the things which we accept and enjoy without full appreciation of their meaning and often take so much for granted; the things that give us pleasure, the things that give us happiness: Drinking a soda at the corner drugstore, attending high school, outside activities such as the concert course we attend every month, which gives such a grown-up feeling, clubs at school, the fun we have participating in the community plays, football games on Friday night, the idea that an opportunity is given to persons my age to enter a contest like this and give an opinion on an important subject such as democracy.

For democracy is important. To the people in other countries of the world where other forms of government exist, the United States and democracy are the one shining light and hope in an otherwise dark world. If democracy fails, what next?

Oh, not that democracy is perfect, not that it doesn't have its faults. But when 130,000,000 people believe in the same principle and are working toward that principle—well, it just has to be a success. That's the only way.

Democracy is on trial. The United States and other members of the United Nations are the deciding factors in the difference between the success and the failure, not of the peace, but of the world. As our forefathers fought and died to leave us this proud heritage of freedom, so must we strive to preserve that freedom for future generations—strive to eliminate racial discrimination, and strive to preserve the principles of free enterprise that have made our country the leading power that it is today.

Our responsibility to the world is great. We *must not* fail to live up to this responsibility. Yes, I do speak for democracy. I speak wholeheartedly, eagerly, thankfully, knowing that here in America people enjoy a way of life which is only hoped for by people of other countries.

### Winners in State Contests

ARIZONA, Jack Blackman, Litchfield High School, Litchfield  
ARKANSAS, Patricia Thach Walton, Arkadelphia High School, Arkadelphia  
CALIFORNIA, Cecil Mahon, Catholic High School, Santa Barbara  
COLORADO, Dickie Dillon, Boulder High School, Boulder  
CONNECTICUT, Seth Harris, William Hall High School, West Hartford  
DISTRICT OF COLUMBIA, Nancy Saunders, Roosevelt High School  
FLORIDA, G. W. Polhill, Lake City  
GEORGIA, Dorothy Williamson, Carrollton High School, Carrollton  
IDAHO, Mac Wright, Boise High School, Boise  
ILLINOIS, Robert Beechner, East High School, Rockford  
INDIANA, George Franklin Feldman, Bosse High School, Evansville  
IOWA, Margaret Reed, Waterloo  
KANSAS, Patricia Anne Martin, Ward High School, Kansas City  
KENTUCKY, Bobby Clint Cayee, Hopkinsville  
LOUISIANA, Edele Broussard, New Iberia  
MAINE, Linwood Morrell, Kennebec County  
MARYLAND, Laura Shatto, Hagerstown

MICHIGAN, Gaylord Sheets, Sexton High School, Lansing  
MINNESOTA, Rose De Rosier, Washington High School, Brainerd  
MISSOURI, Shirley A. Schuette, St. Elizabeth's Academy, St. Louis  
MONTANA, Rose Ellen Mudd, Sacred Heart Academy, Missoula  
NEW HAMPSHIRE, Frances Epstein, Central High School, Manchester  
NEW YORK, Howard Hartzell, Chautauqua Central High School, Chautauqua  
NORTH CAROLINA, Paul Roth, Lee Edwards High School, Asheville  
OHIO, Jan Geister, Cuyahoga Falls  
OKLAHOMA, Alice Wade Tyree, Lawton High School, Lawton  
OREGON, Edward French, University High School, Eugene  
PENNSYLVANIA, Marguerite Christine, Upper Darby  
SOUTH CAROLINA, Anne Dreher, Moncks Corner High School, Moncks Corner  
SOUTH DAKOTA, Larry Ebbis Scott, Mount Vernon High School, Mount Vernon  
TENNESSEE, Bruce Loving, Messick High School, Memphis  
TEXAS, John Waddle, Sherman  
UTAH, Janice Page, Kaysville  
VIRGINIA, Kenneth Whitlock, Lucy Atkinson High School, Roanoke  
WASHINGTON, Carl Hancuff, Vancouver High School, Vancouver  
WEST VIRGINIA, Mary Angelina Mirable, Welch High School, Roderfield  
WISCONSIN, Lloyd Ogolvie, Madison  
WYOMING, LeRoy Amen, Cheyenne High School, Cheyenne

(The name of the ALASKA winner is not yet available.)

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## The Challenge of Soviet Education

(From page 19)

our time only by the fascist totalitarian powers—Germany, Italy, and Japan. The Bolsheviks have recovered every vestige from the past that can be made to add lustre to the record of the Great Russians, and particularly in the sphere of military valor and glory. Also, the young are told, love of the motherland means "irreconcilable hatred toward the enemies of socialist society."

Fourth, the Russians are preparing the young for war. Formal military training begins in the fourth grade. Emphasis on military games is found in the nursery school and the kindergarten; and all subjects of study are supposed to serve this purpose. The recent abolition of coeducation from the first grade through the secondary school in communities large enough to maintain

two separate systems was called forth "chiefly by the necessity of differentiating the military-physical preparation of the two sexes." Also the Russians have established special boarding schools to train selected boys from the age of seven to become officers in the Red Army and the Red Fleet.

Fifth, the Russians are building in the minds of the young a perfectly fantastic loyalty to Stalin and the Communist Party. Stalin's picture hangs in every classroom and Stalin's name is invoked at every gathering or assembly of children or youth. He is consistently portrayed in truly heroic or even godlike proportions, the embodiment of all that is wise and good, the architect of both the civil and the military triumphs of the time. The young hear not a word of public criticism of his character or leadership. They hear only praise without stint. And the

Party holds the place among organizations that Stalin holds among men. Party members are commonly referred to as "our best people." The foundations of this loyalty are laid from the earliest years in the repeated injunction that the child must be taught to obey the orders of the teacher and the leader.

Such blind and unswerving loyalty to a person or the leadership of a party is fraught with danger to the whole world. It introduces into the behavior of one of the two most powerful states on earth a pattern ordinarily associated with the conduct of an army. Whatever the orders of the high command, even though they may contradict the orders of yesterday, they are obeyed implicitly. The Soviet leaders are striving to build a mentality in the masses of the people that will make possible the most radical change of line in either domestic or foreign affairs without serious criticism or loss of popular support. Whatever the policy, if it is endorsed by Stalin and the Party, it will be accepted as correct, right, wise, and necessary. Whoever the enemy, if he is named by Stalin and the Party, he will be accepted as the enemy of the Soviet people and will call forth their wrath and hatred.

Sixth, the Russians are rearing the young in a new religion founded on a species of philosophical materialism.

Already this religion possesses four major prophets and a vast sacred literature. These prophets, Marx, Engels, Lenin, and Stalin, are the ultimate sources of authority on all crucial matters. An author or speaker in almost any field involving, even remotely, social ideas and programs invariably buttresses what he has to say with quotations from the writings of these men. This religion, moreover, has its apocalypse. Its devotees believe as certainly in the ultimate triumph of communism on the earth as the early Christians believed in the "second coming." This religion also has its ritual. Illustrative is the following formula with which in slightly varying pattern resolutions addressed to Stalin without number are commonly closed:

Hail our powerful socialistic Motherland!

Hail the party of Lenin and Stalin—inspirer and organizer of our victories!

Hail the great leader of the Soviet people, our beloved father and teacher, comrade Stalin!

#### IV

The power of the Communist faith must not be underestimated. Although the total Soviet social and educational program must frighten and repel all

who have been nurtured in the truly humane, liberal, and democratic traditions of mankind, it contains elements which make a universal appeal, evoke the idealism of the young, and arouse the hopes of the oppressed and exploited of the earth. It proclaims that the way of dictatorship, a dictatorship of a monolithic party, is the only effective way of removing the inequalities, the injustices, and the insecurities among men and nations and of establishing a lasting peace on the earth.

This phase of the challenge is addressed directly to American democracy. If we are to meet it successfully, we shall have to demonstrate that the way of liberty is also the way to equality, to the elimination of poverty and misery, to the banishment from the earth of every form of exploitation and oppression. This means that we shall have to achieve a new birth of freedom at home, strive with all our might to make our democracy live and work, take seriously the professions inscribed in our great historic documents, and endeavor to order our life and institutions so that all of our people, regardless of race, creed, or national origin, will share fully in the benefits and blessings, the duties and responsibilities, of free men. This is the one sure road to the preservation of the "sacred fire of liberty" in America and the world.

## Educational Meetings

*American Association of Junior Colleges*, Feb. 25-27, Kansas City, Mo. Secretary, JESSE P. BOGUE, 1201 Nineteenth Street NW., Washington 6, D. C.

*American Association of School Administrators (NEA)*, Feb. 21-26, Atlantic City, N. J. Secretary, WORTH McCLURE, 1201 Sixteenth Street NW., Washington 6, D. C.

*American Association of Teachers Colleges (NEA)*, Feb. 19-21, Atlantic City, N. J. Secretary, CHARLES W. HUNT, President State Teachers College, Oneonta, N. Y.

*American Educational Research Association (NEA)*, Feb. 21-26, Atlantic City, N. J. Secretary, FRANK W. HUBBARD, 1201 Sixteenth

Street NW., Washington 6, D. C.  
*Association for Supervision and Curriculum Development (NEA)*, Feb. 15-18, Cincinnati, Ohio. Secretary, GERTRUDE HANKAMP, 1201 Sixteenth Street NW., Washington 6, D. C.

*Department of Adult Education (NEA)*, Feb. 25-27, Atlantic City, N. J. Secretary, LELAND P. BRADFORD, 1201 Sixteenth Street NW., Washington 6, D. C.

*Department of Elementary School Principals (NEA)*, Feb. 21-26, Atlantic City, N. J. Secretary, EVA G. PINKSTON, 1201 Sixteenth Street NW., Washington 6, D. C.

*Department of Home Economics (NEA)*, Feb. 20-21, Atlantic City, N. J. Secretary, MARY N. SMITH, Franklin Roosevelt High School, Atlanta, Ga.

*Department of Rural Education (NEA)*, Feb. 21-26, Atlantic City, N. J. Secretary, HOWARD A. DAWSON, 1201 Sixteenth Street NW., Washington 6, D. C.

*National Association for Research in Science Teaching*, Feb. 22, Atlantic City, N. J. Secretary, CLARENCE M. PRUITT, College Station, Stillwater, Okla.

*National Association of State Directors of Elementary Education*, Feb. 19-20, Cincinnati, Ohio. Secretary, HELEN K. MACKINTOSH, U. S. Office of Education, Washington 25, D. C.

*National Council on Elementary Science*, Feb. 22, Atlantic City, N. J. Secretary, GLENN O. BLOUGH, U. S. Office of Education, Washington 25, D. C.

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# Hopes for Peace Through the United Nations

by Ambassador Warren R. Austin, the Representative of the United States  
at the Seat of the United Nations



**W**ORLD PEACE — can it be achieved through the United Nations?

My answer is a strong conviction that we can achieve peace through the United Nations. Had I not believed this possible, I would have remained in the United States Senate last year to participate in the national leadership of my party. If I did not today have confidence in this possibility, I would not continue in my complete devotion to the task of making peace secure.

I realize that if a determined majority of the people, in whose name the United Nations Charter was written, fail to share this faith in their own cause, the most important factor for success will be lacking. Unless world opinion believes we can achieve world peace through the United Nations none of the member nations will, in the long run, persevere in policies likely to crown our efforts for collective security with ultimate success. Determination to use the United Nations' agencies as well as to carry out individual member obligations is fundamental.

## Peace Really Costs

The price of peace is high. It involves sacrifices, risks, and compromises between short-run interests. These sacrifices will not be made, these risks will not be taken, these compromises will not be accepted, unless the people have faith in the cause of peace through the United Nations. The United Nations as an organization cannot, by itself, achieve peace and order in the world. It is impotent unless the great majority of its members, and especially its more powerful states, use the organization intelligently and persistently to act in concert for their mutual welfare and security.

Every individual could strengthen the basis for faith by firm adherence to the principles which unite the world

organization, namely sovereign equality and universality. He could help to make the union stronger and more perfect by advocating practical policies



and deeds that are feasible and opposing changes—even idealist ones—that divide and nullify.

For example, he could insist that his government send its ablest men and women to represent his country in the councils and commissions of the United Nations. He could support those representatives with adequate budgets to enable them to do their work effectively, and likewise to invest his nation's share in the working budgets of the international organization to enable it to carry out responsibilities assigned to it. He could take the pains to understand the problems with which the representatives are dealing. He could support them in concluding agreements for world welfare, even though smaller national interests may be required to forego short-run advantages. He could seek earnestly to learn *what* is right rather than *who* is right. He could encourage his representatives in winning positive and constructive steps toward agreements even though the ultimate goal seemed far off.

## Reasonable Men Seek Peace

Peace is always possible until war is

made inevitable. The reasonable man, recognizing the unpredictable disaster of war, seeks peace by every means and considers no effort wasted which promises the slightest chance of security against war. The United Nations provides a continuous facility touching all aspects of international life which can be used to seek peace and to prevent war. It has yet to be proved that peace will be preserved by unceasing effort to make intelligent use of the organization, but we can be sure that failure to make the effort—to take full advantage of this facility—will forfeit the chances for peace and unleash the forces for war. The United Nations gives us a practical means of struggling systematically day in and day out on every front for the conditions of peace and against every incipient threat of war. If we did not have such a general organization where representatives of most of the nations of the world could grapple with common problems, we would be just beginning to create one.

There is no practical alternative to the United Nations. I am convinced that the Charter agreed upon at San Francisco represented then, and still represents, the maximum area of agreement among independent states on the means for international collaboration for collective security. As time goes on, the forms and procedures of the United Nations organizations may be improved by agreement in the light of experience. But we have only begun work with this new machinery and it is too early to suggest sweeping changes. The hope for improvement depends upon developing a fundamental support for the existing institution. If we do not work loyally with this organization, on what basis can we secure confidence in any other? Of course, we improve and strengthen the union by using its facilities.

The only kind of international organization which can possibly bring to

bear the processes of discussion and negotiation on the problem of peace is one which keeps the contending parties around the conference table. It would, of course, be much easier to reach agreements, if the association assembled only those nations which appear to be like-minded. But the task of keeping the peace is to facilitate negotiations between nations most "unlike-minded." Obviously, the only hope of world peace is to achieve it between those nations with vital differences. A measure of my confidence in the United Nations as the means for peace rests precisely on the fact that it associates nations with great differences under a single body of accepted principles and commitments.

### **Chaos Threatens Government**

I believe in the United Nations as an instrument for building world peace because it provides machinery for international collaboration in creating the conditions of peace in the General Assembly, the Trusteeship Council, the Economic and Social Council, and the Specialized Agencies such as the Food and Agriculture Organization. We need these facilities to work out long-range programs designed to lift the level of productivity, foster sensible rules of trade and commerce, and develop retarded areas both economically and politically. Chaos and economic paralysis threaten stable and democratic government.

Peace cannot be maintained for long by a collective security program which relies for support on weak and shaky governments or—what is worse—on more and more dictatorial governments suppressing embittered and resentful factions.

We must do many things to open the way for reconstruction and development and to stimulate the application of modern knowledge to the problems of production and distribution. In hundreds of ways, the United Nations is now working on this constructive phase of collective security—assembling basic facts and formulating draft agreements and proposals for collective action. Please bear in mind when I emphasize action through the United Nations that in the Assembly, in the Economic and Social Council, and in the Specialized Agencies a simple or two-thirds majority can proceed to take

any action. No single vote can hold up agreement or action in the social and economic field. Some nations may refuse to participate, but they cannot thereby prevent the others from collaborating for mutual benefits. Moreover, the objectors are under strong compulsion to explain to their own people and to world opinion why they will not cooperate with the majority. Successful operation will be the irresistible persuasion to full cooperation.

### **We Have Means To Overcome Chaos**

My confidence in the ability of the leaders of the United Nations to create the conditions for peace rests on a solid fact. They have at their command to do the job the greatest power mankind has ever possessed. The chaos may be widespread, but the extent of our power to overcome it should give us unbounded assurance. What we have to do is to work cooperatively with the twentieth century means at our command.

We cannot expect to get personal or national security in the midst of economic crisis. There is no prospect of obtaining such security apart from building it for the world. Prosperity, like peace, in the long run is indivisible. We, in the United States, who have half the production power of the world, are deprived of immense trading opportunities because many other people we deal with have less power to produce. From our own point of view it is in our interest to help others to increase their productivity. This is not merely a question of helping neighbors by transporting our products to them as gifts or loans. Rather, it is a matter of getting agreements and common plans to apply modern principles of production everywhere and to facilitate the freest possible exchange of the product for mutual advantage. Achieving this end is our best hope for peace because we thereby remove the causes of fear and suspicion and instill self-confidence. We remove a cause of war. In the process these agreements bind the peoples of the world together by actually organizing them to work for each other on a basis of relative equality.

To do what is now possible through existing machinery requires only the

enlightened will of the peoples of most of the nations. Some countries, too enslaved by fears and outmoded notions of power-politics, may hold back and even try to obstruct such a program. They need not trouble us if the great majority of peoples who want to get out of the economic ditch and on the highroad of peaceful production will act together and keep together, always striving to extend the cooperative program universally. No nation can veto such cooperation. Once the world is moving forward all along the line, no political leadership can long refuse to join the procession.

A great respect for public opinion is another basis for my confidence in the United Nations as a means of keeping the peace. I know that those with vision find it difficult to wait for public opinion to understand the facts and to support the necessary action. Some of us were alarmed when we watched Hitler move step by step toward world conquest, one little country at a time. But it was necessary to wait for public opinion to be educated by events to the point where it was prepared to present a world-front against this aggression. In the future everyone can help to speed up the process of education so that the force of public opinion will crystallize early, rather than late.

### **Unity Means Potential Strength**

I believe in the United Nations because in the General Assembly, in the Security Council, and in the other organs the issues of peace and war can be examined in the open and understood in the early stages. Common sense tells us that no man, by raising his hand against a substantial majority of people who understand the facts and are prepared to act together, can nullify the purposes of the United Nations Charter. The danger lies in the possibility of confusion in public opinion—the failure of the people, whose destinies are at stake, to understand the issue and the progress made. If the people understand that the vote of one representative at the Security Council means an attempt to support his nation in breaking its word not to use force or the threat of force against a neighbor, the gesture of the raised hand will be futile. Indeed, no intelligent man would dare to

try it if he really believed that behind the majority votes were peoples who understood the issue and were prepared in the last analysis to support the Charter by collective force. That means being ready to act if necessary, in the early stages—when the first helpless country is menaced.

I have confidence in the United Nations because it can and does deal with conditions likely to endanger the peace and threats to the peace, in the early stages. That is the point at which insistent and exhaustive discussion of all the facts can produce a peaceful settlement.

Our task is to prevent only one war—the next one. That task requires acting day in and day out through the United Nations and outside of its organization in support of the Charter. It means concentrating on small conflicts and stopping the shooting before it spreads. It means keeping world opinion alert both to the dangers and to the opportunities of our century.

In expressing this line of reasoning, I am putting the emphasis not on the United Nations organization as the guarantor of peace and progress, but on the peoples of the United Nations whose governments must make it work. The United Nations cannot be a failure; but the member nations could fail to make the United Nations a success. Whether or not this happens rests with the peoples of the world.

### **People Want Peace and Security**

If any substantial number of people wanted war or demanded domination over others, our problem would indeed be complicated, if not hopeless. But peoples everywhere in overwhelming majorities desperately want peace and are willing to respect the rights of others for security in their own rights. It is largely a matter of translating this strong common desire into practical actions.

We have as our assets, therefore, the common desire, the accumulated experience of all peoples in meeting complex problems, the vast power of the twentieth century, and the United Nations through which we can work together.

*On these four assets I base my confidence that world peace can be achieved through the United Nations.*

# Evaluation of Citizenship Education

by David Segel and Earl Hutchinson,  
Division of Secondary Education

**H**OW EFFECTIVE is citizenship education in our schools? When lay people ask whether students are well versed in the principles of democracy, what is the answer? When newspaper and magazine articles voice doubts whether young people know enough facts about American history or have a patriotic zeal, do educators have any evidence to offer to the contrary? Does the school's citizenship education program affect the attitude and behavior of an individual? Do people with the most education vote least frequently? Do American youth know the truth about other forms of government and other ideologies?

We believe that administrators and teachers would welcome information on current evaluative techniques and services which reveal the civic status of youth. Such knowledge could pave the way for improvement in the school's program for citizenship. While no single instrument is currently available that measures accurately *all* facts about citizenship, good beginnings have come out of fragmentary approaches. The broad scope of the problem makes it difficult for one test to give complete and satisfactory coverage. The magnitude of the task is better appreciated when we consider the three major areas of good citizenship to which the school contributes: (1) Providing adequate knowledge and understandings; (2) creating skills of critical thinking and democratic attitudes; and (3) establishing situations in which the democratic way of life may actually be practiced.

All of these areas have importance. The acquisition of knowledge of certain historical, political, social, and economic facts is necessary to logical thinking. The memorization and recall of ideas are not the same as the ability to think or understand. Therefore, learning the use of and the method of search for pertinent facts employed in the understanding or solving of a problem is best achieved in functional teaching. A major skill required in a democracy is that of critical thinking, which must be-

come habitual in order that citizens bring to bear on each issue a marshaling of intellectual forces which will produce a sound conclusion. Attitudes stem from understandings and are nurtured by proper choices influenced by intellectual reasoning. In the final instance, what people know, understand, or profess loses its value if their actions belie their words. A true measure of a citizenship program is the extent to which pupils live democratically and the extent to which reasoning guides action.

The United States Office of Education is preparing plans and aids to help teachers develop a more effective citizenry with appropriate zeal for American democracy. Because domestic and international conditions are so unsettled, it is urgent that teachers now evaluate and intensify their efforts. Tests appropriate to various grade levels should be given, which reveal the extent of knowledges and understandings, the quality of skills and attitudes, and the degree of democratic behavior by students. Corrective measures may then be instituted in those areas found deficient.

Objective tests are available which enable teachers to diagnose in part the extent and quality of civic virtues of students. Several tests may be required to provide a profile significant to curriculum improvement, for each test measures only specific aspects of citizenship.

Among the prevalent measuring instruments, the following have been selected as particularly pertinent to the problem:

#### **Tests on History and Geography**

*Coordinated Scales of Attainment.* History and Geography. For grades 4-8. Educational Test Bureau, Philadelphia 4, Pa., and Minneapolis, Minn.

*Metropolitan Achievement Tests.* History, Civics, and Geography. For grades 4-8. World Book Company, Yonkers 5, N. Y.

*U. S. A. F. I. American History Test.* For high school. Co-operative Test Service, New York 23, N. Y., or Science Research Associates, Chicago 4, Ill.

#### **Tests of Contemporary Social Development**

*Cooperative Test on Recent Social and Scientific Developments.* For grades 10-12. A new test each year. Co-operative Test Service, New York 23, N. Y.

#### **Tests of Critical Thinking (Not Specifically Directed to One Area)**

*Watson-Glasen Tests of Critical Thinking.* For high school and college. World Book Company, Yonkers 5, N. Y.

#### **Tests on Democratic Knowledge and Principles**

*Best Thing To Do.* A test of knowledge of Social Standards. Tests through the solution of a problem situation. Stanford University Press, Stanford University, Calif.

*Cooperative General Achievement Tests.* Interpretation of reading materials in social and democratic principles. For high school and beginning college. Co-operative Test Service, New York 23, N. Y.

*Cooperative Social Studies Tests.* For grades 7, 8, and 9. Tests of knowledge, organizing facts and interpreting reading materials in social and democratic principles. Co-operative Test Service, New York 23, N. Y.

*Good Citizenship Test.* Tests through the solution of problem situations. For grades 5-8. Association Press, New York, N. Y.

*Progressive Tests in Social and Related Sciences.* Tests of knowledge and understanding of democratic principles (involves solution of some practical problems). Part 1. The American Heritage and Peoples of Other Lands and Times. For grades 4-8. California

Test Bureau, Los Angeles 28, Calif.

*Socially Competent Person.* Tests through the solution of problems, understandings in health, personal economies, family and community relationships, and social and democratic relationships. For grades 6-12. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

*A Test of Civic Action.* Tests through the solution of problem situations. For grades 6-12. Public School Publishing Company, Bloomington, Ill.

*Test of Knowledge and Social Usage.* For grades 7-12. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

*U. S. A. F. I. General Educational Development Tests. Form B. Test 2 Interpretation of Read-*

*ing Materials in the Social Studies.* One for high school and one for college. Co-operative Test Service, New York 23, N. Y. or Science Research Associates, Chicago 4, Ill.

*What Would You Do?* Tests Through the Solution of Problem Situations. For high school. Committee on Publications, Harvard University, Cambridge, Mass.

#### **Techniques for Observing in Schools Democratic Principles in Action**

There are few adequate techniques in this area. One of promise is:

*Scale for Evaluating the School Behavior of Children 10 to 15.* A scheme for the rating of individual pupils by teachers or by other pupils on various phases of social and democratic behavior in school. Psychological Corporation, New York 18, N. Y.

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## **AMERICANISM, COMMUNISM, AND FASCISM**

*In the CONGRESSIONAL RECORD for November 24, 1947, the Honorable Wright Patman, Representative from Texas, under extension of remarks, presented a comparison of Americanism, Communism, and Fascism. This comparison had been compiled by the Coordinator of Information for the United States House of Representatives. We believe that in this brief parallel form the major aspects of the three types of Government have been clearly set forth. Teachers and students should find this comparative chart useful.*

The national conscience, under free government of laws, is the composite conscience of all its individual citizens. It operates through the process of proposal, disagreement, discussion, and compromise.

Under a centralized government by men there is no national conscience—only the will of those in control of the state.

The true test and value of all govern-

ment is its effect upon the individual citizens; upon individual spiritual, cultural, and material progress.

A philosopher of the seventeenth century defined the function of government perfectly when he wrote:

“The last end of the state is not to dominate men, nor to restrain them by fear; rather it is so to free each man from fear that he may live and act with full security and without injury to himself or his neighbor. The end of the state, I repeat, is not to make rational beings into brute beasts and machines. It is to enable their bodies and their minds to function safely. It is to lead men to live by, and to exercise a free reason that they may not waste their strength in hatred, anger, and guile, nor act unfairly toward one another. Thus the end of the state is really liberty.”<sup>1</sup>

(NOTE.—Prewar Italy, Germany, Japan, and Franco Spain are taken as types of fascistic governments. Russia is taken as the type of government called communistic.)

## AMERICANISM

*Founded upon—*

Faith of the people in and devotion to God.

Right as might.

Dignity and value of the individual, and importance of his spiritual, cultural, and material progress.

### *Freedom*

Of religion.

Of political expression.

Of speech (radio).

Of press.

Of education; youth may choose course of education desired.

From unreasonable search and seizure.

From excessive fines, or cruel and unreasonable punishment.

Of individual to choose his own means of livelihood within the law.

Of consumers to choose goods and services they desire.

### *Rights*

Security of the home.

Of peaceable assembly.

Of petition.

Of habeas corpus.

Of speedy trial by jury.

Of confronting accusers.

Of private property under due process of law.

Rights of minorities to be inviolate.

### *Fruitage*

Highest living levels on earth.

Highest wages on earth.<sup>3</sup> Average wage 63.9 cents per hour; \$5.912 per day. Dollar equals 100 cents.

## COMMUNISM

*Founded upon—*

The people's fear of and submission to the state.

Might as right.

Unimportance of the individual and his progress, except as an instrument of the state.

### *Freedom*

State limited toleration of religious teachings.

Ruthless suppression of political expression.

Ruthless suppression of free speech and use of radio.

Press strictly controlled by the State.

All teachings strictly controlled by state. Government drafts annually from 800,000 to 1,000,000 boys between 14 and 17 years for industrial training, after which they work for state 4 years.<sup>2</sup>

No protection against search and seizure, no matter how unreasonable, by petty bureaucrats.

Excessive fines, and cruel and unreasonable punishment the rule.

Individual must work as, and where, ordered by state. Petty administrators issue such decrees.

Consumers must take such goods and services, and at such prices, as decreed by the state rulers.

### *Rights*

No security of the home. Secret police invade the home when they please, with or without pretext.

No assemblies permitted except those conforming to official dictates.

Not permitted. No one may safely criticize, or ask for changes in administration of governmental affairs.

Secret police are subject to no rules, and no limits except those of their superiors in making arrests and meting out punishment.

Citizens can be arrested, held incommunicado, committed to long terms of imprisonment, or even executed without trial, and on confessions extorted by torture of prisoners and/or their loved ones.

No such right. Police are supreme in their charges. No real right of defense exists.

No right of private property exists. Rulers of State take whatever they want. If possessor objects he may be liquidated by terror police.

Minorities have no rights. Are cruelly and ruthlessly suppressed or exploited at whims of administrators, big or little.

### *Fruitage*

Very low living levels.

Low wages as decreed by the state. Wage statistics not available.<sup>4</sup>

## FASCISM

*Founded upon—*

The people's fear of and submission to the state.

Might as right.

Unimportance of the individual and his progress, except as an instrument of the state.

### *Freedom*

State limited toleration of religious teachings.

Ruthless suppression of political expression.

Ruthless suppression of free speech and use of radio.

Press strictly controlled by the state.

All teachings strictly controlled by state.

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Citizens could be arrested, held incommunicado, committed to long terms of imprisonment, or even executed without trial, and on confessions extorted by torture of prisoners and/or their loved ones.

No such right. Police were supreme in their charges. No real right of defense existed.

Dictators "owned the owners." Right of private property existed as an implement of the State.

Minorities had no rights. Were cruelly and ruthlessly suppressed or exploited at whims of administrators, big or little.

### *Fruitage*

Very low living levels.

Low wages as decreed by the state.<sup>5</sup> Italy: 2.26 lira per hour; equaled 5.26 cents; equaled 95 cents per day.<sup>3</sup>

Footnotes at end of speech.

## AMERICANISM

### *Fruitage*

Food for 1 day for family of 5 costs American wage earner 1½ hours' labor.<sup>20</sup>

Suit of clothes costs average American worker 1 week of work.<sup>21</sup>

Radio costs average American worker 1 week of work.<sup>21</sup>

American living standards for average worker 10 times higher than in Russia.<sup>22</sup>

Wages in America, estimated straight hourly wage basis, industries only, have risen 78.3 as against a cost-of-living rise, over all, of 57.8, since 1941. Different ways of figuring living costs and wage rates may bring varying results, but it is safe to say wage increases since 1941 have more than kept pace with increases in living costs.<sup>22</sup>

Best working conditions on earth.

Best free educational system on earth.<sup>5</sup> Ratio of teachers to population: 1 teacher to each 119 population (1940).

Best independent labor, agricultural and business organizations on earth

Best transportation and highway system on earth.<sup>6</sup> United States passenger miles, 1938: (a) Highways, including buses: 239,808,000,000. (b) Railroads, steam and electric: 22,456,000,000.

More luxuries and comforts for the people.

More automobiles.<sup>7</sup> Per capita distribution of motor vehicles, January 1, 1939: One automobile per 4.3 persons.

More radios.<sup>8</sup> United States: Sets per 1,000 population (1946), 425.

More refrigerators, electric and gas kitchens.<sup>9</sup> (a) Number refrigerators: 16,200,000. (b) Percentage of world total: 90.2.

More telephones. United States has 15.37 telephones per 100 population.<sup>13</sup>

## COMMUNISM

### *Fruitage*

Same amount of food costs Russian worker over seven times as much, or more than 10 hours labor.<sup>20</sup>

Suit of clothes costs average Russian worker 7 weeks' work.

Radio costs average Russian worker 15 weeks of work.<sup>21</sup>

Russian living standards for average worker only one-tenth as high as American level.<sup>22</sup>

Wages in Russia have risen less than half as much as prices of rationed goods since 1941.<sup>22</sup> Prices of unrationed goods are four times as high as prices of rationed goods.<sup>22</sup>

Long hours. Poor plants. The women and children do heavy labor. Unsanitary conditions in many plants. Dangerous conditions in many fields.

No statistics available.

No such independent organizations permitted. Wage earners and farmers obey orders of petty administrators. Are bedeviled by hordes of spies and inspectors.

Poor transportation and highway systems. Russian passenger kilometers, 1938, 95,900,000,000. (Kilometer equals 3,280.8 feet, nearly five-eighths of a mile.) No highway statistics available.

No luxuries or comforts for the common people. Only for the bureaucrats.

Russia: One automobile per 253 persons.

Possession of radio by private citizen without permit of some petty bureaucrat means arrest and punishment. Russia: Sets per 1,000 population: 8.1 (1946).<sup>8</sup>

Only officials permitted to have these luxuries. No record, according to Department of Commerce, of any refrigerators having been imported or used. Ice from natural sources may to some degree be conserved and used.

Only officials have telephones. Ordinary citizens could not have one. Russia had 0.75 telephones per 100 population.<sup>13</sup>

## FASCISM

### *Fruitage*

Japan: 206 sen per day (9½ hours); equaled 49½ cents.<sup>3</sup> Germany: 78.2 reichspfennigs; equaled \$2.51 per day.<sup>3</sup> Spain: No statistics are available.

Long hours. Poor plants. Unsanitary conditions. Dangerous conditions in many lines. Germany and Japan had good plants in some lines. Better conditions than Italy, Spain, or Russia.

Italy: One teacher to each 226 of population (1937). Japan: One teacher to each 211 population (1937). Germany: One teacher to each 258 population (1938). Spain: No statistics are available.

No such independent organizations permitted. Wage earners and farmers obeyed orders of petty administrators. Were bedeviled by hordes of spies and inspectors.

Poor transportation and highway systems. Germany partial exception. Japan, passenger miles, 1937: (a) Highways, including buses: 1,651,761,000. (b) Railroads, steam and electric, 1937: 19,379,000,000. Italy: (a) No statistics available. (b) State railways, kilometers, 1939: 11,773,000,000. Germany and Sudetenland, 1938: (a) Reichbahn only: passenger kilometers 58,977,700,000 (Austria included). (b) No statistics available. Spain: No statistics available.

No luxuries or comforts for the common people. Only for the bureaucrats and the rich.

Japan: One automobile per 388 persons. Italy: One automobile per 93 persons. Germany: One automobile per 42 persons. Spain: One automobile per 197 persons.

Possession of radio by private citizen without permit of some petty bureaucrat meant arrest and punishment. Germany: Sets per 1,000 population (1944) 167.7. Japan: Sets per 1,000 population (1943) 93.3. Italy: Sets per 1,000 population (1946) 32.7. Spain: Sets per 1,000 population, 14.<sup>8</sup>

Germany: 200,000; percentage of world total, 1.32. Japan: (est.) 6,000; percentage of world total, 0.04. Italy: 20,000; percentage of world total, 0.15. Spain: 10,000; percentage of world total, 0.06.

Only officials and business houses had telephones. Ordinary citizen could not have one. Germany: Had 5.20 telephones per 100 population. Japan: Had 1.89 telephones per 100 population. Italy: Had 1.41 telephones per 100 population. Spain: Had 1.19 telephones per 100 population.<sup>13</sup>

## AMERICANISM

### *Fruitage*

More theatres. As of 1940, United States had 17,003.<sup>14</sup>

Better and more extensive health facilities. Number hospital beds in use (1939), 1,195,206.<sup>15</sup> Number of physicians (1946), 180,000.<sup>15</sup> Number of dentists (1947), 82,000.<sup>15</sup>

More toys, books, and joys for children. More sports and amusements.

Individual may safely obey his conscience under government of laws.

For proof, see life in America around you; the daily and periodical press, and history.

## COMMUNISM

### *Fruitage*

Few theatres. All plays or pictures strictly censored by bureaucrats. Russia had 3,000.<sup>14</sup>

Hospital beds: No accurate information available. Physicians: Estimated prewar number, 130,000. Dentists: No accurate figures available.

Children are put to hard work at early age. Their lot is hard and cruel.

Citizen must obey orders of bureaucrats regardless of his conscience, or suffer punishment.

See Communism in Action, by Legislative Reference Service. See daily and periodical press, prewar and now.

## FASCISM

### *Fruitage*

Few theaters. All plays or pictures strictly censored by bureaucrats. Germany: Had 5,506. Italy: Had 4,013. Spain: (est.) Had 2,852. Japan: Had 1,875.<sup>14</sup>

Germany: Hospital beds (1939), 42,996. Physicians: (1939) 49,907. Dentists: (1938) 14,833.<sup>15</sup> Japan: Hospital beds (1938), 246,138. Physicians: (1938) 62,933. Dentists: (1938), 22,735.<sup>15</sup> Italy: Hospital beds (1939), (est.) 59,000. Physicians: (1940) 38,983. Dentists: (1943) 3,048.<sup>15</sup> Spain: Hospital beds: No accurate statistics available. Physicians: (1938) 22,582. Dentists: No accurate statistics available.<sup>15</sup>

Children were put to hard work at early age. Their lot was hard and cruel.

Citizen had to obey orders of bureaucrats regardless of his conscience, or suffer punishment.

See Fascism in Action, by Legislative Reference Service. See prewar daily and periodical press, and history.

<sup>1</sup> Baruch Spinoza.

<sup>2</sup> World Almanac, 1947.

<sup>3</sup> All wage rates are for industry. Figures of rates are for 8-hour day, except Japan, was 9½-hour day. All rate figures are from International Labor Statistics, in form given here. Exchange rates are from Federal Reserve Board. Purchasing power of dollar varied in different countries somewhat at different times, but never sufficiently to make earning capacity of labor under communism or fascism at all comparable to United States labor.

<sup>4</sup> Ruble does not circulate outside Russia. Prices fixed and changed at will by the state.

<sup>5</sup> Number of school teachers includes all kinds, grades, public and private, including universities. Number of teachers in case of each country came from International Bureau of Education, Office of

Education. For Germany, however, Bureau had no figures for universities and other higher institutions. Universities were taken from Statesman's Yearbook, and proportional allowance was made for the 83 schools of higher education in addition to the 23 universities. Figures for Germany do not include Austria and Sudeten. Populations are from Statesman's Yearbook and encyclopedias. Japanese figures in all cases are for Japan proper and do not include Korea, Formosa, etc.

<sup>6</sup> Source of figures, Department of Commerce.

<sup>7</sup> Source of figures, Department of Commerce.

<sup>8</sup> Source of figures, Department of Commerce.

War and postwar years used for figures because prewar receivers, in many of the countries, lumped together Morse code and voice receivers as "Radio."

<sup>9</sup> Department of Commerce figures.

<sup>10</sup> A. F. of L. Labor Monthly Survey, July 1947, p. 7.

<sup>11</sup> United States News, July 1947, giving source as U. S. Bureau of Labor Statistics.

<sup>12</sup> U. S. Bureau of Labor Statistics.

<sup>13</sup> Source of figures for 1939, U. S. Department of Commerce.

<sup>14</sup> Source of figures for 1940, U. S. Department of Commerce trade estimate for Spain.

<sup>15</sup> U. S. Public Health Service, American Medical Association, and American Dental Association.

# Duty of Teachers to Promote Ideals and Principles of American Democracy

by Ward W. Keesecker, Specialist in School Legislation

This government, . . . completely free in its principles, in the distribution of its powers, uniting security with energy, and containing within itself a provision for its own amendment, has a just claim to your confidence and your support. Respect for its authority, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true liberty.

George Washington—Farewell Address.

**A**MONG THE RIGHTS and freedoms of an American teacher is his right to promote and imbue in the minds of youth the ideals and principles of American democracy. Most State laws go farther; they make it his legal duty to do so. This is also his

patriotic duty, especially when our liberties and form of government are threatened. If it be the patriotic duty of every citizen to defend and if necessary to fight and to die for the preservation of his country's ideals and principles, by the same token it is the patriotic duty of every American teacher, both in war and in peace, to promote and inculcate those ideals and principles in the minds of American youth.

Daniel Webster gave us a basic political maxim in words of classic strength and clearness when he said:

The first object of a free people is the preservation of their liberty.

And Woodrow Wilson gave us the following unimpeachable educational and political philosophy:

No more vital truth was ever uttered than that freedom and free institutions cannot long be maintained by any people who do not understand the nature of their own government.

## Duties Provided by State Laws

The legal duties of teachers are set forth in numerous State laws. These laws represent the will of the people, and a public school teacher who fails to observe them himself fails in the first principle of representative government. Following are excerpts from a few State laws which indicate the teacher's responsibility in promoting an understanding of and devotion to American ideals and principles of government:

ARKANSAS: "The instilling into the hearts of . . . pupils [public and private] . . . of an understanding of the

United States and a love of country and a devotion to the principles of American Government shall be the primary object of such instruction [in American History]."

CALIFORNIA: "It is the duty of all teachers [public and private] to . . . impress upon the minds of pupils principles of . . . justice and patriotism . . . and to train them up to a true comprehension of the rights, duties and dignity of American citizenship."

MARYLAND: The public school program shall provide "that the love of liberty and democracy, signified in the devotion of all true and patriotic Americans to their flag and to their country, shall be instilled in the hearts and minds of the youth of America."

PENNSYLVANIA: "Instruction . . . in the history and government of the United States shall . . . have for its purpose the developing, teaching and presentation of the principles and ideals of the American Republic Representative form of government as portrayed and experienced by the acts and policies of the framers of the Declaration of Independence and . . . the Constitution of the United States and the Bill of Rights . . ." The courses in American history and United States Constitution "shall . . . emphasize the good, worthwhile and best features and points of the social, economic and cultural development, . . . high standard of living of the United States citizen, the privileges enjoyed by such citizens, their heritage . . ." etc.

VERMONT: Teachers are required to "so organize, . . . and conduct" schools "so as most effectively will promote . . . good citizenship and patriotic loyalty to the United States and to its Constitution and laws."

WASHINGTON: "It shall be the duty of all teachers to . . . impress on the minds of their pupils the principles of . . . patriotism; to teach them . . . in the principles of free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship."

"Loyalty and patriotism being necessary to the security and perpetuity of free government and a knowledge of the fundamental law being a chief source of such loyalty and patriotism, the study

## Digest of State laws requiring instruction in history and principles of American democracy, patriotism, etc.

States	Constitutional government		History		Patriotism	Respect for the flag	Instruction required in ideals and principles of American democracy, civil government, duties of citizenship, etc.
	U. S. Constitution	State Constitution	United States	State			
1	2	3	4	5	6	7	8
Alabama	1 x		x	x		x	American institutions and ideals. Civil government. Shall "instruct . . . in the principles of free government . . . duties and dignity of American citizenship" and "Declaration of Independence."
Arizona	x	x	x	x	x	x	
Arkansas	(2)		x		x	x	
California	1 x		1 x	x	x	x	
Colorado	1 x	x		x		x	Duties of citizenship.
Connecticut	1 x	1 x	1 x	1 x	x	1 x	
District of Columbia	3 x		2 x				Instruction on Constitution must include a study of and devotion to American institutions and ideals. Instruction on Constitution must include a study of and devotion to American institutions and ideals. "Principles of patriotism." "Principles of government as enunciated in the American Declaration of Independence" and the Federal and State Constitutions. "Historical, political . . . economic and philosophical aspects" of the Federal and State Constitutions, and "lessons of steady influence, which tend to promote . . . an upright and desirable citizenry." Principles of American government. Patriotism and duties of American citizenship. Courses prescribed by State Board of Education.
Delaware	1 x	1 x			x	x	
Florida	x		(2)	x		x	
Georgia	x	x					
Idaho	x				x	1 x	State Constitution requires instruction on State and Federal constitutional systems, and duties of citizenship. Civil government; principles of "our government." Community civics. Duties of citizenship; and "sacred regard for . . . love of . . . country." Shall stress rights and responsibilities of citizens.
Illinois	x	x	x		x	x	
Indiana	1 x	1 x	1 x			x	Declaration of Independence. Duties and obligations of citizenship, "Americanism," respect for law.
Iowa	1 x	1 x	1 x	1 x	x		
Kansas	1 x	1 x	1 x	x	x	x	Civics (State and Federal), principles of free government, rights, duties, and dignity of American citizenship. History of American institutions. "Study of and devotion to American institutions and ideals." Principles, duties, and responsibilities of citizenship.
Kentucky							
Louisiana	x	x	x				Privileges and responsibilities of citizenship "with object of producing highest type of patriotic citizenship." Declaration of Independence. Bill of Rights in Federal and State Constitutions; citizenship.
Maine	x		1 x			x	
Maryland			x	x			"Americanism," respect for law, ideals of founders of our country, duties of citizenship, respect for national anthem. Civil government. American government and citizenship. "The instilling into the hearts of . . . pupils of an understanding of the United States and a love of country and devotion to the principles of American government shall be the primary object of such instruction, which shall avoid, as far as possible, being a mere recital of dates."
Massachusetts	x	x	x		x	x	
Michigan	1 x	1 x	1 x	1 x	x		Including loyalty to United States; principles and ideals of American representative form of government as portrayed by the policies and framers of the Declaration of Independence, and Constitution of the United States and Bill of Rights. Principles of popular and representative government as enunciated in the State and Federal Constitutions. Study of and devotion to American institutions and ideals. Lives of American patriots.
Minnesota	x		x	x	x	x	
Mississippi			x	x	x	x	"Intelligent patriotism," duties of citizenship. Emphasis on obedience to law, respect for Federal and State Constitutions; promote upright and desirable citizenry. Promote good citizenship and patriotic loyalty to United States and its Constitution and laws.
Missouri	1 x	1 x	1 x				
Montana	x		x	x	x	x	Declaration of Independence, Virginia Statute of Religious Freedom, Virginia Bill of Rights. Loyalty; principles of free government; rights, duty, and dignity of American citizenship.
Nebraska	1 x	1 x	1 x	1 x	x		
Nevada	1 x	1 x	1 x	1 x	x		Oregon
New Hampshire	1 x	1 x	x	x	x	x	
New Jersey	1 x	x	x	x	x		Pennsylvania
New Mexico	x	x	x	x	x		
New York	1 x	1 x	x		x	x	Rhode Island
North Carolina	x	x	x	x	x	x	
North Dakota	1 x		x		x	x	South Carolina
Ohio	x	x	x	x			
Oklahoma	1 x	1 x	1 x	x	x	1 x	South Dakota
Oregon	1 x	x	x		x	x	
Pennsylvania	1 x	1 x	1 x	1 x	x	x	Tennessee
Rhode Island	x	x	x	x	x	x	
South Carolina	x	x	x	x	x	x	Texas
South Dakota	1 x	1 x	1 x	1 x	x		
Tennessee	x	x	x	x	x	x	Utah
Texas	x	x	x	x	x		
Utah	1 x	x				x	Virginia
Vermont	4 x	x	x	x	x		
Virginia	x	x	x	x		x	Washington
Washington	1 x	1 x	1 x	x	x	x	

See footnotes at end of table.

States	Constitutional government		History		Patriotism	Respect for the flag	Instruction required in ideals and principles of American democracy, civil government, duties of citizenship, etc.
	U. S. Constitution	State Constitution	United States	State			
1	2	3	4	5	6	7	8
West Virginia.....	<sup>1</sup> x	<sup>1</sup> x	x		x		For purpose of "fostering and perpetuating the ideals, principles and spirit of Americanism."
Wisconsin.....	<sup>1</sup> x		x	x		x	
Wyoming.....	x	x			x		Including Declaration of Independence and a study of and devotion to American institutions and ideals.

<sup>1</sup> Also required in private schools.  
<sup>2</sup> Instruction in civil government required.

<sup>3</sup> By district school board regulation.  
<sup>4</sup> Implied.

of the Constitution of the United States [and of the State] shall be a condition prerequisite to graduation from common and high schools . . ."

**WEST VIRGINIA:** Instruction is required in public and private schools in the Federal and State Constitutions and history of the United States "for the purpose of teaching, fostering and perpetuating the ideals, principles and spirit of Americanism . . ."

These laws make it clear as to what kind of democracy is to be taught. They refer to the ideals and principles of *American* democracy as enunciated by the principles of the Declaration of Independence and the Federal and State constitutions.

The basic philosophy of our principles of freedom, vividly expressed by the founding fathers in the Declaration of Independence, runs as follows:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. . . .

The principles of liberty embodied in this statement and implemented by the Federal and State Constitutions and their bills of rights enhance the dignity and liberty of the individual. They provide for a liberal and progressive educational philosophy. These principles are not outworn by time, nor exhausted by use.

To educate for the preservation of American principles of freedom is the antithesis of indoctrination as it exists under totalitarian governments. In-

struction in these principles of freedom tends to keep the power in the hands of the people, which is the reverse of totalitarianism.

### **Preservation of Freedom**

Our Federal and State Constitutions probably provide more academic freedom and diversity of thought than the laws of any other country. However, State laws impose certain duties upon teachers which may not be avoided on the ground of academic freedom. Teachers are not at liberty to evade or disregard their responsibility for the carrying out of statutes which require them to teach the ideals and principles of American democracy. Moreover, statutes on this subject make untenable the teaching or arrangement of information in public schools which have the effect of promoting foreign "isms" and philosophies of government which are inimical to American ideals and principles, and many State laws specifically forbid such teaching. According to Lincoln, "No government proper ever had a provision in its organic law for its own termination."

No form of government can long endure in the modern world without the support of its educational system. Neither can it long survive without the respect, confidence, and loyal support of its youth. These are responsibilities which liberty enjoins upon the present and oncoming generation in America.

It is of course vital that a pupil should have the freedom to learn and to be inquisitive about various forms and philosophies of government. That freedom, however, ought not to be construed and applied so as to deny or

abridge the right of pupils to full benefit of history in the development of the principles of American liberty. On this subject George Washington deemed it appropriate to say:

We ought to deprecate the hazard attending ardent and susceptible minds from being too strongly and too early prepossessed in favor of other political systems before they are capable of appreciating their own.

State laws support the theory that a pupil in his immaturity and lack of understanding of history ought not to make a *blind* choice. He should have the benefit of experienced and qualified teachers. If it is important to give information and guidance as to what a child should eat, so is it equally important to give him information and guidance as to what should go into his mind with respect to governments in general in order that he may fully understand the facts of American liberty and government. A pupil is free to differ and to seek out new theories and views in the market of free trade in ideas.

The heritage of American youth includes his right to a thorough understanding of the ideals and principles of American constitutional government so that he may become an intelligent, loyal, and devoted citizen. It is his freedom and right to know that under our Federal and State Constitutions he is guaranteed the right of free speech, free press, freedom of choice in matters of private enterprise, politics, and religion. It is his right to know the facts of history—to know that our Federal and State Governments have doubtless provided more human rights, to more people, and over a longer period of time than has any other system of government yet established. It is his right to know the facts of history in the development of these rights, and to know the verdict of history in the experience with other systems of government.

### **Digest of State Laws**

This article is accompanied by a tabular digest of State laws requiring instruction in the history and principles of American Democracy, which shows the States requiring instruction on the Federal and State Constitutions, United States and State histories, patriotism, etc.

# FASCISM IN ACTION

## A Documented Study and Analysis of Fascism in Europe

*Prepared at the instance and under the direction of Representative Wright Patman of Texas by the Legislative Reference Service of the Library of Congress.*

(80th Congress, 1st Session—House Document No. 401)

*Washington, U. S. Government Printing Office, 1947. Available from the Superintendent of Documents, Price 40 cents.*

## A REVIEW by Earl Hutchinson, Field Representative, Division of Secondary Education

**H**ERE IS a carefully documented study which provides teachers with valuable reference material concerning fascism in Europe. It presents a painstakingly accurate picture of life under Fascist regimes, and a study of it causes those who are fortunate in living under the democratic way of life to ponder their blessings. These two ideologies differ from each other in one chief but fundamental concept: Fascism builds everything around the purposes of the state and makes the state preponderant; democracy holds the individual and his freedom and rights as basic and would build the welfare of society upon his freedom.

The transition to fascism from any other form of government is deceptively easy, for fascism progresses by steps and stages. Therefore, teachers need to acquaint themselves with the contents of this study, for in it are contained descriptions of procedures through which fascism was established in European states and the organization by which the totalitarian state maintained itself. The best means of fighting any "ism" is to recognize it, no matter under what title it masquerades.

Some people claim that fascism is more efficient than democracy. Even if the claim were true, most citizens of these United States would not seek to achieve efficiency under the Fascist method. The cost to the individual is great: The abolition of representative government, of individual liberty, of the rights of free speech, free assembly, free religion, a free press, and the principle

of equality before the law. Strangely enough, no really strong democracy has fallen before fascism despite its vaunted efficiency. The mighty war machine built by the boasted proficiency of Fascist Germany and Japan surrendered to the "decadent and inefficient" democracies. Fascism is a fighting philosophy; it needs violence and conflict to achieve its ends; it glories in might. Yet the strength of free people is greater than that of those whose entire lives are subordinated to the military welfare of the state.

An examination of the document impresses one by its recital of the loss of freedoms under Fascist regimes. One by one, rights considered inalienable in a democracy were usurped by the Fascist state. No group of people was exempt. Lest the false claims of Fascists even in America beguile our citizens, teachers must help young people to detect fraudulent statements whenever they appear. Here are summarized some of the operations of Fascist Europe as given in various sections of the report.

Before the advent of fascism, the workers of Italy, Germany, and Spain enjoyed substantial freedom, individually as well as collectively. In addition, they were protected by social legislation. Unions were common in pre-Fascist states, and they were free to form national federations and confederations. However, fascism considers every worker as a component part of the productive and fighting capacity of the state; hence in those countries,

the dictators destroyed the freedom of labor that had existed before they came to power. Labor became the tool of Fascist government through carefully planned and subtle moves. New structures for labor organizations were evolved to include all industries and workers. Automatic or compulsory organization of and membership in new union was required. Soon, collective bargaining was ended, and the government assumed all functions involving wage rate setting and basic conditions of employment.

Agriculture held a favored spot in Fascist economy, chiefly because in case of war, the farm provided food essential to physical survival. The hereditary farm resulted, which could be held only by German citizens of Aryan descent; and it had to be of such a size as to fully maintain and support a peasant and his family. It could not be mortgaged, sold, or divided, and it could be inherited by only one principal heir. Stimuli to the growth of particular crops were given through price support, and good farm production was essential to the owner holding his farm. The farmers under fascism were regimented and propagandized, but compared to other sectors of the economy, their lot was generally more favorable even though there was a corresponding loss of freedom.

Germany and Italy had well-developed central banking systems that became the tools of the government. Policies were established by the Fascist governments, and banks became collectors of people's savings which found their way into government obligations or investments directed by the state. Banks were completely nationalized so that decisions on what services they could render were determined solely by the government on the basis of whatever the dictators decided was necessary.

Even the individual's use of leisure time was regimented by the Fascist government. The organization, use, and control of leisure time was regarded as a most important function of the state. A blending of work programs and leisure time programs made possible an uninterrupted series of propagandist pressure throughout the day, from which there was no escape. Even organized vacations were planned by the

government. A few of the extensive devices designed to nationalize and control every moment of a human being's waking time were: Revival of folklore and traditions, establishment of youth programs, development of strength through games and sports, control of the radio, presentation of dazzling spectacles on holidays and anniversaries of political significance, purged literature, lectures, and coordination of the theatre with the National Socialist way of life.

Freedom of religion is inherent in a democracy. Fascism cannot accept the basic tenets of the Christian churches which consider God as the highest authority and individuals as His children with equal rights. Fascism and Christianity are therefore basically incompatible, as is evidenced by the relations between the two in fascist Germany. Step by step, Hitler moved to control the thoughts of both the Protestant and Catholic Churches. He attempted to unite the various sects of the Protestant faiths into a single national church responsive to the will of the state. When, in the Catholic Churches of Germany, the Bishops read the Pope's Encyclical, "With Burning Anxiety," which was a complete condemnation of Reich religious policies, the state retaliated with a wave of arrests and financial and police pressure. The churches resisted attempts to be fitted into the totalitarian machine, and it was only the end of the war and German fascism that prevented the final inevitable absorption of religion into the German state.

Fascists make their theories plausible; therein lies the danger. Witness Mussolini: "Far from crushing the individual, the Fascist State multiplies his energies, just as in a regiment a soldier is not diminished but multiplied by the number of his fellow soldiers." Therefore, the words of Representative Patman appropriately express this corollary to a study of fascism: "Democracy is not to be had for the wishing, and the best efforts of every American citizen should be devoted to its perpetuation and successful operation. Democracy and efficiency are compatible, but insinuations that we must choose between democratic participation in government and efficient government often emanate from Fascist sources."

Teachers of America, already strong

in their belief in democracy, and further armed with this understanding of the strategy leading to fascism, may

then reveal more clearly to American youth pitfalls besetting pre-Fascist Europe.

## COMMUNISM IN ACTION

### A Documented Study and Analysis of Communism in Operation in the Soviet Union

*Prepared at the instance and under the direction of Representative Everett M. Dirksen of Illinois by the Legislative Reference Service of the Library of Congress.*

(79th Congress, 2d Session—House Document No. 754)

*Washington, U. S. Government Printing Office, 1946. Available from the Superintendent of Documents, Price 25 cents.*

### A REVIEW by Fitzhugh L. Hambrick, Specialist in Social Sciences, Division of Elementary Education

**C**OMMUNISM IN ACTION is by great odds the best source of facts available to American readers about communism as it is being applied in Russia today. In the foreword of this documented study Representative E. M. Dirksen wrote:

If farmers could but know what the Soviet system of agriculture is really like; if laboring men had a better working knowledge of the status of labor in the Soviet Union, and especially the system of forced labor which is so common; if people who are devoted to God and who value a free conscience above all else could better know how religion fares in the Soviet Union; if our people generally, who enjoy the highest living standard in any time or place, could know more about living standards under the Soviet scheme; if those who see in the free-enterprise system as it has been pursued in the United States for more than 150 years the greatest instrument for material human advancement could know a little more about industry and management in the Soviet Union; if those who at some time or other may have found themselves toying with the idea of bringing about a change in our form of constitutional representative government had a better perception of government and governmental methods under communism; if those who have at one time or another felt that a perplexing world required a planned existence, had a broader knowledge of how leisure

time is employed under communism; if those who feel that a regulated system of education might be preferable to the free system in the United States had a better perspective of how the educational system operated in the Soviet Union, it would halt the march of communism as nothing else could do.

*Communism in Action* contains 141 pages of carefully selected and painstakingly documented information. It provides the very kind of information Americans need to judge communism fairly and accurately. As a whole, it is a terrifying story of the imposition of a strange ideology upon a once illiterate people, who even now, are helpless victims of a minority dictatorship.

*Part I* of the report deals with the beginning of communism in the Soviet Union: The origin of 5-Year Plans; the operation of the Soviet productive system and how it contrasts with American economy; ill effects of communistic planning; profits in the Soviet economy; labor discipline; Soviet wage scales; forced labor; variations in standards of living among different grades of industrial workers, controlled agriculture, finance, and others.

*Part II* deals with political and social matters: The present structure of the

Soviet Government; the Communist Party; the judicial system; defense plans; the army, navy, and the air forces; and central Government control in education and leisure. The last item, a chart of major events which happened in Russia between the years of 1917 and 1946, could well serve as the basis of a good teaching outline on the Soviet Union for high school classes.

Communism has a dark record. On November 7, 1917, the Bolsheviki seized power through revolution. Immediately the Czar and his family were assassinated. All industrial concerns using machinery and employing more than five persons were seized and nationalized. Loans which had been made to Russia were repudiated. By 1920, private capital had been eliminated. Full control of the national economy had been achieved. This period was marked by great strife and violence. Trade stagnated; worthless paper money was issued; peasants reduced production; towns were deserted; and low standards of living had sunk even lower. In 1921 a New Economic Policy was begun. In 1926 this policy was followed by a series of 5-Year Plans. Currently the Soviet Union is in the fourth one. In 1927 Stalin became the Soviet's dictator.

Since coming to power in the U. S. S. R., the Communists have maintained their position by two methods: One, by winning positive support to their regime, and the other by destroying all opposition to it. To accomplish these ends they have devised new social methods, instruments, and institutions, and employed vast waves of propaganda. Some of their new inventions reflect high social purpose; others viciousness, even bestiality. By the use of shameless propaganda, they have made their best processes appear to the unwary to be much better than they really are. By the use of propaganda they have, in some cases, created a state of mind that refuses to believe that some of their new social inventions are as inhuman and evil as they really are.

The Constitution of the U. S. S. R. is an example of an "over-eulogized" communistic social instrument. Propagandists lauded it as the "world's

greatest instrument of democracy" and pointed out that its counterpart of the American "Bill of Rights" was longer and listed better rights than any other fundamental document. Propagandists also eulogized communistic social achievements in attaining unionization of all laborers in the Soviet Union. They hailed 100 percent membership in labor unions as a democratic triumph. In like manner they spread wide the fact that all workers received equal wages.

The truths are that a constitution is not even regarded as a fundamental and inviolable document in the U. S. S. R.

## Educational Meetings

(From page 24)

*National Association of Colleges and Departments of Education*, Feb. 22, Atlantic City, N. J. Secretary, WILLIAM S. TAYLOR, College of Education, University of Kentucky, Lexington, Ky.

*National Association of Secondary School Principals (NEA)*, Feb. 21-25, Atlantic City, N. J. Secretary, PAUL E. ELICKER, 1201 Sixteenth Street NW., Washington 6, D. C.

*National Association of State Directors of Teacher Education and Certification*, February 23-24, Atlantic City, N. J. Secretary R. E. JAGGERS, State Department of Education, Frankfort, Ky.

*National Association of State High School Supervisors and Directors of Secondary Education*, February 24, Atlantic City, N. J. Secretary, EARLE T. HAWKINS, State Department of Education, Baltimore 1, Md.

*National Society for the Study of Education*, February 26, Atlantic City, N. J. Secretary, NELSON B. HENRY, 5835 Kimbark Avenue, Chicago, Ill.

*National Council on Measurements Used in Education*, February 24-25, Atlantic City, N. J. Secretary, FRANK S. WHITE, Fairmount State College, Fairmount, W. Va.

It is viewed as a set of social objectives, not basic law. Citizens of the Soviet Union are not guaranteed the rights that are listed in their Constitution. Moreover, the Communist Party is the only legal political party in the Soviet Union. This Party not only interprets the Constitution but determines the extent to which it may be enforced. Labor unions in the U. S. S. R. are not instruments through which labor expresses itself. They are instruments for communistic domination of labor. Labor there has no freedom. At one time there was equality of wages among various classes of labor in Russia. This policy was soon abolished. Today wage inequalities are greater among various classes of workers than in the United States.

An example of social invention of the Communists, which is so horrible that it is hard for many people to believe, is the communistic institution of forced labor. Forced labor camps were established in 1923. Political offenders, non-conforming engineers, intellectuals, recalcitrant peasants, Party members who deviated in their faith, and other dissenters are crowded into these camps. These workers, men and women alike, labor in mines, build railroads, cut logs, clear and drain swamps. They exist on starvation diets in filth and squalor. About 30 percent of them die annually. Considering this high death rate and the fact that about 15,000,000 wretched men and women are in these camps today, one readily infers the extent to which this vicious system is relied upon by Communists to maintain themselves in power.

Other examples of diabolical communistic inventions are the Communist secret police, fiendish methods of securing confessions of guilt from the innocent, banishment of persons not acceptable to the Communists, and the creation of a state in which every citizen is dependent body and soul upon the communistic regime for all the dire necessities of a lowly life. These cannot be discussed here in detail. *Communism in Action* offers educators the truth on these matters and a basis for a full and fair appraisal of the communistic regime.

# Zeal for American Democracy

## Reading List for Teachers and Mature Students

**T**HIS LIST contains some publications which should be helpful to teachers and others who wish to review the problems involved in the functioning of democracy in America and who wish to acquire an understanding of Communist activity and the U. S. S. R. It is not a complete list, but rather is intended to be representative of a part of the material which is available on the subject.

Among the criteria used for the inclusion of books and pamphlets were the following: (1) Direct bearing of the publication on the zeal for American democracy project; (2) accurate presentation of pertinent facts; and (3) probable availability through purchase or use at libraries.

Since it is planned to issue supplementary lists on the subject from time to time, it is hoped that teachers and others will recommend to the Office of Education other books and pamphlets which should be considered for inclusion.

### Democracy and Education

American Association of School Administrators. *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. (Twenty-fifth Yearbook.) \$2.50.

Attempts 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 in several vital areas; 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.

Association for Childhood Education. *Toward Democratic Living at School*. Washington, D. C., Association for Childhood Education, 1943. 31 p. 35 cents.

Contents: Objectives of Self-realization—Realizing Individual Possibilities, by Claudia Lewis; Objectives of Civic Responsibility—Becoming Intelligent Citizens, by Lucile Allard; Objectives of Economic Efficiency—

Assuming Responsibilities and Learning Values, by Mollie S. Smart; Objectives of Human Relationships—Learning to Appreciate Others, by Ruth Streitz; What Makes a Favorable School Environment, by William S. Elsbree; Evaluations—A Pattern to be Lived Cooperatively, and other titles.

Burdette, Franklin L. *Political Parties: An American Way*. Indianapolis, Ind., National Foundation for Education in American Citizenship, 1945. 32 p. (Basic American Concepts Series.) 10 cents.

Describes the importance of the two-party system in our form of government and indicates the citizen's role in the organization and work of political parties.

Cushman, Robert E. *Safeguarding Our Civil Liberties*. New York, Public Affairs Committee, Inc., 1947. 31 p. (Public Affairs Pamphlets, No. 43, rev.) 20 cents.

Discusses dangers to civil liberty in war and in peace; the Bill of Rights and the liberties which are protected by it; protection of civil liberty in our federal system; and safeguards to civil liberty.

Department of Elementary School Principals. *Learning World Goodwill in the Elementary School*. Washington, D. C., National Education Association, 1946. 366 p. (Twenty-fifth Yearbook) (Bulletin of the Department of Elementary School Principals, vol. 26, No. 1.) \$2.

Discusses the basic educational process of forming attitudes and the unique service of the elementary school in the process. Reports community programs, separate school programs, and activities undertaken in single classrooms and in separate curriculum fields, and in the education of teachers.

National Council for the Social Studies. *Citizens for a New World*. Washington, D. C., National Council for the Social Studies, A Department of the National Education Association, 1944. 186 p. (Fourteenth Yearbook.) \$2.

Contents: Planning peace to preserve the victory; The interdependence of nations and individuals; Liquidating the war—economic and social rehabilitation; Liquidating the war—problems of international health; Plans for international organization; Education for a new world order; The stake of the United States in international organization; and International relations for secondary schools.

National Council for the Social Studies. *Democratic Human Relations*. Promising Practices in Intergroup and Intercultural Education in the Social Studies. Washington, D. C., National Council for the Social Studies, A Department of the National Education Association, 1945. 366p. (Sixteenth Yearbook.) \$2.

Discusses the purposes of intergroup and intercultural education; curriculum problems; planning learning activities; practices in social studies courses in elementary and secondary schools, study units; school activities; community utilization; guidance; materials and sources. Shows the need for pioneering in all aspects of democratic human relations.

Russell, William F. and Briggs, Thomas H. *The Meaning of Democracy*. New York, Macmillan Co., 1941. 413 p. \$1.48.

Outlines the story of the development of democracy, indicating the strengths and weaknesses of the opposition and making clear the more important meanings that democracy has come to have; presents in the form of a creed a set of detailed statements which define what democracy seems to mean today; and contains readings in democracy as suggested in the first part of the book. It includes suggestions for study, and a series of pertinent questions on the creed of democracy.

Wilson, Howard E. *Teaching the Civil Liberties: A Source Unit*. Washington, D. C., The National Council for the Social Studies, a Department of the National Education Association, 1941. 40 p. (Bulletin No. 16.) 30 cents.

Presents a source unit on the civil liberties which not only suggests ways in which a substantial unit on civil liberty can be developed for the high school level, but also suggests ways in which aspects of the study of civil liberties may be included in a course in American history, world history, and English literature.

Wrightstone, J. Wayne and Campbell, Doak S. *Social Studies and the American Way of Life*. Evanston, Ill., Row, Peterson and Company, 1942. 292 p. (Basic Education Teachers Series.) \$2.

Deals with the purposes of social education in a democracy, with four areas of learning or experiences in social education, with evaluating the growth and development of democratic personality; designed to be a guide for teachers in the elementary and in the secondary schools.

## The Soviet Union and Communist Methods

Chamberlin, William Henry. *Collectivism; A False Utopia*. New York, Macmillan Company, 1937. 265 p. \$2.

Proposes to show that collectivism, both in its Communist and in its Fascist forms, is a false Utopia, on the basis of the demonstrable facts of the Soviet, German, and Italian experiments.

Counts, George S. and Lodge, Nucia P. "*I want to be like Stalin*." New York, John Day Company, 1947. 150 p. \$2.

This is a translation by G. S. Counts and N. P. Lodge of a Russian textbook on pedagogy written by B. P. Yesipov and N. K. Goncharov. A 33-page introduction was written by G. S. Counts. The Russian portion of the book was written for teachers in the U.S.S.R. It shows how the Communists indoctrinate children for a totalitarian society.

Deane, John Russell. *The Strange Alliance: The Story of our Efforts at Wartime Cooperation with Russia*. New York, Viking Press, 1947. \$3.75.

Describes the numerous difficulties which the U. S. Military Mission to Russia encountered during World War II. Declares that Soviet leadership is inspired "by the urge to spread communism throughout the world. It is unscrupulous in accomplishing its ideological purpose."

Gitlow, Benjamin. *I Confess: The Truth About American Communism*. New York, E. P. Dutton and Co., 1940. 611 p. \$3.75.

An account by a former active Communist of methods employed by the Party to gain power in the United States.

Koestler, Arthur. *Darkness at Noon*. Translated by Daphne Hardy. New York, Macmillan Company, 1941. 267 p. \$3.

Tells the story of a fictitious character, N. S. Rubaskov, whose life is a synthesis of the lives of a number of men who were victims of the so-called Moscow trials.

Library of Congress, Legislative Reference Service. *Communism in Action*. A Documented Study and Analysis of Communism in Operation in the Soviet Union, Prepared at the Instance and Under the Direction of Representative Everett M. Dirksen of Illinois by the Legislative Reference Service of the Library of Congress Under the Direction of Ernest S. Griffith. Washington, U. S. Government Printing Office, 1946. 141 p. (79th Congress, 2d Session. House Document No. 754.) 25 cents.

Describes the operation of the economic, political, and social institutions of the Soviet Union in recent years. Part 1 deals with the Soviet economic system. Part 2 discusses government, national defense, education, the use of leisure time, religion, and the Soviet definition of freedom as contrasted with American ideas of freedom.

Library of Congress, Legislative Reference Service. *Fascism in Action*. A Documented Study and Analysis of Fascism in Europe, Prepared at the Instance and Under the Direction of Representative Wright Patman of Texas, by the Legislative Reference Service of the Library of Congress. Under the Direction of Ernest S. Griffith. Washington, U. S. Government Printing Office, 1947. 206 p. (80th Congress, 1st Session. House Document No. 401.) 40 cents.

Presents an accurate picture of life under fascist regimes in Europe, showing various stages of progress to complete authoritarian control. Government treatment of labor, agriculture, religion, banking, leisure time, transportation, political parties, and education is explained. A foreword by Representative Patman illuminates the danger of fascism in U. S.

Library of Congress, Legislative Reference Service. *Trends in Russian Foreign Policy Since World War I*. Washington, U. S. Government Printing Office, 1947. 68 p. 15 cents.

This report was printed for the use of the Committee on Foreign Relations. It is an excellent resumé of foreign policy in Russia. It is organized on a day, month, year chronology. A copy of this documented report would be useful to a high school class engaged in a study of Russo-world relationships.

Oneal, James and Werner, G. A. *American Communism*. New York, E. P. Dutton and Co., Inc., 1947, 416 p. \$5.

A critical analysis of the origin and development of communism in America. Attention is given to historical and current Communist aims in America and methods of operation.

Schwartz, Harry. *Russia's Postwar Economy*. Syracuse, N. Y., Syracuse University Press, 1947. 119 p. \$1.

An appraisal of the present Soviet industrial and agricultural situation with a view to providing a background against which current and probable future moves, both economic and military, can be evaluated.

# American Democracy

## Selected Reading List Suitable for Elementary and Secondary School Students

Compiled by Nora E. Beust, Specialist,  
School and Children's Libraries

### Our Heritage

Aulaire, Mrs. I. M. d' and Aulaire, E. P. d'. *Abraham Lincoln*. Illus. by the authors. New York, Doubleday & Co., 1939. 55 p. \$2.50.

A picture book biography of the man who held a great nation together. The rich color, imagination, humor, and attention to detail appeal to young readers. Elementary.

Carmer, C. L., comp. *America Sings*; stories and songs of our country's growing; collected and told by Carl Carmer. New York, Alfred A. Knopf, 1942. 243 p. \$3.

America's work and growing are reflected in the songs and folk tales of heroes from the fields, mines, rivers, and forests. Elementary and secondary.

Daugherty, James. *Abraham Lin-*

*coln*. Illus. by the author. New York, Viking Press, Inc., 1943. 216 p. \$3.50.

The patience, strength, and understanding of Lincoln are expressed in this appreciation of his contribution to mankind. Upper elementary and secondary.

Daugherty, James. *Poor Richard*. Illus. by the author. New York, Viking Press, Inc., 1941. 158 p. \$2.50.

The biography of a most distinguished American statesman who believed "Well done is better than well said." Upper elementary and secondary.

Eaton, Jeanette. *Leader by Destiny*. Illus. by Jack Manley Rose. New York, Harcourt, Brace & Co., 1938. 402 p. \$3.

A biography that describes the development of Washington from youth to forceful leadership of a liberty-loving people. Elementary and secondary.

Eaton, Jeanette. *Lone Journey*. Illus. by Woodi Ishmael. New York, Harcourt, Brace & Co., 1944. 266 p. \$2.50.

The story of the man who won the battle for religious freedom in America and also created a democratic government about which he said, "Governmental agencies have not the least inch of civil power but what is measured out to them from the free consent of the whole." Upper elementary and secondary.

Eaton, Jeanette. *Narcissa Whitman*. Illus. by Woodi Ishmael. New York, Harcourt, Brace & Co., 1941. 318 p. \$2.50.

The life of a pioneer woman, typical of the courage and rich humanity that made it possible to establish the outposts of our civilization in the West. Upper elementary and secondary.

Graham, Shirley and Lipscomb, G. D. *Dr. George Washington Carver, Scientist*. Illus. by Elton C. Fax. New York, Julian Messner, Inc., 1944. 248 p. \$2.50.

An account of the achievements of this eminent Negro educator and agricultural scientist in his work through the Tuskegee Institute in Alabama. Upper elementary and secondary.

Gray, E. J. *Penn.* Illus. by George Whitney. New York, Viking Press, Inc., 1938. 298 p. \$2.50.

The story of William Penn's fight for right and freedom has added significance today when the principles of democracy are being threatened by totalitarian countries. The colonial constitution of Pennsylvania later served as a model for the United States Constitution. Upper elementary and secondary.

Lawson, Robert. *They Were Strong and Good*. Illus. by author. New York, Viking Press, Inc., 1940. 64 p. \$1.50.

The childhood impressions of the writer's father and mother and of their fathers and mothers are similar to the memories cherished by many Americans. Elementary.

Petersham, Mrs. Maud and Petersham, Miska. *An American ABC*. Illus. by the authors. New York, Macmillan Co., 1941. 52 p. \$2.

A gay picture book that presents a panorama of our national heritage. It begins with "A is for America, the land I love" and closes with "Z is for Zeal, an American trait." Elementary.

Van Loon, H. W. *Thomas Jefferson*. Illus. by the author. New York, Dodd, Mead & Co., Inc., 1943. 106 p. \$2.50.

"The serene citizen from Monticello who gave us an American way of thinking and who gained world-wide renown by his noble understanding of that most difficult of all the arts—the art of living as he felt that it should be practiced in the Republic of which he was one of the founders."—*Subtitle*. Upper elementary and secondary.

### Our Challenge

Bennett, H. H. and Pryor, W. C. *This Land We Defend*. New York, Longmans, Green & Co., 1942. 107 p. \$1.50.

The authors stress the facts that democratic processes have been employed successfully in the fight to conserve the soil and that there is urgent need to continue to work to save our productive land. Upper elementary and secondary.

Cooley, D. G. and others. *Your World Tomorrow*. New York, Essential Books, 1944. 252 p. \$2.50.

An account of the scientific progress that has been made or that is predicted by the men and women with technological knowledge who are testing, studying, and making blueprints for tomorrow's world. Upper elementary and secondary.

Elting, Mary, in collaboration with Margaret Gossett. *We are the Government*. Charts and pictures by Jeanne Bendick. New York, Doubleday & Co., 1945. 90 p. \$2.

A graphic presentation of how the men who wrote the Constitution of the United States more than 150 years ago devised a simple working plan for the type of democratic government we want. Upper elementary and secondary.

Fitch, F. M. *One God; The Ways We Worship Him*. Photographs chosen by Beatrice Creighton. New York, Lothrop, Lee & Shepard Co., 1944. 144 p. \$2.

"But even though they all worship one God, all people do not worship in just the same way. In America each person may make his own choice. Freedom of religion is one of the rights of free men."—*Preface*. Upper elementary and secondary.

Floherly, J. J. *The Courage and the Glory*. Philadelphia, J. B. Lippincott Co., 1942. 188 p. \$2.25.

It is the author's hope that the stories he tells will be an answer to those who have wondered if American youth has deteriorated and American manhood has gone soft. Upper elementary and secondary.

Hartman, Gertrude. *The Making of a Democracy*. New York, John Day Co., 1941. 302 p. \$2.

An account of the laborious beginnings and development of freedom and justice in government in the Old World and our own struggle for a new government in the New World. There is a section on the differences between life in a dictatorship and life in a democracy. The last chapter stresses the fact that, "We cannot hope to keep our freedom unless we are willing to accept the responsibilities which democracy places upon every one of its citizens. Our country will grow greater and better only as her citizens are able to make it so, for the greatness of any country depends upon the character of its people."

Leaf, Munro. *Fair Play*. Philadelphia, Frederick A. Stokes Co., 1939. 94 p. \$1.50.

Readers are told how citizens in a democracy determine what kind of rules and laws and government are best. Elementary.

Sechrist, E. H. *Red Letter Days*. Illus. by Guy Fry. Philadelphia, Macrae Smith Co., 1940. 252 p. \$2.

The significance of the holidays that have developed in relation to our own history and growth and the traditions associated with the feast days of the Old World that we keep alive. Upper elementary and secondary.

Swift, H. H. *North Star Shining*. Illus. by Lynd Ward. New York, William Morrow & Co., 1947. 44 p. \$2.50.

A dramatic chronicle of the contributions made by the Negro to America. Upper elementary and secondary.

Tarshis, E. K. *Look at America*. Illus. by Harold Haydon. New York, Robert M. McBride & Co., 1942. 90 p. \$2.

"America is more than land. America is people. It is the work they do, the food they eat, the houses they live in, the way they live." Elementary.

*Told Under the Stars and Stripes*. Stories Selected by the Literature Committee of the Association for Childhood Education. Illus. by Nedda Walker. New York, The Macmillan Co., 1945. 347 p. \$2.

This collection of simple stories about peoples from other countries who have brought to us the riches of their customs and traditions aids in the understanding of America. Elementary.

*When Our Town Was Young; Stories of North Salem's Yesterday*; collected and written by boys and girls of today; Ed. by Frances Eichner and H. F. Tibbets. North Salem, N. Y., The Board of Education, 1945. 170 p. \$2.

What the boys and girls of the seventh grade in North Salem, New York, found out about the history of their town through the use of human and recorded resources. Upper elementary and secondary.

# "I WANT TO BE LIKE STALIN"

Translated and edited by George S. Counts and Nucia P. Lodge. 150 p. New York, The John Day Co., 1947. (\$2.)

## Review by Earl Hutchinson, Field Representative, Secondary Education

**T**HIS BOOK is a primary source for understanding Soviet education, doctrines, institutions, and purposes. It constitutes an "uncensored exhibit of the Russian mind and outlook on the world." It is a translation of the sections on moral education of a textbook on "Pedagogy" written by Soviet educators and approved by the Ministry of Education for teacher training. The material thus reflects the controlling ideas and principles of the leaders of the Soviet Union as well as their concepts of the theory and practice of education.

An interesting feature of the book is the introduction by George S. Counts, who has long been an intense student of Russian life. In his introduction, Dr. Counts raises these vital questions: "What are the Soviet leaders 'up to'? What are their plans for the long future? . . . What may we expect from the Soviet leaders in the years ahead? . . . If we knew the answers, we could shape our own policies with more assurance."

### Certain Tendencies Revealed

An examination of the Soviet education program reveals certain tendencies which throw light on these questions:

- (1) "The Russians undoubtedly are building in the minds of the young two great myths—one about themselves and the other about the rest of the world":
- (2) the current emphasis on Soviet patriotism is integrated with Marxian doctrine and does not necessarily imply a retreat from the internationalism of the original Bolsheviks;
- (3) the "Russians are building in the minds of the young a perfectly fantastic loyalty to Stalin and the Communist Party":
- (4) the emphasis on military training, the development of bitter hatred of all enemies, and the disciplining of its people indicate that they are "relying on their own strength to meet all eventualities and overcome

all hazards in the realm of international relations";

- (5) the absence of the word democracy in the Russian educational program indicates that to the Russians, communism is truly democratic; similarly, the omission of reference to the harshness and tyranny of Soviet society implies that conflict between the individual and the state cannot exist;
- (6) the Russian Communists appear to be converting the writings of their four major prophets—Marx, Engels, Lenin, and Stalin—into a vast sacred scripture. The very title of this book is meant to reflect the religious quality of the Soviet outlook on the world. As Dr. Counts phrased it: "‘I want to be like Stalin’ is the equivalent of ‘I want to be like Jesus’ in the Christian community.’"

A study of this book has two values to the American teacher and school administrator. As a basic Soviet document, not written for foreign consumption, it furnishes through what it says *about* rearing the young as accurate and nonpropagandist a presentation of Russian ideology as can be secured. The purposes and intentions of the Russian leadership are herein disclosed. The pedagogy of the Soviet school system will also be of professional interest to American educators. Points of similarity and difference appear in methods of instruction as well as in fundamental purposes of education.

The control of Russian education by the Communist Party makes it possible to mould the minds and thoughts of a new generation of citizens along lines determined by high Soviet officials. Naturally, the program embraces a thorough indoctrination of collectivism to the end of developing a type of personality necessary to the successful functioning of individuals in a communistic social order. However, the Soviets go further and poison the minds of their children against outside countries and

belittle the ideals and achievement of the rest of the world.

A reading of this book should help teachers to become more aware of the tremendous influence they exert upon behavior patterns of youth. There is going on in Russia a remaking of the mind of the younger generation. Youth is called upon to raise the standards of living of the entire population; to be concerned with the welfare of fellow workers; to respect all races and nationalities of the Soviet Union, the weak and aged, the family, and Soviet authority. The Soviet too proclaims an idealism of equality, justice, security, and peace. To be successful in the ongoing ideological war, Americans must prove that our way of life with its liberty and freedom is superior to a dictatorship in securing such conditions.

While the Russian book on "Pedagogy" stresses the individual and his place in society, there seems to be little recognition of varying abilities among children. All are supposed to be able to master their lessons. Considerable attention is given to devices designed to create a desire by the child to improve.

All instructions to teachers emphasize the mores of Soviet life, analyze the habits, skills, and attitudes necessary for its development, and give direction as to how these aims may be achieved. Stalin is pictured as a model of humanness who devotes his life to helping the worker and who concerns himself with the education of every Russian child. This interesting statement is attributed to him: "People must be grown carefully and tenderly, just as the gardener grows a favorite fruit tree. They must be cultivated, helped to grow, given perspective, at times advanced and at times transferred to other work."

Many Soviet statements concerning both collectivism and education sound plausible; however, they cannot be accepted at full face value. Russian interpretation of any utterance is colored by their ideology. It is then extremely important for American teachers and youth to realize that thoughts which appear reasonable when expressed by the Russians do not necessarily mean what we think they do. A study of the book, "*I want to be like Stalin*," clarifies this immense difference in basic concepts between two modes of life.

# Suggestions

## FOR TEACHERS

1. Use this issue of SCHOOL LIFE as reference material for seniors and other mature students.
2. Stimulate the development of individual and class projects on the understanding and appreciation of American democracy.
3. Use the magazine to secure background material for interpreting democratic principles to students.
4. Arrange school assembly programs on such themes as:
  - What is democracy?
  - What youth can do to strengthen American democracy.
  - Youth's part in preserving world peace.
  - Communism challenges American youth.
5. Sponsor a school essay contest on a phase of democracy, the winning essays to appear in the school paper or magazine.
6. Have students write and present plays illustrating the meaning and further needs of democracy.
7. Have a panel discussion on the questions:
  - (a) Why is democracy more satisfactory than other ideologies?
  - (b) How can schools strengthen UNESCO?
8. Encourage school and campus organizations to devote meetings to the furtherance of *Zeal for American Democracy*.
9. Encourage the planning of homeroom programs to foster more democratic relationships among students.
10. Stimulate the making of posters, slogans, and creeds interpreting various aspects of American democracy.

Additional copies of this *Zeal for American Democracy* issue of SCHOOL LIFE may be ordered from the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C. The price is 10 cents per single copy with 25 percent discount on 100 or more copies to the same address. Yearly subscription price (for 10 issues) of SCHOOL LIFE is \$1. Send your subscription with remittance (check, money order, or cash) to the Superintendent of Documents, Washington 25, D. C.

OFFICE OF  
THE COMMISSIONER OF EDUCATION  
Washington 25, D. C.

Dear Colleague:

We hope that this issue of SCHOOL LIFE has stimulated your thinking about the need for greater understanding and appreciation of American democracy. We believe all teachers should have the opportunity to read this issue. It is the forerunner of materials from this Office designed to assist and encourage you in this urgently needed mission. To those of you who ask, "What can we do locally to intensify *Zeal for American Democracy*?" we make the suggestions listed below.

Cordially yours,

*John H. Studdaker*  
Commissioner

## FOR ADMINISTRATORS

1. Encourage the formation of faculty study groups on the subject: *Developing Zeal for American Democracy*.
2. Call a series of faculty meetings to discuss such questions as:
  - How would you define democracy?
  - What is the challenge to democracy posed by communism and fascism?
  - How can American education contribute to world peace?
  - What are the differences between education in a democracy and education in a totalitarian state?
  - How can our schools further contribute to the strengthening of American democracy?
  - How can we promote world peace through the United Nations and UNESCO?
3. Promote community activity directing attention to the need of a greater public concern for American democracy. Such activity might take the form of:
  - Parent-teacher study groups on the question, "What contributions can the home and the school make to American democracy?"

Local radio programs using material from this issue of SCHOOL LIFE and other sources. The student essays contained herein constitute in themselves excellent scripts.

Public forums sponsored by the schools, churches, veterans' organizations, and other civic groups on such general topics as: What are the dangers to American democracy? What can this community do to protect and strengthen the democratic way of life?

Panel discussions on radio and club programs—explaining the differences between democracy and communism and fascism.

Programs for civic organizations:

- Speakers exposing current dangers to American democracy.

Reports by several members on certain articles from this issue of SCHOOL LIFE.

An open forum.

Adopting a program of action, such as:

- Getting out the vote during elections.
- Sponsoring campaigns to promote American unity.

Scholarship for best plan submitted by a student on "How to stimulate a more universal sense of civic responsibility."

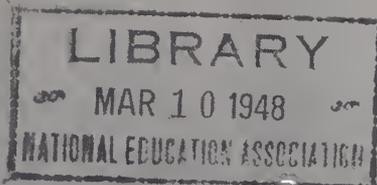


Zeal for AMERICAN DEMOCRACY



Zeal for AMERICAN DEMOCRACY





# School Life

**OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION**

**Volume 30, No. 6, March 1948**

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# School Life

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## 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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# AUXILIARIES OF EDUCATION

by Rall I. Grigsby, Director, Division of Auxiliary Services

THE DICTIONARY defines an "auxiliary" as "one who or that which aids or helps." A listing of organized education's principal auxiliaries would be long and impressive. It would certainly include, among others, motion pictures, radio, newspapers, magazines, libraries, health services, school-lunch programs, park, playground, and recreation facilities and programs.

Several of these auxiliaries of organized education are of concern to the Division of Auxiliary Services, U. S. Office of Education, which is composed of sections for (1) Visual Aids to Education, (2) Educational Uses of Radio, (3) Library Services, and (4) School and College Health Services. The interests of the Division extend also to School and Community Recreation Services and to Problems of School-Lunch Programs, although these Sections of the Division have not yet been organized.

## Visual Aids to Education

Visual aids to education are as old as chalk and the blackboard, as new as motion pictures and television. They have always been vehicles of instruction and of training, but it took the recent war to demonstrate on a wide scale their usefulness and value. Today it is a rare school or school system that has not added some sorts of visual aids—maps, charts, pictures, photographs, slides, filmstrips, motion pictures—to its store of instructional tools.

With the increased interest in visual aids, the Office of Education has recognized its increased responsibility to provide counsel and guidance on (1) the production of visual aids that are closely correlated with the curriculum, (2) the distribution of such visual aids so that they will be easily available and widely accessible, and (3) their utilization in the classroom so that maximum educational benefits will be achieved.

The Section on Visual Aids to Education performs these services in a number of ways: Through answering 50 to 100 specific mail inquiries daily; preparing pamphlets, bibliographies, guides, and magazine articles; conferring with school teachers and administrators, university professors and teacher-trainers, businessmen, government officials, and community leaders.

In addition, the Section serves as a clearinghouse for research and statistics in the visual education fields; seeks to collect, analyze, evaluate, and synthesize the findings of research in the field; and to stimulate research in needed areas in order to answer yet unanswered questions.

General supervision continues to be given to the distribution of the 457 motion pictures and 432 filmstrips produced under its Visual Aids for War Training program. These visual aids, dealing with basic skills in basic industries and trades, are even more popular today than they were during the war, and there is no indication at present of their becoming obsolete. The contractual distribution system originally developed by the Office of Education has proved so successful that today the Office is handling upon request the civilian distribution of visual aids of many other Government agencies, including the U. S. Department of Agriculture, the Department of the Navy, and the U. S. Public Health Service.

## Educational Uses of Radio

The Educational Uses of Radio Section assists State departments of education, colleges, universities, and local school systems in

(Turn to page 12)

# State Laws Permitting Wider Use of School Property

by Ward W. Keesecker, Specialist in School Legislation

*"AMERICAN people are no longer satisfied for their school buildings, erected usually at heavy cost, to be used only for day classes in ordinary instruction. Such loss of educational opportunity is not to be endured with complacency. Furthermore, idleness during six-sevenths of the hours of the year is contrary to the principle of full utilization of plant, and it means waste of investment that is abhorrent to a Nation which prides itself upon its business sense."*<sup>1</sup>

THE ABOVE statement was made 20 years ago by a former United States Commissioner of Education. It is also applicable today, perhaps even more so owing to the vastly increased investments in public-school plants and also to the ever-widening community, civic, and recreational needs.

The following information indicates current legal trends and legislative problems in connection with the use of school facilities for civic and recreational purposes. Historically speaking, the little red schoolhouse of the early days of statehood was in fact the civic center or "open house" of the community and was generally utilized for socials, church services, spelling bees, town meetings, and lyceums. With the growing emphasis upon secular education, accompanied by increasing restrictions against the use of school funds for sectarian purposes, and also with general legal provisions limiting the use of school funds solely for school purposes, there was a general abatement of the

use of school funds or property for other than school functions.

## Important Legal Developments

Since the turn of the century there has been a gradually increasing interest in the use of public-school facilities for other than strictly school purposes. Dr. Taylor, in his recent study on principles and policies governing the use of public-school property,<sup>2</sup> found that there has been, especially in recent years, a trend toward statutory provisions and also court decisions which permit the wider use of public-school property for general community, civic, and public recreational affairs. This is a significant trend in the management and use of public-school facilities. With the current cost of construction of public facilities this trend is likely to continue for many years.

It is noted that the matter of using public-school facilities for other than school purposes has been regarded of sufficient importance to win specific legislative approval in approximately three-fourths of the States. The following States now have varying types of statutes which under certain conditions provide for the use of public-school facilities for community, civic, or recreational purposes: Alabama, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Mon-

tana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Utah, Washington, West Virginia, and Wisconsin.

In the remaining States school boards may, as a rule, under the general authority vested in them in reference to the management of school property, grant the use of such property for certain community or civic affairs.

## Need for Clarifying Present Laws

Notwithstanding the general tendency mentioned above, school officials and interested groups who sponsor the use of school property for civic and recreational affairs are still often confronted by legal limitations. In many of the States the laws are silent or ambiguous on this subject. Some of the laws stipulate that school funds shall be used "solely for school purposes" or "for school purposes and no other purposes." In States where the law provides for use of school facilities for "community," "civic," or for "lawful assembly," questions often arise whether its use is permitted for community parties, recreation centers, dancing, etc. Questions also frequently arise as to whether school funds may be used to defray expenses, such as heat and light, damages, etc., incurred in connection with the use of school facilities for other than school purposes.

In the absence of any legislation clarifying the authority of local school officials to permit the use of public-school property for community activi-

<sup>1</sup> Tigert, Jno. J., in Bureau of Education Bulletin, 1927, No. 5, *Extended Use of School Buildings*.

<sup>2</sup> *Principles and Policies Governing the Use of Public School Property in the Several States, with Special Reference to New York*. By Elijah Edward Taylor. Dissertation for Degree of Doctor of Education, Teachers College, Columbia University, 1947.

ties, two possible procedures suggest themselves:

(1) Obtain from the local school board adequate rules and regulations regarding use of schools for various community purposes or activities, which should include provisions for their financial support.

(2) Seek legislation which would expressly authorize local school boards to maintain community centers and to extend to various community groups the right to use public-school property for community purposes, subject to general regulations by local school boards.

With respect to the above procedures, unless the law clearly authorizes school boards to maintain community centers or requires them to do so under certain conditions and makes some provisions for their financial support, the permanency of community centers is not assured.

Assuming that it is desirable to seek legislation to provide for wider use of school property, it may be helpful to establish a special committee on legislation representative of community interests, perhaps including among others, the school superintendent, two or three persons who are qualified social or recreational workers, a lawyer, and two or three persons who are capable of stimulating public opinion. The function of this committee would be to:

(1) Ascertain how far existing law is inadequate and what amendments would be sufficient to legalize the establishment and maintenance of various community activities desired.

(2) Draft in the form of a bill or amendment the particular legislative provision or provisions deemed necessary.

(3) Consult State educational authorities and also those who may have been appointed to revise the school laws (endorsement of the legislative proposal by such State authorities should be of much help).

(4) Devise some effective procedure for explaining the needs of a wider use of the school property to educational and political leaders and also to the people.

### **Guiding Principles of Legislation**

School law and conditions differ from State to State and for these reasons legislative changes which may be

deemed necessary are likely to vary among the different States. Whatever may be the form of proposed legislation for a given State, it should be in harmony with the general legislative provisions governing the organization and maintenance of the public schools of the State.

Those who seek to obtain legislation for the development of public schools as social, community, or civic centers may find it helpful to consider certain guiding principles which indicate that adequate legislation on this subject should:

(1) Authorize local school boards to establish and maintain social and civic centers in connection with public schools, specifying some of the principal activities to be maintained.

(2) Authorize school boards to set aside a certain amount of funds for the maintenance of such functions; and to extend to the people the right to increase the amount by an election held for that purpose.

(3) Provide for the employment of competent directors and personnel to supervise social center activities.

(4) Authorize school boards to grant the use of school property to voluntary community organizations to maintain and operate social, recreational, or civic activities, and prescribe under what conditions schools may be used by such organizations.

(5) Provide a method whereby, in case school boards do not maintain social centers, the question of their establishment may be submitted to the electors of the district by petition therefor (*see Wisconsin law in examples of State legislation for a wider use of school property*).

(6) Grant school boards considerable discretionary power concerning the type and character of community activities for which school property may be used.

Negatively speaking, State legislation in behalf of a wide use of school property should avoid standardization in the administration, conduct, and activities which would deprive local communities of initiative and the opportunity of self-expression.

### **State Statutes**

Following are some examples of State statutes on the wider use of school property.

## **I. Simple Statutory Authorization**

### **ALABAMA**

SEC. 147. "The board of school trustees shall have the power to authorize the use of the schoolhouse for such civic, social, recreational, and community gatherings as in its opinion do not interfere with the principal use of the said school building or property."—(*Alabama School Laws, 1941.*)

### **ARKANSAS**

SEC. 11616. "The directors of any school district may permit the use of public schoolhouse thereof for social, civic, and recreation purposes, or any other community purposes including any lawful meetings of its citizens, provided such meetings do not interfere with the regular school work, and they may make a charge therefor if they deem it proper to do so."—(*School Laws of Arkansas, 1943.*)

### **MASSACHUSETTS**

SEC. 71. "For the purpose of promoting the usefulness of public school property the school committee of any town may conduct such additional and recreational activities in or upon school property under its control, and, subject to such regulations as it may establish, and, consistently and without interference with the use of the premises for school purposes, shall allow the use thereof by individuals and associations for such educational, recreational, social, civic, philanthropic and like purposes as it deems for the interest of the community. The affiliation of any such association with a religious organization shall not disqualify such association from being allowed such a use for such a purpose. The use of such property as a place of assemblage for citizens to hear candidates for public office shall be considered a civic purpose within the meaning of this section."—(*General Laws Relating to Education, Commonwealth of Massachusetts, 1940, p. 67, ch. 71.*)

### **MICHIGAN**

SEC. 336. . . . "The school board of any school district in this state, upon the written application of any responsible organization located in said school district, or of a group of at least seven citizens of said school district, may grant the use of all school grounds and school houses as community or recrea-

tion centers for the entertainment and education of the people, including the adults and children of school age, and for the discussion of all topics tending to the development of personal character and of civic welfare. Such occupation, however, shall not seriously infringe upon the original and necessary use of the properties. The school board in charge of such building shall prescribe such rules and regulations for their occupancy and use as herein provided as will secure a fair, reasonable, and impartial use of the same. The organization or group of citizens applying for the use of properties as specified above shall be responsible for any damage done them over and above the ordinary wear, and shall, if required, pay the actual expense incurred for janitor service, light, and heat.”—(*General School Laws of the State of Michigan, 1940.*)

#### PENNSYLVANIA

SEC. 627. “The board of school directors of any district may permit the use of its school grounds and buildings for social, recreation, and other proper purposes, under such rules and regulations as the board may adopt, and shall make such arrangements with any city, borough, or township authorities for the improvement, care, protection and maintenance of school buildings and grounds for school, park, play, or other recreation purposes, as it may see proper, and any board of school directors may make such arrangements as it may see proper with any officials or individuals for the temporary use of school property for schools, playgrounds, social, recreation, or other proper educational purposes, primaries, and elections.”—(*School Laws of Pennsylvania, 1945.*)

#### II. Statutes of More Specific and Detailed Authorization

##### CALIFORNIA

SEC. 19431. “There is a civic center at each and every public school building and grounds within the State where the citizens, parent-teachers’ association, Campfire Girls, Boy Scout troops, farmers’ organizations, clubs, and associations formed for recreational, educational, political, economic, artistic, or moral activities of the public school districts may engage in super-

vised recreational activities, and where they may meet and discuss, from time to time, as they may desire, any subjects and questions which in their judgment appertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside. Governing boards of the school districts may authorize the use, by such citizens and organizations of any other properties under their control, for supervised recreational activities.”

SEC. 19432. “Any use, by any individual, society, group, or organization which has its object or as one of its objects, or is affiliated with any group, society or organization which has as its object or one of its objects the overthrow or the advocacy of the overthrow of the present form of government of the United States or of the State by force, violence, or other unlawful means shall not be granted, permitted, or suffered.”

SEC. 19433. “The use of any public schoolhouse and grounds for any meeting is subject to such reasonable rules and regulations as the governing board of the district prescribes and shall in nowise interfere with the use and occupancy of the public schoolhouse and grounds, as is required for the purposes of the public schools of the State.”

SEC. 19434. “The management, direction, and control of the civic center is vested in the governing board of the school district.”

SEC. 19435. “The governing board of the school district shall make all needful rules and regulations for conducting the civic meetings and for such recreational activities as are provided for in this chapter and which aid, assist, and lend encouragement to the activities.”

SEC. 19436. “The governing board of any school district may appoint a person who shall have charge of the grounds, preserve order, protect the school property, plan, promote, and supervise recreational activities, and do all things necessary in the capacity of a representative of the board. He shall have the power of a peace officer, to carry out the provisions and the intents and purposes of this chapter.”

SEC. 19437. “The use of schoolhouses, property, and grounds pursuant to this chapter shall be granted free.”

SEC. 19438. “In the case of entertainments or meetings where admission fees are charged or contributions are solicited and the net receipts of the admission fees or contributions are not expended for the welfare of the pupils of the district or for charitable purposes a charge shall be made for the use of the schoolhouse, property, and grounds.

“The governing board may, however, permit such use, without charge, by organizations, clubs, or associations organized for general character building or welfare purposes, when membership dues or contributions solely for the support of the organization, club, or association, or the advancement of its character building or welfare work, are accepted.”

SEC. 19439. “Lighting, heating, janitor service, and the services of the person when needed, and other necessary expenses, in connection with the use of public school buildings and grounds pursuant to this chapter, shall be provided for out of the county or special school funds of the respective school districts in the same manner and by the same authority as similar services are provided for.”—(*Education Code, State of California, 1943.*)

##### MINNESOTA

SEC. 354. “Any city, however organized, or any village, borough, town, county, school district, or any board thereof may operate a program of public recreation and playgrounds; acquire, equip, and maintain land, buildings, or other recreational facilities; and expend funds for the operation of such program pursuant to the provisions of this act. . . .”

SEC. 355. “Any city, however organized, or any village, borough, town, county, school district, or any board thereof may operate such a program independently, or they may cooperate in its conduct and in any manner in which they may mutually agree; or they may delegate the operation of the program to a recreational board created by one or more of them, and appropriate money voted for this purpose to such board. In the case of school districts the right to enter into such agreements with any other public corporation, board or body, or the right to delegate power to a board for operating a program of recreation, shall be authorized only by a

majority vote cast at an annual school election, provided that expenditures for this purpose shall not be included under maintenance cost in the computation of supplemental aid to the local school district as provided by Section 3030, Mason's Minnesota Statutes for 1927 [sec. 478] as amended. (1933-9b.)"

SEC. 356. "Any corporation, board, or body hereinbefore designated, given charge of the recreation program is authorized to conduct its activities on (1) property under its custody and management; (2) other public property under the custody of any other public corporation, body, or board, with the consent of such corporations, bodies, or boards; (3) private property, with the consent of its owners; and (4) shall have authority to accept gifts and bequests for the benefit of the recreational service and employ directors and instructors of recreational work. (1933-9c.)"

SEC. 357. "In all cases where school funds or property are utilized, the state board of education shall: (1) Establish minimum qualifications of local recreational directors and instructors; (2) Prepare or cause to be prepared, published and distributed adequate and appropriate manuals and other materials as it may deem necessary or suitable to carry out the provisions of this act. (1933-9d.)"

SEC. 358. "The facilities of any school district, operating a recreation program pursuant to the provisions of this act, shall be used primarily for the purpose of conducting the regular school curriculum and related activities, and the use of school facilities for recreation purposes authorized by this act shall be secondary. (1933-9e.)"—(*Laws of Minnesota Relating to the Public-School System, 1939.*)

#### NEW YORK

SEC. 455. "Schoolhouses and the grounds connected therewith and all property belonging to the district shall be in the custody and under the control and supervision of the trustees or board of education of the district. The trustees or board of education may adopt reasonable regulations for the use of such schoolhouses, grounds, or other property, when not in use for school purposes, for such other public purposes as are herein provided. Such regulations shall not conflict with the

provisions of this chapter and shall conform to the purposes and intent of this section by law. The trustees or board of education of each district may, subject to regulations adopted as above provided, permit the use of the schoolhouse and rooms therein, and the grounds and other property of the district, when not in use for school purposes, for any of the following purposes:

"1. By persons assembling therein for the purpose of giving and receiving instruction in any branch of education, learning, or the arts.

"2. For public library purposes, subject to the provisions of this chapter, or as stations of public libraries.

"3. For holding social, civic, and recreational meetings and entertainments and other uses pertaining to the welfare of the community; but such meetings, entertainments, and uses shall be nonexclusive and shall be open to the general public.

\* \* \*

"6. For civic forums and community centers. Upon the petition of at least twenty-five citizens residing within the district or city, the trustees or board of education in each school district or city shall organize and conduct community centers for civic purposes, and civic forums in the several school districts and cities, to promote and advance principles of Americanization among the residents of the state. The trustees or board of education in each school district or city, when organizing such community centers or civic forums, shall provide funds for the maintenance and support of such community centers and civic forums, and shall prescribe regulations for their conduct and supervision, provided that nothing herein contained shall prohibit the trustees of such school district or the board of education to prescribe and adopt rules and regulations to make such community centers or civic forums self-supporting as far as practicable. Such community centers and civic forums shall be at all times under the control of the trustees or board of education in each school district or city, and shall be nonexclusive and open to the general public."—(*Education Law as Amended to 1940. University of the State of New York Bulletin No. 1196, Sept. 16, 1940, 185-187.*)

#### OHIO

SEC. 4836-10. "Boards of education of city, exempted village or local school districts may, upon nomination of the superintendent of schools, employ a person or persons to supervise, organize, direct and conduct social and recreational work in such school district. The board of education may employ competent persons to deliver lectures, or give instruction on any educational subject, and provide for the further education of adult persons in the community."

SEC. 4836-11. "Boards of education of city, exempted village or local school districts may cooperate with the commissioners, boards or other public officials having the custody and management of public parks, libraries, museums and public buildings and grounds of whatever kind in providing for education, social, civic and recreational activities, in buildings and upon grounds in the custody and under the management of such commissioners, boards or other public officials."

SEC. 4839-1. "Upon application of any responsible organization, or of a group of at least seven citizens, all school grounds and schoolhouses, as well as all other buildings under the supervision and control of the state, or buildings maintained by taxation under the laws of Ohio, shall be available for use as social centers for the entertainment and education of the people, including the adult and youthful population, and for the discussion of all topics tending to the development of personal character and of civic welfare, and for religious exercises. Such occupation, however, should not seriously infringe upon the original and necessary uses of such properties. The public officials in charge of such buildings shall prescribe such rules and regulations for their occupancy and use as will secure a fair, reasonable and impartial use of the same."

SEC. 4839-2. "The board of education of any city, exempted village or local school district shall, upon request and the payment of a reasonable fee, subject to such regulations as may be adopted by such board, permit the use of any schoolhouse and rooms therein and the grounds and other property under its control, when not in actual use for school purposes, for any of the follow-

ing purposes: \* \* \* For holding educational, religious, civic, social or recreational meetings and entertainments, and for such other purposes as may make for the welfare of the community. Such meetings and entertainments shall be non-exclusive and open to the general public. \* \* \*”—(House Bill No. 217, constituting the recodified School Laws of Ohio, approved by the Governor June 15, 1943.)

#### OREGON

SEC. 35-1138. “There is hereby established a civic center at each and every public schoolhouse within the state of Oregon, where the citizens of the respective public-school districts within the said state of Oregon may engage in supervised recreational activities, and where they may meet and discuss, from time to time, as they may desire, any and all subjects and questions which in their judgment may appertain to the educational, political, economic, artistic and moral interests of the citizens of the respective communities in which they may reside; provided, that such use of said public schoolhouse and grounds for said meetings shall in no wise interfere with such use and occupancy of said public schoolhouse and grounds as is now or hereafter may be required for the purposes of said public schools of the state of Oregon.”

SEC. 35-1139. “Lighting, heating, janitor service and the services of a special supervising officer when needed, in connection with such use of public school buildings and grounds as set forth in section 35-1138, shall be provided for out of the county or special school funds of the respective school districts in the same manner and by the same authority as such similar services are now provided for. Such use of the said schoolhouses, property and grounds shall be granted free; provided, that in case of entertainments where an admission fee is charged, a charge may be made for the use of said schoolhouses, property and grounds.”

SEC. 35-1140. “The management, direction and control of said civic center shall be vested in the board of directors of the school district. Said board of directors shall make all needful rules and regulations for conducting said civic center meetings and for such recreational activities as are provided for

in section 35-1138; and said board of directors may appoint a special supervising officer who shall have charge of the grounds, preserve order, protect the school property and do all things necessary in the capacity of a peace officer to carry out the provisions and intents and purposes in this act.”

### BIENNIAL INDEXES AVAILABLE

INDEXES to Volumes I and II of the *Biennial Survey of Education in the United States, 1938-40 and 1940-42* are now off the press.<sup>1</sup> Copies may be had free (until supply is exhausted) by writing to the U. S. Office of Education, Washington 25, D. C.

► *Volume I* of the Survey is made up of the following chapters: III. Higher Education, 1936-40; IV. Educational Legislation, 1939-40; V. Health Services in City Schools; VI. School Hygiene and Physical Education; VII. Practices and Concepts Relating to City Boards of Education; VIII. Library Service, 1938-40; IX. The School Plant: Trends, Present Situation, and Needs; X. Educational Research Studies of National Scope or Significance. (Chapters I and II were not issued).

► *Volume II* of the Survey contains the following chapters: I. Statistical Summary of Education, 1939-40; II. Statistical Summary of Education, 1941-42; III. Statistics of State School Systems, 1939-40 and 1941-42; IV. Statistics of Higher Education, 1939-40 and 1941-42; V. Statistics of Special Schools and Classes for Exceptional Children, 1939-40; VI. College and University Library Statistics, 1939-40; VII. Statistics of City School Systems, 1939-40 and 1941-42; VIII. Statistics of Public-School Libraries, 1941-42; IX. Statistics of Nonpublic Elementary and Secondary Schools, 1940-41.

<sup>1</sup> Publication of the Biennial Survey was postponed during the war years.

SEC. 35-1141. “The provisions of this act shall not be mandatory upon the board of directors of any school district, in respect to their authority and right to exercise discretionary powers as to refusal of the use of such schoolhouse for any such purpose, or purposes; but whenever in their judgment it seems inadvisable to permit the use of such schoolhouse for the purpose requested, the board shall have the power and authority to refuse the use of such schoolhouse for any of the purposes mentioned in this act.”—(*Oregon School Laws, 1937; including 1939 School Law Supplement.*)

#### WISCONSIN

SEC. 43.50. “(1) Boards of school directors in cities of the first, second or third class may, on their own initiative, and shall, upon petition as provided in subsection (2), establish and maintain for children and adult persons, in the school buildings and on the school grounds under the custody and management of such boards, evening schools, vacation schools, reading rooms, library stations, debating clubs, gymnasiums, public playgrounds, public baths and similar activities and accommodations to be determined by such boards, without charge to the residents of such cities; and may cooperate, by agreement, with other commissioners or boards having the custody and management in such cities of public parks, libraries, museums and public buildings and grounds of whatever sort, to provide the equipment, supervision, instruction and oversight necessary to carry on such public educational and recreational activities and upon such other buildings and grounds.

“(2) Upon the filing of a petition with the city clerk, signed by not less than ten per cent of the number of voters voting at the last school or other elections in such city, the question of exercising the powers granted for any of the purposes specified in subsection (1) shall be submitted to the electors of the school district at the next election of any sort held therein, and if a majority of the votes cast upon such question shall be in the affirmative, the board of school directors shall exercise said powers in accordance with said petition, pursuant to this section.

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# Strengthening American Education Urged in Annual Report

A Review by William H. Morris, Assistant Editor

## Full Report Available

The Annual Report of the United States Office of Education for the fiscal year 1947 may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. for 20 cents.

**A** POSITIVE program for strengthening of American education, says John W. Studebaker, U. S. Commissioner of Education, in the *1947 Annual Report of the Office of Education* (just off the press), is a contribution of first-rate importance toward the development of national security and unity. Such a program, says the Commissioner further, "cannot be solely the responsibility of the several individual States." It is also a national concern and implies national responsibility.

In carrying out national responsibility for strengthening education, Dr. Studebaker made three recommendations. He named: Federal aid to education; Federal scholarships; and expansion of the U. S. Office of Education.

The Commissioner points out that the cost of Federal aid to education would be trifling compared with the Nation's loss in wasted human talent for the lack of universally strong schools. Federal scholarships he urged as a means of making, in the words of the President's Advisory Commission on Universal Training, "advanced schooling the privilege of all who can qualify for it by their own merit." Scholarships will help make up for war-incurred shortages in trained scientists and other professional personnel. On the third recommendation, the Commissioner says that in spite of encouraging support given the Office recently, it still is inadequately staffed to carry out its statutory mandate, or "to meet the proper service expectancies of the schools and colleges of the Nation."

The Commissioner also recommends "the closest scrutiny" of the distribution of Federal educational functions among various Government agencies.

Following the Commissioner's recommendations in the introduction, the report describes the accomplishments of the eight operating divisions and of two temporary programs of the Office. They are summarized as follows:

### "School's in Session"

"Nothing dramatic happened in elementary education during the year—except—the schools stayed open and continued to serve more than 20 million children." That fact, stated in the section on Elementary Education, is a real accomplishment in light of conditions facing education, which became so critical during the year 1946-47.

In cooperation with the Elementary Education Division, a number of Nation-wide educational associations convened during the year. The Association of State Directors of Elementary Education plans to publish the reports of its six committees. The Conference of State Directors and Supervisors of Special Education plans to analyze current State legislation in this field. Especially notable was the Leadership Conference called by the Division in June 1947, to consider unmet needs of children. The conference group pointed up two main problems: The need for school staffs to develop common purposes and the need for the public to understand elementary school programs. The group recommended investigations aimed at filling in existing gaps in current knowledge of the growth problems—mental, physical, social, and emotional—of boys and girls.

Publications prepared by the Division during the year are: *Schools for Children under Six*, *Camping and Outdoor Education in the School Program*, *Schools Count in Country Life*, *Science in the Elementary School*, and *Health Education in the Elementary School*

(the last two as reprints from *SCHOOL LIFE*). In addition to these printed publications, the Division prepared two series of mimeographed circulars, *Education Briefs* and *Selected References*.

The Elementary Division carried on a broad program of consultative activities with other Government bureaus and agencies, with many State and local school systems, and with United States officials in other countries, especially in Germany and Austria, in cooperation with the War and State Departments.

### Education for Life Adjustment

In spite of our extensive secondary education program, the United States still falls short of providing equal educational opportunities for all youth. At no time have more than 73 percent of the persons of secondary school age attended school. For many who do attend, the offerings are calculated neither to challenge their interest nor to meet their needs. Evidence of this fact has mounted since the end of the war.

The traditional curriculum that long has served college-bound youth or those entering the relatively few skilled trades is not appropriate to the multitude of youth who will go into numerous unskilled occupations. The need for a solution to this problem was recognized in the Prosser Resolution in 1945. The Office of Education is implementing the Resolution through the joint efforts of the Divisions of Secondary and Vocational Education. The chief result of the conferences held during the year on this subject is a plan for an action program. To provide continuing responsibility on the whole program, the conferences called on the U. S. Commissioner to appoint a Commission on Life Adjustment Education for Youth.<sup>1</sup>

Publications of the Secondary Education Division completed during the year include: *School and Work Programs*, a study of the experiences in this field of 136 school systems; *Cooperative Planning—the Key to Improved Organization of Small High Schools*, a set of suggestions for administering school programs so as to obtain maximum efficiency from staff and physical resources; and *State Administration of School Health Physical Education and*

<sup>1</sup> Such a commission has been appointed.

*Recreation*, a study of State administrative changes in this field made since 1940 by legislation or regulation.

Consultative activities of the Secondary Division include: Assistance to the Office of Military Government for Germany in the curricular development in postwar German education; representation at the Second Pan American Congress of Physical Education in Mexico City; service to State associations, city systems, universities, and subject matter organizations; and participation on Government inter-agency committees, such as that which studied the problems of migratory labor including the aspects of education and health.

The Advisory Committee on Secondary Education, composed of national leaders in the field, made several specific recommendations concerning the recruitment and training of teachers. They included a campaign to interest young people in teaching and preparation of material for local school boards on obtaining and holding good teachers.

### **Vocational Legislation**

The year was especially marked for vocational education by the passage of the Vocational Education Act of 1946 (George-Barden Act), Public Law 586, 79th Congress, approved by the President on August 1, 1946. This Act amends and supersedes the George-Deen Act of June 8, 1936.

Passage of the new Act made revision of Vocational Education Bulletin No. 1, *Statement of Policies for the Administration of Vocational Education* particularly urgent. This work was near completion at the end of the year.

Under reorganization of the Vocational Division, announced late in 1946, the Division is operating with three new branches: State Plans Operations, Program Planning Operations, and Field Service Operations, and the five facilitating services—Agriculture, Business, Home Economics, Occupational Information and Guidance, and Trade and Industry.

Vocational Division's Agricultural Education Service carried on projects in the following areas: Institutional-on-farm training of veterans in cooperation with Veterans' Administration; improvement of instruction in teacher-training institutions in cooperation

with the Negro Land-Grant College Association; food conservation; promotion of local advisory councils; and development of rural youth leadership through the Future Farmers of America and the New Farmers of America. In October 1946, the Future Farmers held their Victory Convention, attended by 12,550 boys.

The Business Education Service directed its attention to organizing into one integrated program the administration of all phases of business education—distributive, office, managerial, and professional. This is a problem of developing a total, long-range, and balanced program providing for both economic literacy and vocational efficiency.

Under authority of Federal legislation, this Service carried on cooperative activity of various types with trade associations and other large representative business groups.

The Business Education Service cooperated with related educational associations in a number of ways: Collaboration in the preparation of the 1947 *Business Education Yearbook*; study of areas in business education in which research investigations are inadequate; and planning with universities to direct the preparation of graduate theses into areas so as to meet educational needs. The Service also participated in college summer sessions, workshops, and special conferences especially directed toward the improvement of teacher education.

The Home Economics Education Service, in cooperation with the American Vocational Association, made a study of the factors affecting the supply of home economics teachers (results still unpublished at end of year). Members of the staff also assisted with conferences on curriculum development sponsored by the Association of Land-Grant Colleges and Universities. Two major conferences of this sort were held during the year on teaching of family relations, and of clothing and textiles. Other activities carried on by this Service are: Survey of college practices in the acceptance of credits for high school homemaking courses; promotion of better home and family living through the Future Homemakers of America (cosponsored by the American Home Economics Association) and New Homemakers of America; revision of

an Office publication titled *Space and Equipment for Homemaking Education* to incorporate new trends in arranging and equipping homemaking departments; and publication of *Homemaking Education in Secondary Schools of the United States*.

The Trade and Industrial Education Service cooperated with staffs of a number of State boards for vocational education in collecting information for the supplementary instruction of apprentices and on-the-job trainees. A particular project in this connection was the development, in cooperation with five State boards for vocational education, of related materials for apprenticeship in six railroad shop crafts of the Union Pacific Railroad. This material is being used in 11 States served by that system. This Service also worked in these areas: Training for public service occupations, with special emphasis on firemen's training; publication of *Practical Nursing*, an analysis of that occupation, with suggestions for the organization of training programs; and a study of functions in the operation of local programs of industrial education.

The Occupational Information and Guidance Service experienced increased demand for assistance in the development of guidance work throughout the country. The Service gave particular emphasis during the year to three phases of its work: Training guidance workers; evaluating guidance services; and developing guidance techniques. Under the first heading, for example, the Service assisted in the training of counselors in three States, Connecticut, Georgia, and North Carolina; under the second, a study was issued reporting research into the literature in the field; under the third, the Service conducted a series of workshops in guidance testing in Wisconsin. *Guide to Occupational Choice and Training* was published during the year.

### **College Enrollment**

With an estimated 2,079,000 students in attendance in the fall of 1946, enrollment in higher education institutions experienced the greatest numerical increase over the previous year ever recorded. Financial support also reached an all-time high, with expenditures for "educational and general" purposes in 1946-47 of slightly over 1

billion dollars. Veterans taking advantage of Federal educational benefits accounted for a large part of the enrollment increase. More than half the college enrollment in the fall of 1946 were veterans. A number of studies showed that veterans maintained grades in most cases above the averages for the full student bodies.

The increased student population created an especially difficult problem in shortage of plant space. This was eased temporarily through the transfer of surplus war properties. The shortage of qualified faculty members is not so easily solved. It has been met only temporarily by the carrying of heavy teaching loads by already overburdened faculty members.

A poll conducted by the Higher Education Division showed that about 80 percent of the respondents felt that all qualified students in their States were able to enter college in 1946-47, but in certain States it was clear that considerable numbers were not able to do so.

The Division has a particularly close relationship with land-grant institutions inasmuch as Federal funds are administered by the Office of Education. The 69 land-grant institutions enrolled nearly 310,000 students in 1945-46, a 60-percent increase over the previous year, and had income for general and educational purposes of about \$278,000,000, a slight decrease from the previous year. During the year the Division started a survey of curriculums of less-than-degree-length in land-grant institutions and helped plan a project for improving agricultural instruction in the Negro institutions. The latter is under the general direction of the Conference of Presidents of Negro Land-Grant Colleges and is financed by a grant from the General Education Board.

Financed in part by the Carnegie Corporation, a project for the preparation of material and personnel for the education of Negro adult illiterates completed its first year; and the Corporation made another grant for a second year. Six institutions of higher education are cooperating in this project.

Other work of the Division of Higher Education during the year includes: Survey of the administration of faculty

salaries, with data received from 650 institutions; collaboration with the American Association of Dental Schools in a study of dental curriculum and dental teaching; preparation of the *Educational Directory, Part 3, Colleges and Universities*, published annually by the Federal Office; continuance of the clearinghouse function on information concerning engineering and technical education, especially on enrollment in engineering colleges; and rendering advisory services to individuals, institutions, and organizations, including participation in a survey of public higher education in Florida.

### **International Educational Relations**

With the resumption of the influx of students from foreign countries, the Division of International Educational Relations was called on to evaluate more than 2,600 foreign academic transcripts. This is 800 more than the previous year and involved translations from 26 languages.

On academic exchange programs, more than 225 foreign educational personnel were the direct responsibility of the Division and were assigned to institutions in nearly every State.

Visiting educators and students participated in the following programs: Buenos Aires Convention for the Promotion of Inter-American Cultural Relations, Teacher Trainees from the Other American Republics, Travel and Maintenance Grants to United States Students for Study in Latin America, Visiting Teachers of English from Other American Republics, Spanish Language Seminar for United States Teachers of Spanish, Interchange of Teachers Between the United Kingdom and the United States, and the Interchange of Teachers Between Canada and the United States.

Thirty graduate students from 14 American Republics came to the United States, under the Buenos Aires Convention, and were placed in 26 colleges. Twenty-three teachers of English came from 12 American Republics on 3 months' scholarships for intensive training in the teaching of English. Eighty-five teachers attended the Spanish Language Seminar for United States Teachers of Spanish held in Mexico City. Seventy-four British teachers were exchanged on the ele-

mentary and secondary levels with 74 from the United States; and plans were made to increase the number to 125 from each country for 1947-48. The Division also assisted United States teachers in obtaining teaching positions in other countries.

The Division made available on a loan basis 20 different packets of material on various inter-American topics. It also has available for loan 1,500 kodachrome slides on life in other American Republics. More than 700 requests were received monthly for packets or slides. In addition, over 3,000 packets of free materials were distributed. The Division made arrangements by which nearly 22,000 letters from abroad were answered by students in this country. This program is known as Pen Pals, correspondence initiated by the U. S. Department of State between young people of foreign countries and those of the United States.

The Division also continued the preparation of basic studies on education in other American Republics which it began in 1943. During the year studies of education in Columbia, Costa Rica, and Peru were published; studies on Dominican Republic, Ecuador, El Salvador, Guatemala, and Nicaragua were sent to press; manuscripts on Haiti, Panama, and Venezuela were completed; and a study on Bolivia was in preparation.

### **School Administration**

The study and promotion of improved practices in school administration has benefited especially from the relationship between the Office of Education and the National Council of Chief State School Officers. Members of the Division of School Administration act as consultants to the Council's Study Commission. During the past year the Study Commission and the Division of School Administration jointly planned two major projects: A 3-year study on the organization, functions, and services of State departments of education and a 5-year study of the record and reporting systems of schools, involving coordination of local, State, and Federal systems.

With consultative service from the Office of Education, the Study Commission undertook a program of research and study of the development of general

policies and principles for (a) vocational education, (b) teacher education, (c) veterans education, (d) guidance, and (e) education of exceptional children.

At the request of some of the Federal agencies concerned, the Office of Education held nine work conferences to formulate a satisfactory plan for the education of children on Federal Reservations. Proposals for the solution of the problem were incorporated by Members of Congress in bills introduced in the Eightieth Congress.

An estimated 6 to 8 billion dollars, according to a recent survey of the Division of School Administration, is required to provide urgently needed school plant facilities for public elementary and secondary schools of the United States. The Division carried on the following activities: Assistance in the preparation of *Guide for Planning School Plants*, published by the National Council of Schoolhouse Construction; preparation of a study titled *School Plant Safety*; preparation of a bibliography on school plants; and participation in 16 regional conferences on school housing attended by over 5,100 educational officials.

Financing school services is another problem which has become increasingly complex in recent years. As one part of the effort to meet the need by school administrators on this problem, the Division published a bulletin titled *Financing Public Education—General Features of a Satisfactory State Plan*. Studies of six individual States also were completed during the year.

The safe and efficient transportation of 5 million school children costs more than 130 million dollars annually; and evidence points to increases in the years ahead both in numbers of pupils and in costs. Relating to State programs of pupil transportation, the Division of School Administration during the year carried on the following activities: Preparation of a bulletin, *School Bus Maintenance*; participation in two State department of education workshops on pupil transportation; jointly with the Research Division of the National Education Association, preparation and publication of a bulletin, *Insurance in Pupil Transportation*; and surveys of pupil transportation of two counties in Florida.

In the field of school legislation, the Division carried on these activities: Participation in conferences called by the Department of Justice and the Council of State Governments to develop model legislation for the administration of the school lunch program; assistance to State school officials in survey of State legislation affecting the education of handicapped children; research programs in school legislation of Federal and State governments and in its interpretation.

At the request of the chief State school officer in Rhode Island, the Division surveyed the existing organization in that State and prepared a report entitled *Improving Education in Rhode Island*. Request for a similar survey was received from Missouri and begun in June 1947.

### **Veterans Educational Facilities Program**

Under Public Law 697, 79th Congress (Mead bill), the Office of Education was required to pass upon statements of justification for schools and colleges to obtain surplus Federal properties in order to provide educational facilities for veterans. This work was carried out by the Office on a decentralized basis. By June 30, 1947, 1650 institutions had submitted statements of justification. The Office of Education approved requests for 20,500,000 square feet of space of which the Federal Works Agency agreed to provide 13,500,000 square feet. The 1650 institutions also had filed requests for equipment valued at \$200,000,000, of which about 10 percent was granted outright for veterans' purposes. Institutions submitted purchase orders for an additional \$18,000,000 worth of equipment, which was supplied at 95 percent discount off fair value.

### **Surplus Property Program**

The Surplus Property Utilization Program provided professional services to War Assets Administration, Army, Navy, and 48 State educational agencies in the disposal of federally owned surplus and donable property, both real and personal, to both public tax-supported and private nonprofit tax-exempt educational institutions of all levels. The Office supplied data on needs of institutions to the Federal agencies and information on Federal

regulations and procedures to the State agencies. It reviewed during the year about 800 applications for real property. It allocated to States and to institutions donable Army and Navy surplus property valued at \$150,000,000.

### **Library, Statistics, Publications**

The Division of Central Services includes the Office Library, Research and Statistical Service, Information and Publications Service, and Administrative Management and Services.

The Library during the year added 11,000 books, 10,000 single issues of periodicals, and 700 textbooks, bringing its total collection on July 1, 1947, to about 338,000 volumes. The Library had on that date nearly 7,000 theses from 78 institutions of higher learning.

The Research and Statistical Service completed a Nation-wide survey of college and university enrollments in addition to the usual statistical studies of State and city school systems, land-grant institutions, and expenditures in city schools.

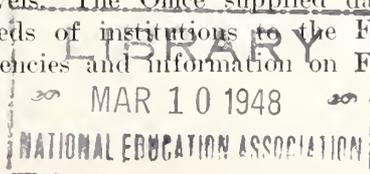
The Information and Publications Service was active in implementing the recommendations of the Citizens Federal Committee on Education, which acts in an advisory relationship to the Office and consists of members selected by various groups representative of broad segments in American life. Fifty-three publications came off the press during the year, including bulletins and leaflets describing research findings.

The section of Administrative Management and Services performed functions dealing with budget, fiscal services, personnel, mails and files, and related matters.

### **Auxiliary Services**

The Division of Auxiliary Services consists of the following sections: Visual Aids to Education, Services to Libraries, and Educational Uses of Radio.

The Visual Aids to Education Section completed its first full year of operation on a permanent peacetime basis. During the fiscal year, 7,744 films and 9,522 filmstrips, produced during the war but having a direct application to peacetime problems of vocational training, were sold. Both films and filmstrips were sold through a



commercial distributor on a contract basis with the U. S. Treasury Department. About 75,000 catalogs and 110,000 mailings of specialized lists of titles were sent to schools.

The Services to Library Section completed a statistical study of 6,000 public library systems for the fiscal year 1945; assisted in the establishment of a program of school library supervision in

South Carolina, and participated at various national, regional, and State conferences of library leaders in developing procedures for the in-service training of library personnel.

The Educational Uses of Radio Section serves as a clearinghouse for developments in the production, evaluation, and use of educational radio broadcasts and program recordings.

Working jointly with the Radio Manufacturers Association of America, the Section prepared a second major report, *Recorders and Recorded-Program Players for Schools*. During the fiscal year it provided on request the following materials: Over 6,000 catalogs, over 45,000 pieces of informational materials, and over 47,000 pieces of miscellaneous material.

## Auxiliaries . . .

(From page 2)

planning their own FM broadcast stations and in organizing their program services. It provides information and advice to individual school systems and teachers in the selection and use of audio equipment and helps answer the important question of program selection in situations where schools must choose among various stations.

To help in radio program building, the Office maintains a radio script and transcription exchange. Here schools and colleges may borrow radio scripts and transcriptions for in-school or community broadcast. Some of these prepared by the Nation's leading script writers and producers serve as models for programming, comparative study, and creative work.

FM broadcast stations in a special educational band (88-92 MC.) have either been granted or are in various stages of development in nearly 100 locations in the country. Some 30 States are planning State-wide FM networks. Many are beginning either with key stations at State university locations or are spreading out from large city studios where personnel has already been trained.

Booklets covering many phases of educational radio are available for distribution either through the Federal Radio Education Committee or the Office of Education.

## Library Services

Print continues to be an important medium for the communication of information, knowledge, and culture. As one of the principal organizers of collections of the printed word and promoters of its use, libraries are valued instrumentalities of formal and informal education.

The school library is a cooperating agency which maintains an active working relationship with administrators, teachers, parents, and pupils. The objectives of the school library are identical with those of the school, because the function of the library is to further the program of the school. The materials provided by the school library—which sometimes include audio-visual aids as well as books and periodicals—cover practically all subjects of interest and value to pupils and teachers. The librarian aims at making these resources readily accessible and assisting in the teaching process through guidance in the use of books and libraries. Reading habits, skills, and tastes developed during school years carry over to adult life.

College and university libraries supply the printed materials necessary to higher education. These organized resources of books and related materials are essential to instruction and indispensable in research. Similarly, libraries attached to laboratories and research departments of industrial concerns render needed service to their scientists and technologists.

Public libraries serve the educational needs of the Nation in many ways. They reach children, youth, and adults. For those who seek to continue their education the public library is an agency with great potentiality. It aids in the purposeful use of leisure, the improvement of occupational competence, and the practice of more intelligent citizenship.

Over 30,000 libraries plus numerous classroom collections assist in the education of the Nation. The Service to Libraries Section of the Auxiliary Services Division cooperates with the States and organizations working for the extension and improvement of library facilities and services.

## School and College Health Services

Programs of health and physical education in American schools largely date from 1920. Paralleling the frequent assumption by organized education of greater responsibility for health instruction and physical education as part of the school curriculum is a correlative assumption of responsibility for the provision of health services by schools and colleges. They include medical and dental examinations, nursing and nutrition services, mental hygiene, school sanitation, etc.—all designed to prevent ill health and physical impairment or to bring about the restoration and improvement of health, including both physical and mental efficiency, on the part of children and youth enrolled in schools and colleges.

The administration of health services by schools and colleges has come to be recognized as a normal and proper auxiliary function of the educational system in a majority of States and local communities. Provisions for medical diagnosis and treatment remain the responsibilities of parents and of public health officials. The line is not always easy to draw between those school and college health services that are properly auxiliary to the major instructional role of organized education and those medical or other health services which lie outside the proper province of schools and colleges.

The recently activated Section on Administration of School and College Health Services in the Division of Auxiliary Services seeks to aid school and college officials desirous of securing information covering current practices and trends in the organization, administration, and improvement of health services provided by organized education.

# Trends in State Department of Education Services

by Nolan D. Pulliam, Specialist in State School Administration

WITHIN THE PAST two decades significant extensions of, and changes in, State department of education services have occurred. The early functions performed by these departments were primarily reportorial, hortative, and ministerial in character; but the recent trends have been toward provision of a broad range of supervisory and consultative services to meet the recognized needs of public education.

Complete and accurate statements concerning the services which each State department of education attempts to perform are not readily available. However, some indication of the responsibilities which a State department recognizes may be found in the title or official designation of its staff members. Schrammel<sup>1</sup> used such data as the basis for a comparison of State department of education functions in 1925 with those in 1900. Even though official designations of staff members appearing in an educational directory do not uniformly represent all of the areas of service provided by a State department, they do tend to reflect the judgment of those in authority on the relative importance of those services for which staff responsibility is assigned.

With the foregoing assumptions, the following listing of service areas implied by staff titles is presented. (See next column.)

Certain changes are to be noted in the 1947 listing of service areas in comparison with that for 1925. Fifteen of those listed for the current year were not represented in the 1925 listing. They are: Vocational guidance; distributive education; administration—law, finance; school lunch program; school transportation; adult education; supervision, general; veterans' education; curriculum; public relations; publications; business education; instruc-

tion; music supervision; surplus property.

Services relating to vocational education are now quite generally represented among the several States. Aided by Federal subsidies, State supervisory positions for the several vocational services are more commonly identified with State department of education staff duties than similar supervisory, administrative, or consultative service positions in relation to general education.

**Frequency rank of certain official designations of staff members of State departments of education**

Official designation or service area	1947		1925	
	Number of States <sup>1</sup>	Frequency rank <sup>2</sup>	Number of States <sup>3</sup>	Frequency rank
1	2	3	4	5
Vocational agriculture	45	1	36	2
Vocational home economies	45	1	35	3
Vocational trade and industry	43	2	35	3
Vocational rehabilitation	43	2	14	8
Director, vocational education	41	3	27	4
Assistant superintendent	40	4	40	1
Elementary education	32	5	13	9
Secondary education	31	6	35	3
Physical and health education	30	7	13	9
Teacher certification	29	8	25	5
Vocational guidance	27	9	-----	-----
Distributive education	25	10	-----	-----
Administration—law, finance	25	11	-----	-----
School lunch program	22	11	-----	-----
Special education	22	11	4	12
School plant services	19	12	7	11
Research	18	13	4	12
School transportation	18	13	-----	-----
Textbook service	16	14	3	13
School libraries	15	15	7	11
Adult education	14	16	-----	-----
Negro education	14	16	9	10
Supervision, general	14	16	-----	-----
Veterans' education	14	16	-----	-----
Curriculum	13	17	-----	-----
Statistics	11	18	21	7
Teacher retirement	10	19	4	12
Public relations	10	19	-----	-----
Publications	10	19	-----	-----
Business education	10	19	-----	-----
Instruction	10	19	-----	-----
Music	10	19	-----	-----
Rural schools	10	19	27	4
Attendance, child welfare, and child accounting	9	20	7	11
Surplus property	9	20	-----	-----
Extension	9	20	-----	-----
Chief clerk	0	-----	22	6
Teacher education	5	-----	9	10
Americanization service	5	-----	7	11
Total number of titles	39	-----	-----	-----
Range—Number of States having similar titles	5-45	-----	2-36	-----
Median—Number of States having similar titles	25	-----	21	-----

<sup>1</sup> Federal Security Agency, U. S. Office of Education, Educational Directory, Part 1, *Federal and State School Officers*, Washington, U. S. Government Printing Office, 1947. p. 7-34.

<sup>2</sup> Based on number of States in which title or official designation appears.

<sup>3</sup> Schrammel, op. cit., p. 66-67.

Aside from staff positions eligible for Federal subsidy, it will be noted that the supervisory position in general education which is most frequently represented in the current listing is that of assistant superintendent. In some States this general administrative title is followed by a limiting designation indicating such duties as "in charge of elementary education" or by an added specific function such as "and director of secondary education." In the absence of any specific designation it may be assumed that the assistant superintendent is charged with general administrative and supervisory responsibilities comparable to those of the chief State school officer.

Instructional responsibilities other than vocational which are most frequently represented in the 1947 listing are those related to elementary education, secondary education, physical and health education, and special education. All of these service areas are now represented in more than 22 States. Each of these service areas is now represented in a greater number of States than it was in 1925, with the single exception of secondary education which now appears somewhat less frequently than in the earlier listing. In 1947, 19 more States provided for elementary school supervision than in 1925.

## Some Newer Service Areas

Some of the newer service areas have grown out of the immediate needs of the times. Among these are veterans' education and surplus property which are temporary. Of similarly recent origin is the school-lunch program which, however, shows promise of becoming a continuing responsibility of State departments of education.

A growing recognition of the State education department's responsibility for leadership in the organization of materials of instruction may be assumed from the assignment of staff responsibility in this field in 13 States.

In response to the current emphasis upon keeping the public accurately informed on educational matters, 10 States have assigned to staff members titles relating to such responsibility. Doubtless most State departments assign some responsibility to one or more staff members for public-relations services which are not reflected in their titles.

<sup>1</sup> Schrammel, Henry E. *The Organization of State Departments of Education*. Columbus, Ohio State University Press, 1926. pp. 66-67.

In general a greater degree of uniformity among the several States in the assignment of staff responsibility is to be observed in the 1947 list than in the 1925. Fifteen different service areas were common to 20 or more States in 1947, while only 10 were common to that number of States in 1925. Similarly, 33 service areas were common to 10 or more States in 1947, whereas only 13 were common to 10 or more States in 1925.

This analysis of service areas reveals a significant increase within the past two decades in the variety of services which State departments of education offer.

Although only the 36 titles common to 9 or more States are presented in this tabulation, more than 100 different service areas are reflected in the official designations included in the current directory. The degree of diversity in the services which these staff members render may well represent desirable adaptations to the peculiar needs of the several State school systems. At the same time the recurring frequency with which certain service areas are represented in the several State departments is indicative of a considerable degree of agreement concerning those services which are deemed most essential.

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 as mentioned in the preceding paragraph including the promotion, at intervals, of its meetings and the preparation of these meetings in the aforementioned periods.

The second Pan American Congress studied many prepared papers which presented problems specific to the program in the Americas. An Organizing Committee was appointed to set up an agenda, and this committee grouped the problems submitted under the following five general headings: (1) Educational Principles and Methodology of Physical Education; (2) Biology, Medicine, and Science Applied to Physical Education; (3) Organization of Physical Education; (4) Educational Policy and Sociology, Pan Americanism, Teachers of Physical Education; and (5) Technical Sports and Sports for Free Time.

In addition to the creation of a better understanding of the programs and problems of each nation, two specific outcomes of this meeting are of particular significance and merit special attention. One of these was the establishment of a Directive Committee of the Pan American Institute to give continuity and implementation to the work of the Congress. A constitution and bylaws were drafted for the Institute, and the following persons were named as 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, and Ruben Lopez Hinojosa, United States of Mexico; Representatives of Central America—Luis Beltran Gomez, Honduras, and Delio Gonzalez, Cuba; Representatives of South America—Luis Bisquertt Susarte, Chile, and Joao Barbosa Leite, Brazil.

The second major outcome was the formulation of the following Declaration of Principles of Pan American Physical Education which was denominated *The Declaration of Mexico*:

1. Physical education in America is a factor which contributes to the reaf-

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## Physical Education in the World Today

by Frank S. Stafford, Specialist for Health Education, Physical Education and Athletics, and Galen Jones, Director, Division of Secondary Education

**T**HE UNITED STATES Government received two invitations to participate in international conferences on physical education during the past year and a half. The first of these was the Second Pan American Congress of Physical Education held in the Palace of Fine Arts, Mexico City, October 1-15, 1946. This was called to fulfill the resolution of the First Congress held in Rio de Janeiro, Brazil, July 19-31, 1943. The invitations for the Second Congress were extended by the Government of the United States of Mexico to the other republics of the Americas. Nineteen nations accepted and named official and special delegations—the latter representing institutions (colleges and universities) and associations of physical education teachers. The official delegates named by the United States were Frank S. Stafford, U. S. Office of Education, Ben W. Miller, American Association for Health, Physical Education and Recreation, and Julio E. Monagas, Director of Sports of Puerto Rico.

The second invitation to participate in an international conference was received from the International Bureau of Education and the United Nations Educational, Scientific and Cultural Organization. Each nation was invited to send a delegation of from one to three

members to the Tenth International Conference on Public Education held in the Palais Wilson, Geneva, Switzerland, from July 14 through July 19, 1947. The Department of State asked the U. S. Commissioner of Education, John W. Studebaker, to nominate the delegates. Howard E. Wilson, Assistant Director of the Carnegie Endowment for International Peace, and Galen Jones, Director of the Division of Secondary Education, U. S. Office of Education, were approved and the latter was designated as chairman of the United States delegation.

### **Pan American Congress**

The first Pan American Congress of Physical Education created the Permanent Secretariat of the Pan American Congress of Physical Education. In the resolution establishing this Permanent Secretariat, the delegates set 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 activities in this field of total education of the people.

firmation 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 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 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 postschool 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 sub-

ordinated 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.

### **International Bureau of Education**

The Tenth International Conference on Public Education convened in Geneva, Switzerland, July 14-19, 1947. Representatives from 42 countries and observers from the United Nations, the International Labour Office, and the World Health Organization were in attendance. The agenda of the conference was prepared by a joint committee of UNESCO and the International Bureau of Education. It included four items of major importance: (1) Concise reports from the Ministries of Education on educational movements during the school year, 1946-47; (2) gratuity of school supplies; (3) physical education in secondary schools; and (4) a teacher's charter. The International Bureau of Education had conducted studies on the free provision of school supplies and on physical education in secondary schools which supplied needed background material for the development of draft recommendations. The study on physical education was published in French and was available to the delegates under the title of *L'Education Physique Dans L'Enseignement Secondaire*. This study was compiled from reports which had been

secured from 39 countries by the International Bureau of Education.

The discussion centered on several points, such as the questions of special courses for pupils exempted from regular physical education; interschool and international sports competitions as a means of reconciliation and of understanding between individuals and between peoples; the organization of medical supervision of physical education; the establishment of accident insurance for pupils and teachers; and the situation of physical education instructors in relation to that of their colleagues.

The discussions of these problems culminated in Draft Recommendation No. 22, which was directed to the Ministries of Education for action. The text of this recommendation follows:

The International Conference on Public Education convened at Geneva by the United Nations Educational Scientific and Cultural Organization and the International Bureau of Education, and being assembled on 14th July for its tenth session, adopts on the nineteenth of July, nineteen hundred and forty-seven, the following recommendations:

#### The Conference

Considering that physical education should play an important role at all stages of education;

That it is essential that adolescents should find in the school the possibility not only of intellectual development but also of physical training to round out their education and to enable them to develop harmoniously;

That physical education has for the development of human beings a real value which is not merely physical but also moral and social;

Submits to the Ministries of Education in the various countries the following recommendations:

1. Physical education should be compulsory in all classes of the secondary school, whatever the type of school to which they belong;

2. The physical-education syllabus should be the result of collaboration between the representatives of the medical profession, the education authorities, and the teachers of physical education;

3. It is highly desirable to undertake and to pursue physiological and psychological research on the value of physical education and on the syllabus and teaching methods used;

4. All secondary-school pupils participating in physical exercises should be medically examined regularly, preferably each term, and they should have

supplementary examination before taking part in sports and competitions;

5. Pupils exempted from regular courses of physical education on account of their health should be given the benefit of special remedial treatment, based on medical advice; similar appropriate treatment should be provided for all pupils with physical defects;

6. While taking care not to overload the general school syllabus, it is important to reserve sufficient time to physical education in the weekly timetable; this instruction should not be limited to lessons in gymnastics or athletics, but should also include periods or half days in the open air for games and sports;

7. Care should be taken to avoid fixing the physical education lessons at times likely to prove harmful to the pupil's health or at intervals too close to meals, or at periods of excessive heat, etc.;

8. Within the framework of the syllabus and official instructions, it is desirable that teachers of physical education should be free to adapt their programmes to the peculiar conditions of their school and to the sex and capacities of their pupils;

9. It is important that schools should have at their disposal ample and well-equipped gymnasiums, playing fields, and sports grounds, which satisfy the most modern requirements of hygiene;

10. In view of the risks arising from physical education, it is reasonable to expect that pupils and teachers should be

covered by compulsory school insurance and that the latter should also be insured against civil responsibility;

11. School gymnastics and sports competitions should be encouraged provided that they do not develop among the pupils an exaggerated taste for sports and a too aggressive spirit of competition, instead of encouraging the team spirit and fair play;

12. It is desirable that educational authorities should encourage organizations of young people which can supplement the action of the school in physical education;

13. The teachers in charge of physical education in secondary schools should be specialists and, as far as possible, they should be capable of teaching another subject if required; the standard of their training should be equivalent to that of teachers of other subjects and should include psychological and pedagogical knowledge as well as the theoretical and practical preparation required for their subject;

14. Given equivalent training, teachers of physical education should enjoy identical status and a salary equal to that of other secondary school teachers;

15. Teachers of physical education should be given frequent opportunities for professional improvement, by attending special courses and by tours abroad, the expenses of which should be covered by study scholarships;

16. The inspection of physical education should be entrusted to specialists in this branch.

The delegates arrived at a consensus before the termination of the debate to the effect that additional research of an international character could be conducted with profit upon the aims of physical education. Such research should be addressed particularly to the psychological results associated with the various approaches to physical education. The Nazi use of physical education and the conflict of aims and some of the activities now encouraged which may run counter to long-term health were cited as evidence of need for such a research.

The United States delegates attending these conferences found that the representatives of other nations thought that the schools of this country have not only an excellent physical education program, but that we were far ahead of the rest of the world in facilities, equipment, and research. This impression certainly places the program of our schools in the center of the world spotlight. This position, although one of importance, should cause us to take an inventory of our assets and liabilities in order to improve our own program. Those of us working in the field know that there is much need for improvement before we can rightfully assume such a position of world leadership in this important area of education.

## Practical Nursing—A Field for Vocational Education

by Louise Moore, Trade and Industrial Education

OVER THE YEARS most practical nurses have worked without professional recognition, without benefit of systematic training, and without recognized standards. Today several States require the licensing of practical nurses, and others are studying the advisability of such licensing. Systematic preparation is required of candidates for licensure, and minimum standards are established through training.

Vocational educators in many States have helped to make this change of status of practical nursing possible. More than a quarter century ago the vocational school in Minneapolis undertook the systematic training of practical nurses. The pattern evolved was: Training in the nursing arts and home-making arts, followed or accompanied

by clinical experience in hospitals and in homes under the direction of school and hospital authorities. It has proved an effective pattern.

The cost of training practical nurses can be partially met by the use of State and Federal vocational funds under the State and Federal Vocational Education Acts. The pattern already established for trade and industrial education is applicable in this field.

The occupation has attained the distinction of an accepted definition: A practical nurse is a person trained to care for subacute, convalescent, and chronic patients requiring nursing services at home or in institutions, who works under the direction of a licensed physician or a registered professional nurse, and who is prepared to give

household assistance when necessary. A practical nurse may be employed by physicians, hospitals, custodial homes, public health agencies, industries, or by the lay public.

A trained practical nurse is given systematic preparation for her occupation. This preparation differs widely from that for home nursing, which is often a part of a home economics course in homemaking. The training of a practical nurse resembles that of a professional nurse, but important differences lie in the short term of preparation which the practical nurse undergoes, the limited range of skills which she learns, and the relatively strong emphasis on skill of performance, together with the relatively slight emphasis on theory characteristic of her preparation. The types of cases for which the practical nurse is prepared to care are limited; and emphasis is placed on the necessity of her working

always under the supervision of a licensed physician or of a registered professional nurse.

The need for well-trained practical nurses is developing rapidly. The increasing proportion of elderly persons in our population means increasing need for attendants trained to care for them. Patients with chronic illnesses can expect to live longer than similar patients

rected clinical experience in homes or in hospitals.

The most effective training programs make intelligent use of advisory committees composed of representatives of professional and of practical nurse organizations and of other interested associations. Representatives of hospital, public health, and medical associations are almost always included. Cooperat-

for teaching the nursing arts. A special library supplies the books and periodicals for the students; charts, slides, models, and motion pictures are provided for the teacher for classroom use.

Early in 1944 certain professional nursing organizations and the National Association for Practical Nurse Education asked the U. S. Office of Education to call a conference in Washington of persons interested in the problem of training practical nurses. As a result of this conference, a national committee representative of the principal national nursing, hospital, public health, and educational organizations was appointed by the U. S. Office of Education to make an analysis of the occupation of the practical nurse. After 2 years of work this committee completed the analysis, which was recently published.<sup>1</sup>

Practical nurse training is needed in almost every locality, because of the continuing acute nursing shortage. It is attractive as an occupation to many girls and women unable to spend the time needed to become professional nurses. This training can develop in many communities where other trade and industrial training for girls is impracticable, and it can furnish a group of workers whose service is invaluable.



Systematic preparation for practical nurses is now required in several States.

did years ago, and they too need nursing attention. Convalescents and mothers with infants leave hospitals earlier than used to be the case, and skilled care for them is imperative.

Trained practical nurses are acceptable as aides to visiting nurses in many localities. Hospitals of all types require trained practical nurses able to relieve the professional nursing staff of the routine care of patients, releasing them for difficult cases which require their expert care.

A number of courses for training practical nurses are in successful operation in many States. While some of these are directed by private organizations, others are under the supervision of public school vocational authorities. Such schools conform to the requirements of State and local educational provisions. Until 1944 there was little interest in standardizing the curricula of these schools. Although courses differed considerably there was some similarity due to the fact that the nursing arts were taught by professional nurses and household arts courses by home economists; all of them required di-

ing hospitals make a formal agreement with the schools, which includes a statement of the amount and kind of clinical experience offered to students and the remuneration paid. Classroom work supplements the practical experience during the clinical training. At the end of their clinical training, some students have been given the opportunity of nursing in private homes under the close supervision of the school authorities.

Students belong to various age groups. While some are juniors or seniors in trade schools or in high schools, many are adults who have always liked nursing but have not been able to undertake a professional nursing course. A large number of women already in practical nursing have taken supplementary work.

Courses vary in length from 9 to 12 months or more. School authorities provide the equipment and supplies for preclinical training. Sometimes this includes an apartment for the teaching of cooking, housekeeping, and laundry work, as well as a room supplied with hospital beds and complete equipment

## Civil Rights Report

- (1) *What is the historic civil rights goal of the American people?*
- (2) *In what ways does our present record fall short of the goal?*
- (3) *What is Government's responsibility for the achievement of the goal?*
- (4) *What further steps does the Nation now need to take to reach the goal?*

THE PRESIDENT'S Committee on Civil Rights gives its answers to these questions in the recently issued report entitled *To Secure These Rights*.

The 178-page document is available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price \$1.

<sup>1</sup> *Practical Nursing: An Analysis of the Practical Nurse Occupation with Suggestions for the Organization of Training Programs.* (U. S. Office of Education Misc. No. 8.) Washington, U. S. Government Printing Office, 1947. Price, \$0.55.

## MOVED TO FSA BUILDING

For the first time in several years, the staff of the Office of Education, with exception of the Library, is located in one building, the Federal Security Building, Fourth and Independence Avenue SW., Washington. This building was known formerly as the Social Security Board Building. The adjacent building, formerly known as the Railroad Retirement Board Building, is now the Federal Security Building, South. In these two buildings are housed the central administrative offices of the Federal Security Agency, the Public Health Service, the Social Security Administration, and others. For the past few years the Office of Education staff had been housed in parts of three separately located buildings. The Office's extensive library of some 338,000 volumes is still located in the Department of the Interior Building.

## STAFF APPOINTMENTS

*Cyrus H. Maxwell* is chief of a new section in the Division of Auxiliary Services, Administration of School and College Health Services. The new section will be concerned with health programs, such as medical and dental services.

Dr. Maxwell leaves the position of chief, Bureau of Health Services, New York State Education Department, with which he has been associated since 1937 with exception of the war period. Dr. Maxwell entered the Army late in 1940, and the following year became commanding officer, Battalion Medical Replacement Center, Camp Lee, Va. He held other posts in military service, including commanding officer of the 250th General Hospital with which he went to France in 1945.

Prior to his work with the New York State Education Department, he was a private practitioner in pediatrics in Auburn, N. Y., and at the same time was School Medical Supervisor in the Auburn public schools.

Dr. Maxwell obtained his bachelor's degree at West Virginia University,

his master's at University of Illinois; and his medical training at West Virginia University and Harvard Medical School, receiving his M. D. in 1928. He is a member of many professional societies, including the American Medical Association, American Public Health Association, and is vice president of the American School Health Association.

★ ★ ★

*Howard H. Cummings* recently came to the Office as assistant specialist for government and economics in the Secondary Education Division. He comes from Clayton High School, Clayton, Mo., where, except for the war years, he has been teacher of social studies for two decades. During 2 years with the Army, Mr. Cummings was information and education officer in the European theatre of operations, working in the section which established unit schools for the postwar education program.

Mr. Cummings was the first classroom teacher to be elected president of the St. Louis County Teachers Association. He also edited the elementary course of study for the State of Missouri.

He received his bachelor's and master's degree from the University of Illinois, the latter in 1929, and has studied in addition at Washington University, St. Louis, Mo., and at the University of Minnesota.

★ ★ ★

*Holger F. Kilander* has joined the Office of Education staff as assistant specialist for health education, Secondary Education Division. He came to the Office from the National Tuberculosis Association, where he served as associate in health education in charge of adult education. During the war Dr. Kilander served with the Office of Defense Health and Welfare Services, Federal Security Agency, and the War Food Administration.

From 1933-42 he was dean at Panzer College of Physical Education and Hygiene, East Orange, N. J. Other experience includes college and teacher training instruction at Upsala College,

East Orange, N. J., New York University, and Fredonia (N. Y.) State Teachers College. Earlier he taught for several years in secondary schools. Dr. Kilander was graduated in 1922 from Gustavus Adolphus College, Minnesota. He took his doctorate at Columbia University in 1930.

As a traveling fellow of the American-Scandinavian Foundation, he studied the school science and health education programs in the Scandinavian countries and Germany in 1928.

★ ★ ★

*Halene Hatcher*, assistant specialist for geography and conservation, is a new member of the staff of the Secondary Education Division. She comes to the Office from Murray State Teachers College (Ky.), where for the past 2 years she was assistant professor of geography. For over a year prior to that work, she served as cartographer for the Federal Government in the Office of Strategic Services. She also was instructor in geography at Peabody College, 1942-44.

Miss Hatcher obtained her bachelor of arts at Murray State Teachers College, and her master of arts at Peabody College. She also has taken additional graduate studies at Peabody and at American University.

★ ★ ★

*Elsa Schneider* recently joined the Elementary Division as assistant specialist in health. For the past 4 years she has been assistant State director of health, physical education, and safety in the State Department of Public Instruction of Illinois. Previously, for various periods she was in charge of health and physical education programs in the elementary schools of Glencoe, Ill., supervisor and teacher in the Shorewood (Wis.) schools, instructor at Alabama College, and teacher in Calumet City, Ill. In each case, her responsibilities were in the field of health and physical education.

Miss Schneider obtained both her bachelor and master of science degrees at the University of Wisconsin.

*W. Edgar Martin* has recently come to the Office as biology specialist in the Secondary Education Division. He came from private industry. From 1940 to 1945, Dr. Martin supervised student teachers of biology at the University of Michigan. Earlier, he was science teacher and then head of the biology department in the public schools of Battle Creek, Mich.

Dr. Martin received his education in the schools of Cornwall, England, where he later taught. He received a bachelor of science at Western State Teachers College, Kalamazoo, Mich., and both his master of arts and doctor of philosophy at the University of Michigan.

☆☆☆

*Otis W. Freeman* has been appointed to the Higher Education Division as specialist in geography. He has been head of the Department of Physical Science at Eastern Washington State College, with which he has been associated since 1924. While on leave from that position, he was visiting professor at the University of Hawaii, 1926-27; and during the war years he taught at Indiana University under the ASTP program.

Earlier, he was on the faculties at Northwestern University and the University of Michigan, and in the high schools at Grand Ledge, Mich., Fergus County, Mont., and Stockton, Calif. He has taught summer sessions at a number of colleges, including Western Reserve and the University of Washington.

Dr. Freeman obtained his bachelor's degree at Albion College, master's at University of Michigan, and doctor's at Clark University.

☆☆☆

*Jennings B. Sanders* is the new specialist in history in the Higher Education Division. From 1943 to 1946, Dr. Sanders was president of Memphis (Tenn.) State College. More recently, he has held visiting professorships at Peabody College and University of Washington, and has been carrying on research.

Before going to Memphis State College, he was head of the history department at the University of Tennessee, with which he was associated for 8 years. For various periods he also was on the

history faculties at University of Alabama, the University of Chicago, and Denison University. Earlier, he taught in the public schools of Hope and Frankfort, Ind.

Dr. Sanders received his bachelor's degree at Franklin College, and his master's and doctor's at the University of Chicago.

☆☆☆

*Mar H. Freeman* has joined the Business Education Service of the Vocational Education Division as special

agent for research in business education. He comes from the New Jersey State Teachers College, Paterson, where he has been head of the business education department.

Previously he taught business education in the high schools of Somerville, N. J., Hastings-on-Hudson, N. Y., and Newark, N. J., successively. He also has had mercantile experience in New York City.

Dr. Freeman obtained his bachelor's, master's, and doctor's degrees from New York University.



Surrounded by several staff members of the Vocational Education Division are representatives of British farm youth organizations. Seated from left to right are: Alexander Campbell, Hywel Evans, Kenneth Osborne, John Cornah, and William Edge. A. Webster Tenney, executive secretary, Future Farmers of America, is standing second from left.

## BRITISH FARM YOUTH VISIT OFFICE

Five British farm boys visiting the United States think the British school system below college level might well introduce vocational agriculture education similar to that which is established in this country. The boys, who represented farm youth organizations comparable to the Future Farmers of America, pointed out that no formal education in agriculture is available in their lower schools.

The young men had come from various parts of the British Isles early this fall and attended the national convention of the FFA in Kansas City, Mo. Subsequently they each spent brief periods living with farm families in various States. Shortly before returning to Britain, they visited the Office of Education in Washington.

The high degree of mechanization of American farms seemed to have made a deep impression on the boys. They

cited cases of farms in the United States, comparable in size and type to those in Britain which require several hired men, being operated here by a farmer and perhaps a son and a hired man.

The British visitors indicated that: Five percent of British population is on farms; British farmers strive for production per acre, while the United States goes in for production per man; the trend in Britain is toward smaller farms than in past years; total production, not counting the past year when bad weather caused reduced crops, had increased 30 percent since 1939, and is expected to increase by another 20 percent during the next 4 years.

On the lighter side were comments about American football—"a very slow game"—the strange antics of the cheer leaders—and the huddle, "when the players crowd together and decide what to do next." One lad found the table fare to his liking; he gained 14 pounds during his visit here.

## Educational Meetings

*American Camping Association*, March 22-25, Los Angeles, Calif. Secretary, GERALD P. BURNS, 343 So. Dearborn St., Chicago 4, Ill.

*American College Personnel Association*, March 28-April 1, Chicago, Ill. Secretary, THELMA MILLS, University of Missouri, Columbia, Mo.

*Child Study Association of America*, March 1, New York, N. Y. Director, SIDONIE M. GRUENBERG, 221 W. 57th St., New York, N. Y.

*Council of Guidance and Personnel Associations*, March 28-April 1, Chicago, Ill. Secretary, ADAH PEIRCE, Hiram College, Hiram, Ohio.

*Department of Higher Education of the National Education Association*. National Conference on Higher Education, March 22-25, Chicago, Ill. Secretary, RALPH McDONALD, National Education Association, 1201 Sixteenth St. NW., Washington 6, D. C.

*National Association of Deans and Advisers of Men*, March 11-13, Dallas, Tex. Secretary, FRED H. TURNER, 152 Administration Building, University of Illinois, Urbana.

*National Association of Deans of Women of the National Education Association*, March 29-April 1, Chicago, Ill. Secretary, BARBARA CATTON, National Education Association, 1201 Sixteenth St. NW., Washington 6, D. C.

*National Association of Personnel-Deans and Advisers of Men in Negro Educational Institutions*, March 25-27, Rust College, Holly Springs, Miss. Secretary, H. A. MILLER, Dillard University, New Orleans, La.

*National Catholic Education Association*, March 31-April 2, San Francisco, Calif. Secretary, Very Rev. Msgr. FREDERICK G. HOCHWALT, 1312 Massachusetts Ave. NW., Washington 5, D. C.

*National Vocational Guidance Association*, March 29-April 1, Chicago, Ill. Secretary, CHRISTINE MELCHER, 82 Beaver St., New York 5, N. Y.

*North Central Association of Colleges and Secondary Schools*, March 8-12, Chicago, Ill. Secretary, G. W. ROSENLOF, University of Nebraska, Lincoln, Nebr.

## SECONDARY EDUCATION

### Life Adjustment Commission Meets

The Commission on Life Adjustment Education for Youth met in Washington in the Federal Security Building December 1, 2, and 3. Members of the Commission attending were:

Benjamin C. Willis, Superintendent of Schools, Yonkers, N. Y.—American Association of School Administrators; Charles S. Wilkins, President, A. & M. College, Magnolia, Ark.—American Association of Junior Colleges; J. C. Wright, formerly Assistant Commissioner for Vocational Education, U. S. Office of Education, Washington, D. C.—American Vocational Association; Paul D. Collier, Director, Bureau of Youth Services, State Department of Education, Hartford, Conn.—National Association of High School Supervisors and Directors of Secondary Education; Francis L. Bacon, Principal, Evanston Township High School, Evanston, Ill.—National Association of Secondary School Principals; M. D. Mobley, Director, Division of Vocational Education, State Department of Education, Atlanta, Ga.—National Association of State Directors for Vocational Education; Rev. Bernardine Myers, O. P., President, Secondary School Department, National Catholic Educational Association, Director of Studies, Fenwick High School, Oak Park, Ill.—National Catholic Welfare Conference; Clyde A. Erwin, State Superintendent of Public Instruction, Raleigh, N. C., alternate for Dean M. Schweickhard, Commissioner of Education, St. Paul, Minn.—National Council of Chief State School Officers; and Marcella Rita Lawler, on leave from State Department of Education, Olympia, Wash., doing graduate work at Teachers College, Columbia University, and member of Horace Mann Lincoln Institute School Experimentation Staff—National Education Association.

Superintendent Willis was elected chairman.

The Commission on Life Adjustment Education for Youth was appointed by the U. S. Commissioner of Education from persons nominated by regularly constituted professional groups repre-

senting the educational programs now serving youth. It is concerned with a program of action designed to accelerate and expand the effectiveness of endeavors being made in schools to meet the needs of all youth. A particular concern of the Commission is with youth not now in secondary schools as well as with the large number in school whose needs are now being inadequately met.

The efforts of the Commission are sponsored by the U. S. Office of Education. It will work through a steering committee composed of Galen Jones, Director, Secondary Education, Chairman; Raymond W. Gregory, Assistant Commissioner for Vocational Education; and John Dale Russell, Director, Higher Education. The Commission will attempt to provide coordinating leadership for achieving the ideal of appropriate universal secondary education so long held by American educational leaders. To this end it will (1) promote cooperative research bearing on its problems, (2) disseminate information to attain its program, and (3) foster active implementation at State and local levels of more efficient and effective youth education.

The Commission is engaged in the formulation of plans to be announced at a later date. However, it has been decided that all important relationships with local schools will be carried on in cooperation with State educational authorities. Schools interested in sharing in the development of Life Adjustment programs should indicate their interest to their State departments of education.

### Manpower for Research

Volume IV of the Reports to the President by John R. Steelman, Chairman of the President's Scientific Research Board, contains in addition to the report by the Board, an appendix of 60 pages of evaluations and suggestions relating to elementary and secondary school science and mathematics and an appendix of 52 pages devoted to studies and recommendations concerning undergraduate and graduate instruction in science and mathematics.

The volume is concerned primarily with developing manpower for research and therefore stresses the provision of opportunities for students with unique interests in and abilities for careers related to science and mathematics. However, the report gives considerable attention to the fact that scientists and scientific research can make their most effective contribution only when the general public is informed and appreciative of what scientific methods are and what science can do for and to mankind.

The report states that "the dual responsibility of insuring that we have (1) enough competent scientists to do whatever job may be ahead, and (2) a voting public that understands and supports the scientists' role in defense and in the design for better living, rests heavily upon the nation and all men of science in these fateful years."

From these viewpoints, the Cooperative Committee on the Teaching of Science and Mathematics of the American Association for the Advancement of Science assisted the President's Scientific Research Board by looking at American education and attempting to reveal weaknesses and prepare recommendations looking toward improvements.

The recommendations are given as proposals for immediate action and for a long-range program. The recommendations which follow are supported in the appendix of the report by more detailed appraisals and recommendations.

"The various factors that create the present crisis in science teaching—failure to identify science talent, teacher shortages, large student enrollment, lack of equipment and space, competition with industrial and governmental laboratories—all these demand immediate action to alleviate the situation.

"1. Establish Federal subsistence type scholarships for the scientifically gifted as part of a general program to support able and talented youths in all fields. This will guarantee the utmost utilization of our scientific manpower through collegiate and graduate training.

"2. Establish a large number of post-doctorate fellowships: (a) junior staff type such as the National Research Council fellowships; (b) senior staff type such as the Guggenheim fellowships.

"3. Establish in-service teacher training: (a) by workshops, maintained through grants-in-aid providing for teacher subsistence; (b) by provision of science and mathematics counselors throughout the country, one in each of the fields of mathematics, life science, and physical science per million of population."

"To improve the effectiveness of the teaching of science and mathematics and to increase the scientific potential of this country, we recommend the appointment of a National Commission on the Teaching of Science and Mathematics under the auspices of the American Association for the Advancement of Science, representing the scientists, and cooperating with agencies such as the American Council on Education, the National Education Association, and the U. S. Office of Education to represent educators, administrators, and science teachers. This Commission should:

1. Sponsor investigations of grade and age placement of concepts and ideas in the sciences and mathematics with a view to aiding teachers in curriculum planning;

2. Promote the design of and experimentation with testing instruments and guidance procedures which would lead to an early identification of talent;

3. Stimulate the further development and use of student records to accompany the pupil throughout his elementary, secondary, and college education, and of instruments of identification. Provide information on guidance procedures, to be made available free of charge to all school systems throughout the country;

4. Establish a clearinghouse of up-to-date information on research facilities and research staff available in institutions of higher learning for the guidance and better distribution of graduate students."

(Pages 59-60, Manpower for Research, Vol. IV of Science and Public Policy—A Report to the President, by John R. Steelman, Chairman, The President's Scientific Research Board, October 11, 1947.)

The full report is available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at a cost of 35 cents.

## Wisconsin Studies Need for Junior Colleges

"The basic educational need of high school graduates in Wisconsin is for a liberal education extending two years beyond high school" according to a report of the Committee on Junior College Needs in Wisconsin prepared by Professor John Guy Fowlkes and Henry C. Ahrensbrak of the University.

This factual study of the post-high school educational needs of youth and the existing facilities for meeting those needs likewise concludes that "terminal liberal education combined with vocational work \* \* \* be offered by properly qualified vocational schools to be designated by the State Board of Vocational and Adult Education and formally designated terminal junior colleges."

Each county in the State not having an institution of collegiate level was studied with reference to 7 criteria for the establishment of a junior college with an anticipated minimum enrollment of 150. Application of the criteria showed that Green Bay, Kenosha, Marinette, and Menasha-Keenah area, Racine, Sheboygan, and Wausau were logical centers for junior colleges. Since Wisconsin laws do not permit public school districts to establish junior colleges, the report recommends that they be established and operated by the Extension Division of the University. (*Junior College Needs in Wisconsin*. Bulletin of the University of Wisconsin, April 1947. 59 p.)

## The Teacher's Role in School-Public Relations

"That the classroom teacher is the foundation of good public school-community relations" is the thesis of a new publication<sup>1</sup> by the New Jersey Secondary School Teachers' Association. The foreword to this document elaborates this thesis by pointing out that everything which takes place in the school has either a negative or positive effect on public relations. Report cards, disciplinary methods, curricular content, assignments, athletic policies, teaching techniques, school regula-

<sup>1</sup> School-Community Relations. New Jersey Secondary School Teachers Association, 1947. 79 p.

tions—all either build or destroy good public school relations.

The following suggestions for improving teacher-community relations have been based in part on those made by the high school teachers of New Jersey.

1. The teacher's tact and careful choice of words can aid in building good public relations.

2. Teachers can help build good public relations by giving the pupil and his parents honest and clear reasons for requirements which baffle them. Some parents wonder why a youth must attend school when he would rather go to work, why a given course or assignment is required of all, and what the reasons are back of a given school regulation.

3. Good classroom teaching is good public relations. It may be commonplace to say that procedures should vary from day to day, should fit the pupils and the materials taught, should so far as possible relate to real life problems, should produce the most satisfactory results with maximum economy and efficiency. However, these practices spell the difference between gaining the good will and cooperation of practical-minded youth or losing them.

4. Good public relations are built when the teacher makes every effort to help the unadjusted pupil to overcome unsocial traits. This calls for sympathetic understanding, skill, and sensitivity. Such youth must have opportunities to contribute to group projects, to practice self-control, and to exercise wise choices. Assignments must more often result in success than in failure, disciplinary action must be preeminently fair, and faculty decisions must have a positive rather than a negative effect.

5. Teachers can do much to build good public relations by improving tests and testing. Tests are generally in bad repute with both pupils and parents. They are still often used as disciplinary devices, do not measure what the pupils are supposed to know, and are not consistently scored. To build good public relations, pupils should know why various tests are given, how tests are made and scored, when they are to be given, and what they have revealed.

6. Marking practices of teachers affect public school relations for good or ill. More thought should be given to

making marking systems more readily understood. Marks should measure progress in the pupil's development rather than failure; they should help him and his parents to understand the difficulties to be overcome. In both word and deed, the teacher should make clear that good citizenship is regarded as of more importance than academic marks.

7. Teachers can build good public relations if they will follow practices designed truly to make the parent a partner in the child's educational development. Some teachers frequently invite small groups of parents to brief informal parties; they send letters home, not only when pupils are in trouble, but to report special successes or contributions; they help parents by volunteering such professional services as suggesting desirable reading matter for specific children, movies they should see, hobbies which need encouragement, educational trips which the family could take, and courses and other community activities from which the parent can benefit.

Many other important "planks," some of them necessarily local in application, could with profit be considered by any group of teachers concerned with building a positive plan of school-public relations. Those presented above suggest that the teacher's part in such a plan can be significant and far reaching.

## Aviation Education News

With an aim "to increase interest in aviation," the Civil Air Patrol has recently announced through Washington headquarters its intention of assisting model airplane clubs such as those conducted by many schools. They propose to help clubs organize and also to assist financially in sponsoring flying meets where the skill of individuals can be tested. Six district meets and one annual national meet are proposed and will be cosponsored by any interested organization, such as the American Legion, Veterans of Foreign Wars, Air Scouts, schools, etc. Local schools desiring to add to the value of their aviation program by cooperating in this scientific development should get in touch with their local Civil Air Patrol group or the State Wing Commander of Civil

Air Patrol. All contests will be sanctioned by and conducted under Academy of Model Aeronautics rules and auspices.

The National Headquarters of American Legion and Veterans of Foreign Wars have similar advertised programs of cooperation and assistance to school and other model airplane flying clubs. Expert instruction and workshops are also on this program.

The National Exchange Club has been a pioneer in this field and has a well-organized and functioning model-plane program. Through Exchange Clubs in the many large cities they conduct State elimination contests, the winners representing the various States at the annual National Exchange Club Model Plane Meet.

## Dental Health Bulletin Appears

OBJECTIVES of a dental-health program, according to a bulletin issued by the American Dental Association, are as follows:

Dental health is known to affect the general health, the appearance and the social adjustment of a person throughout his lifetime. Since the control of dental caries and other diseases of the mouth can best be accomplished during childhood, the American Dental Association has adopted the following objectives:

1. Help every American appreciate the importance of a healthy mouth.
2. Help every American appreciate the relationship of dental health to general health and appearance.
3. Encourage the observance of dental-health practices, including personal care, professional care, proper diet and oral habits.
4. Enlist the aid of all groups and agencies interested in the promotion of health.
5. Correlate dental-health activities with all generalized health programs.
6. Stimulate the development of resources for making dental care available to all children and youth.
7. Stimulate all dentists to perform adequate dental-health services for children.

Then sections follow in the bulletin on lay education and participation, financing, putting the program into operation, and administration. The publication is entitled *Dental Health Program for Elementary and Secondary Schools*. It contains 40 pages including a list of educational aids for children and adults.

The bulletin is a part of a sustained effort of the American Dental Association.

tion to interest the Nation in improving the dental condition of children and youth. To this end it is addressed to educators, parents, dentists, and the public generally.

## Student-Teacher Progress Report

The Student-Teacher Progress Report of the Albany, Oregon, Public Schools has much to commend it to the consideration of counselors, teachers, and administrators in elementary schools, junior high schools, and senior high schools. This is a joint enterprise which offers to the student *and* the teacher the opportunity for each to analyze the evaluation of the other. Since both the student *and* the teacher sign the report, it takes on added meaning to them as well as to the counselor, administrator, home-room teacher, or other members of the faculty who might use it during a case conference.

The entire report is in the form of a check list on a single page. Part I asks the checking by the student and the teacher of all items which apply to the student. For example, format and some items appear as follows:

Student opinion	Teacher opinion		What or Why?
1. ----	----	Would like to do something else other than come to school.	-----
2. ----	----	Too often tardy.	-----
3. ----	----	Do not like the teacher.	-----
4. ----	----	Too often absent.	-----
5. ----	----	Do not try to work alone.	-----
10. ----	----	Hard to read and understand.	-----
14. ----	----	Do not listen carefully in class.	-----
20. ----	----	(Other).	-----

Part II is a space for indicating the subject to which the report applies.

Part III is a space for Suggestions for Improvement. The student has half of the page for writing his suggestions and the teacher has the other half for her suggestions.

Part IV provides for a General Statement of Agreement reached. This is then signed by the student and the teacher and dated. Definite provision is made for improvement by setting up a statement: Improvement Report due: ----- 194--

## Democratic Education Is ACE Theme

"Democratic Education: The Hope of the World" is the theme for the annual study conference of the Association for Childhood Education which is to be held in St. Louis, Mo., April 19 to 23, 1948, and which is open to anyone interested.

Through its annual study conference, its biennial plan of action, and its magazine, *Childhood Education*, the Association is making a three-way approach to its study of and action for democratic education. Association members are acting to remedy inadequate school facilities, to eliminate congested school programs, to recruit more teachers for the profession, to help in the development of worthy human relations, and to contribute to the improvement of children's health in mind and in body.

The 1947-48 issues of *Childhood Education* are evaluating some present educational practices in terms of their contribution to the development of democratic citizens. What do our present practices in grouping, promoting, and marking children contribute? What does the size of classes have to do with children's development? Should children be failed and given remedial instruction? How important are teachers in a democracy? What are the responsibilities of the community, the church, and the school in developing democratic citizens? How can we best educate children for world citizenship? These are some of the questions to which the magazine is giving attention.

Study classes, consultation hours, and general sessions and forums will be featured at the annual study conference. Program plans will be announced in forthcoming issues of *Childhood Education*.

## New Jersey Program Emphasizes Democracy

*Building Citizenship in a Democracy through Social Studies* is the title of Elementary School Bulletin No. 10 of the New Jersey State Department of Education.

Although published some time ago, it continues to be an excellent source of help to elementary teachers because of the emphasis on the democratic process in developing the social studies program itself, and especially for suggestions on the techniques teachers can use to help children work together democratically.

There is a chapter devoted to "American Ideals and American History" which stresses the need of understanding democracy and the effective teaching of American backgrounds through making American history real. This publication is being used as a basis for further developments in the social studies.

## Visual Aids for Teachers in Program for Democracy

Listed in the publication *Films Interpreting Children and Youth*, a product of three professional groups, are two films that will give the teacher background in the democratic process:

From New York University Film Service there is available for purchase or rental a film entitled "Meeting Emotional Needs in Childhood: The Ground Work of Democracy." This is a 16-mm., 3-reel sound film.

From the University of Iowa Child Welfare Research Station there is available the 16-mm. silent or sound film entitled "Experimental Studies in the Social Climate of Groups." This film which runs for 33 minutes presents situations described as democratic, laissez faire, and autocratic. There is a rental fee.

## Basic Principles for Democratization of Education in Germany

The Control Council, Allied Control Authority, has issued a directive entitled *Basic Principles for Democratization of Education in Germany*. Evaluated in terms of their effect upon elementary education, the following principles are significant:

1. There should be equal educational opportunity for all.

# Improvement of Teacher Status

by Grace S. Wright, Research Assistant, Secondary Education Division

2. Tuition, textbooks, and materials should be free to children of compulsory school age in all schools supported by public funds.

3. Compulsory full-time school attendance should be required for all between the ages of 6 and at least 15.

4. Schools for the compulsory periods should form a comprehensive educational system. The terms "elementary education" and "secondary education" should mean two consecutive levels of instruction, not two types of qualities of instruction which overlap.

5. All schools should lay emphasis upon education for civic responsibility and a democratic way of life, by means of the content of the curriculum, textbooks, and materials of instruction, and by the organization of the school itself.

6. School curricula should aim to promote understanding of and respect for other nations \* \* \*

7. Educational and vocational guidance should be provided for all pupils.

8. Health supervision and health instruction should be provided for all pupils \* \* \*

9. All teacher education should take place in a university or in a pedagogical institution of university rank.

10. Full provision should be made for effective participation of the people in the reform and organization as well as in the administration of the educational system.

## State Laws

(From page 7)

"(3) The board shall report to the common council, at or before its first meeting in September of each year, the amount of money required during the next fiscal year for the support of such activities and thereupon, subject to the provisions of subsection (5), the common council shall levy and collect a special tax in the manner that other taxes are levied and collected, equal to the amount of money as required; but said tax shall not in any one year exceed the maximum mill tax rate prescribed for the school extension fund in section 65.08, for all the activities conducted in said city pursuant to this section, and said tax shall not be used or appropriated, directly or indirectly, for any other purpose."—(*Laws of Wisconsin Relating to Common Schools, 1942.*)

*Much has been said about the 350,000 teachers who left the teaching profession during the war years when better-paying jobs were easily available. Teachers' salaries were inordinately low; other provisions for teachers were in like circumstances. Recognizing that something must be done immediately to protect the Nation's children, the National Emergency Conference on Teacher Preparation and Supply, meeting at Chautauqua, N. Y., June 1946, drafted a number of recommendations for the improvement of teacher status. The months following saw a great deal of publicity given to the problem of teacher shortage, the need for better support of public schools, the proposal of a \$2,400 minimum salary for teachers with 4 years of training, and other welfare problems. Following is an enumeration of some of the major accomplishments,<sup>1</sup> dealing with the phase of teacher welfare.*

## Salaries, 1947-48

*State.*—Increases in appropriations for State aid voted by a number of States have been the means of making possible material increases in teachers' salaries. It is not unusual to find in those States average increases in teachers' salaries ranging from \$500 to \$700. Of the 30 States which, according to the National Education Association's listing of September 1, 1947, have established minimum salary standards for teachers, 20 increased that minimum for 1947-48; 3 others—Idaho, Nevada, and New Hampshire—established minimums for the first time. Of the remaining 7 States, 6 did not raise their minimums; one State, Kentucky, had no meeting of the legislature in 1947.

In several States the fixed minimums for beginning teachers now range from \$2,000 to \$2,700. California and Nevada have flat-rate minimums of \$2,400. Washington's minimum for regularly certificated teachers is also \$2,400. Indiana's minimum of \$2,400 for a 9-month term for teachers who have a bachelor's degree represents an increase

of 81.8 percent over 1946-47. New York has a \$2,500 minimum for teachers with bachelor's degrees in cities of over 1 million in population; \$2,200 for those in cities of 100,000 to 1 million, and a \$2,000 minimum for smaller population centers. Master's degree teachers in the largest population centers begin at \$2,700. Several other States, viz, Delaware, Maryland, Oregon, Pennsylvania, and Texas, established minimums of \$2,000 to \$2,200 for bachelor's degree teachers, with minimums for the master's degree slightly higher in most instances. West Virginia reached the \$2,000 minimum for teachers who hold a master's degree, and Tennessee for those who have in excess of 5 years of training.

Florida's legislature, in establishing a State Minimum Foundation Program Fund for Schools to be used "to assist county boards in maintaining the Minimum Foundation Program for all schools in the county as prescribed by law and in otherwise providing substantially equal public educational opportunities," provides for a minimum average salary for teachers with 4 years of training of \$2,550; 5 years of training, \$3,000; and for 6 years or more of training, \$3,600.

Arizona has no minimum salary standard, but reports indicate that the act of 1947 Legislature which provided increased State aid has made possible increases in teachers' salaries of \$500 to \$1,000. As a result, local boards are adopting salary schedules beginning at \$2,400 for bachelor's degree teachers. Teachers with a master of arts degree start at about \$2,600 with maximums ranging up to \$4,500 a year.

Similarly, in Connecticut, another State which does not have a legally fixed minimum salary, the State Department of Education reports that a large majority of towns are providing minimum salaries for teachers with at least 4 years postsecondary preparation of \$2,000 and above. State aid to schools was increased from about \$1,600,000 to more than \$10,250,000 a year.<sup>2</sup>

<sup>1</sup> The information included here for any area was gathered mainly from State department bulletins and State education journals.

<sup>2</sup> The Board of Education (Connecticut), Sept. 15, 1947, p. 2 and 4.

In Montana, where State legislation for the purpose failed of passage, the people of the State voted special levies beyond those authorized by law to make salary increases possible. As a result, salaries for 1947-48 are increased on an average of \$500 to \$700 for all teachers and administrators, which will make for an average salary for all teachers over the State of \$2,500-\$2,700 as compared with an average of \$2,000 for 1946-47. Rural salaries have been increased to the point that many teachers will receive \$2,400 plus a teacherage.

A survey of teachers' salaries in New Jersey,<sup>3</sup> a State which has a flat-rate minimum of \$1,800, shows that nearly half of the school districts which report local minimums based on 4 years of training have established them this year at \$2,000 or above. Maximums likewise have been increased and in 31 instances have reached the \$4,000 mark and above for bachelor's degree teachers, while in 4 districts—Glen Ridge, Leonia, Montclair, and Newark—maximum salaries of \$5,000 and above are adopted for teachers with 5 or 6 years of training.

*Local.*—Of cities of 100,000 population and over in size, at least two-thirds have minimum salaries ranging from \$2,000 to \$2,700 for bachelor's degree teachers, according to the September survey of the National Education Association, with one-half of the cities having maximum salaries for teachers with a master's degree or higher ranging from \$4,000 to \$5,700.

At the other extreme of population size are rural areas and small towns which have the greatest difficulty in holding qualified teachers. Here also are instances in which salaries have reached or passed the \$2,000 minimum. Among the communities of 2,500 and under in population which have been noted, together with the minimums they are providing for bachelor's degree teachers, are the following: Fairfield, Conn., \$2,250; Ridgefield, Conn., \$2,400; Crete, Ill., \$2,000; Bangor, Mich., \$2,400; Big Sandy, Mont., \$2,580; Essex Fells, N. J., \$2,400; Lawrence, N. J., \$2,400; Mine Hill Township, N. J., \$2,200; Mountainside, N. J., \$2,400; Wayne, N. J., \$2,200; Burns, Oreg.,

\$2,750; Cottage Grove H. S. Dist., Oreg., \$2,556; Redmond Union H. S. Dist., Oreg., \$2,403; Ozona, Tex., \$2,400.

Towns of approximately 5,000 population which have adopted noteworthy minimums are Yuma, Ariz., \$2,500; Clawson, Mich., \$2,400; Leonia, N. J., \$2,300; Westwood, N. J., \$2,200; Oregon City, Oreg., \$2,600; and Refugio, Tex., \$2,400. Maximums in these various small communities range from \$2,961 to \$4,300 for bachelor's degree teachers, and from \$3,450 to \$5,000 for master's degree teachers.

*Twelve-month plan.*—Glencoe, Ill., a town of under 7,000 population, gave its teachers a 20-percent increase in salary in the last school year and in so doing placed its teachers on a 12-month instead of a 10-month pay basis, one month being a vacation month, the second month being given over to teaching, improving the instructional program, or improving themselves professionally through workshops and study groups. Another unusual feature of the plan is that the entire professional staff of the school system is on the same salary schedule. Recognizing that good teachers are very often lost to teaching because of the lure of higher wages in administrative positions, Glencoe pays its classroom teachers on the same basis on which it pays its administrators.<sup>4</sup>

Rochester, Minn., is also operating on the 12-month plan and has increased its teachers' salaries accordingly. The compensation for bachelor's degree teachers ranges from a \$2,400 minimum to \$3,450 for 15 years' experience; master's degree persons earn an additional \$200, and 6-year teachers \$100 more than master's degree teachers. The median salary for all teachers is now \$3,400. The Rochester plan calls for five service categories for the summer months: Summer recreation service, special summer classes, college and university attendance, local departmental workshops, approved travel.<sup>5</sup>

*The Merit System.*—Should increments within the salary schedule be based solely upon such known teacher facts as training and experience, or should there also be increments based

upon merit for those who are outstanding teachers? This was the question of the month in the September 1947 issue of the *Wisconsin Journal of Education*, and it is one which is coming in for much attention as new salary schedules are being worked upon. There seems to be little agreement upon the question. In general, administrators are more apt to answer, "Yes"; teachers are more likely to say that the merit system cannot operate fairly because decisions as to who are the outstanding teachers are based upon subjective judgments.

New York State's 1947 salary law provides for "promotional increments" after six automatic increments have been granted. These promotional increments are based upon merit and are available to definite percentages of teachers whose work is considered exceptional in several respects. In North Carolina, the merit rating system is being given serious consideration by the State Education Commission which the Governor was authorized to appoint as the result of legislation enacted in 1947. The Commission has the responsibility of making a comprehensive study of various aspects of education including the Merit Rating System, and to report and make recommendations to the Governor and General Assembly of 1949. In its 1947 salary legislation, Pennsylvania decided against merit rating. A provision for such rating as an integral part of the mandated salary schedule had been inserted as an amendment, but was eliminated entirely from the bill.

Auburn, Wash.,<sup>6</sup> some years ago adopted schedules which provided for two additional steps for teachers who had reached the maximum of the salary schedule. These were known as extra-maximum steps. Last year when about 20 percent of the teachers had reached either the so-called top or the extra-maximum stated in the salary schedule, the salary committee, after much study, proposed that "for outstanding service, and upon recommendation of the principal, additional increments be given those teachers who had reached the maximum. The members of the board—a banker, a farmer, an auto dealer, a furniture store owner, and a railroad employee—realized that

<sup>4</sup> *Illinois Education*, May 1947, p. 272.

<sup>5</sup> *Minnesota Journal of Education*, March 1947, p. 301.

<sup>6</sup> *Washington Education Journal*, March 1947, p. 165.

<sup>3</sup> *New Jersey Education Review*, October 1947, p. 35-43.

in each of their own occupations greater rewards went to those who were the most efficient. So, the recommendation of the committee along with a suggested rating report, was accepted by the board. For the time being at least this means that upon the principal's recommendation and superintendent's acceptance there is no 'top' to the salary schedule."

### Sick Leave

Most cities make some provisions for sick leave for teachers, according to a study made by the National Education Association in 1940-41. Only a few States have made such provisions. Prior to enactments of the 1947 legislatures only six States—California, Florida, Kentucky, Louisiana, Ohio, and New Jersey—had given teachers of their States the *right* to absence for sickness.<sup>7</sup> The amount varied: 5 days in California and Florida; 10 in Louisiana and New Jersey; an unspecified number of days in Kentucky and Ohio. Seven other States had given school boards the power to grant sick leave. It is interesting to note that several State legislatures this year made provisions, or amended existing provisions, for sick leave for teachers:

Florida: 6 days a year cumulative to 72 days.

Illinois: Minimum of 5 days a year with full pay, cumulative to 15 days; and in addition, 5 days at half pay cumulative to 15 days.

Indiana: 9 days each year cumulative to 45 days.

Pennsylvania: Minimum guarantee of 5 days a year cumulative to 20 days.

Tennessee: 9 days a year cumulative to 36 days in all school systems which will match State funds available for this purpose.

### Teacherages

Although the provision of teacherages does not in and of itself promote the status of teachers, it does increase the probability of a school district's retaining its good teachers when housing is difficult to find. Since teacherages are made available at a minimum cost, the occupancy of such a facility also adds to the teacher's income. Many States, particularly those in the West, have for varying numbers of years permitted local districts to construct and maintain teacherages. Among such States are Arizona, Arkansas, Colorado,

Missouri, Montana, Oklahoma, Texas, and Washington. This year, at least three other States made legal provision for teacher housing. The Connecticut Legislature authorized any town or school district to construct, lease, and maintain a home for teachers employed and to provide transportation for such teachers to and from school. The Illinois Legislature authorized boards of education to provide residences for teachers when such action is approved by local referendum. The Oregon Legislature authorized school districts to provide teacher housing where necessary.

### Retirement

Many States during the past year enacted liberalizing amendments to their retirement laws. The Florida law, for example, now provides optional plans for computing retirement together with a \$75 "floor" for those who have had to teach on low salaries. In

Illinois, a person retiring in 1947 who would have received an annuity of \$400 will in 1948 receive \$825; maximum allowance permissible under the new plan is \$2100. Indiana law provides for \$1200 at the end of 32 years of service and additional sums for extended service; Kansas doubled service annuity benefits for teachers with 30 years of service; North Carolina raised its retirement benefits by 25 percent. In Texas, teachers may now retire at age 60 after 25 years of service; at any age after 30 years of teaching. Washington's new law provides \$100 a month pension after 30 years of service at age 60, and permits retirement after 30 years or at age 60. The major change in Wisconsin's retirement law is the inclusion of a minimum benefit provision which will mean that teachers who have had to work at very low salaries through the years will no longer be unduly penalized.

## LIBRARY SERVICES

### Steady Growth

"Books Build a Better Georgia" is the title of a recent issue of the periodical, *Georgia Progress*, published by the Agricultural and Industrial Development Board, Atlanta.

This bulletin describes the steady growth in recent years of library service to rural and small town citizens. Contributing to the State's progress in many fields are the county and regional libraries which serve 126 of its 159 counties. These libraries, together with municipal libraries serving parts of 19 other counties, provide free public library service to approximately four-fifths of the population. Eleven of the libraries are regional, distributing books to 25 counties. Last year 126 counties met the qualifications for State aid.

At the present time Georgia has 28 bookmobiles. Counties without bookmobiles do the best they can to serve the rural population by delivering books in cars and school busses and mailing them by parcel post. Almost anybody who makes regular trips into the rural areas

may act as a book distributor—visiting teachers, classroom teachers, home demonstration agents, county agents, county nurses, school superintendents, school children, and library patrons.

The Georgia Citizens Library Committee has adopted as its slogan, "Books in reach of every Georgian."

### Labor-Industry Consultant

*Services for Labor and Industry*, a pamphlet published by the Illinois State Library, Springfield, calls attention to the Library's new emphasis on this part of its program. On request, Walter E. Myers, Labor-Industry Consultant, will give service in the library field to labor unions, management, or any Illinois citizen or group.

When a long-term program is planned, the consultant will assist with the planning of a permanent labor and industry library or a supplementary collection made up from the material in the State Library. He will also work with the local library in making the service in this field known and effective. Gen-

<sup>7</sup> Legal Status of the Public-School Teacher. N. E. A. Research Bulletin, April 1947, p. 54.

eral reading lists on current labor and industrial problems will be given wide distribution. Special reading lists will be prepared as requested. At meetings or institutes on these types of problems, the consultant will be present with a collection of pertinent material and will advise on its use.

The Illinois State Library and the Institute of Labor and Industrial Relations of the University of Illinois jointly sponsor reading services for all the people of Illinois and cooperate to provide special services to groups directly concerned with labor and industrial relations. The Institute, through the Division of University Extension, brings the campus to the community. The Illinois State Library will deliver materials supplementary to the Institute's programs anywhere in the State and will lend them to groups or individuals. Detailed research projects will be undertaken which may aid in widening the area of understanding in this field.

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## New Standard

A new financial standard for public library support was endorsed by the American Library Association when its Council declared that "a public library must now have an income of not less than 50 percent more than in 1940 if it is to give to its community a library service equal in quantity and quality to that given in the prewar period."

Increased by 50 percent, the standards adopted for annual per capita income now are: "A public library must receive \$1.50 per capita to give minimum satisfactory service; \$2.25 for good service; \$3.00 for superior service."

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## Regional Library Service

The Tennessee State Department of Education, Nashville, has mimeographed and distributed a 73-page study by Catherine Zealberg, *Books for All: The Regional Library Program in Tennessee, January 1940-June 1947*.

The purpose of this study as stated in the introduction is: "To present a survey of regional library service in the State of Tennessee; to describe the regional program as it now exists; to trace its development; to present its accomplishments; and, in view of the past, to

predict and suggest what the future of the program might be in Tennessee."

Much of the material for this study was collected from unpublished magazine articles, letters, and typewritten copies of monthly and annual reports of the various Tennessee regional libraries on file in the office of the Division of Libraries, State Department of Education.

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## Publicizing Children's Programs

So that parents and children may know what is going on—and where—news of special events in the children's rooms of the New York Public Library is announced in the newspapers, magazines, and over the radio. The November issue of *Branch Library Book News* mentions three examples of media which regularly carry notices of library programs:

Every Friday the "Things for Children to Do" column of the *New York Times* carries an announcement of programs scheduled in the branches. The "Metropolitan Section" of *Parents' Magazine* covers, each month, the general theme of stories or celebrations for the current month. And over the air "City Fun With Your Children," Station WNYC, 11 a. m., on Tuesday, features on its programs library news of interest to children.

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## Complete Index

In Rochester, Minn., elementary school libraries, the card catalog files serve as a complete index to curriculum materials—books, pamphlets, pictures, records, films, and community resources.

In 1946-47 the 12-month plan was inaugurated in the Rochester schools. According to the elementary school staff's 1947 report, *Summer Workshop*, the Social Learnings Workshop members visited a number of places in the city with the idea of acquainting the faculty with the educational possibilities of the community resources and acquainting the personnel of the industries with the needs of the schools.

The elementary grades librarian, Hazelle Anderson, who also teaches and assists in curriculum planning, has incorporated into the card catalog files in each building the findings of these com-

munity visits by the workshop committee members. The following outline was used: Area (food production, communications, etc.); place visited; whom to contact to arrange tour; size of group and suitable grade; suitable time and advance notice time necessary; hazards; preparation and background needed; what it offers.

Information about films previewed by the same committee was supplied to the librarian using the outline: Area; name of film, by whom produced, date; where procured; running time; grade suitability; content: evaluation of film.

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## Twenty-second State

With the appointment of Mae Graham to the new position of supervisor of school and children's libraries, Maryland becomes the twenty-second State which is providing the services of a specialist to assist in the development of its school libraries.

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## Growth in Services for Five-Year Period

The Larimer County Library Board of Directors, Fort Collins, Colo., in its *Annual Report, 1946*, presents, with comparative statistics over a 5-year period, the gradual growth in available library services to the people of the county.

Distributing media include a branch library for teachers, located in the Office of the County Superintendent of Schools, 30 deposits located in private homes, stores, and service stations, and bookmobile visits to schools.

Deposits, which serve the communities the year around, are largely for adult patrons and preschool children, since those in school have access to monthly bookmobile service from September to May. Summer deposits are especially valuable to children after the close of school.

According to the 1940 census, there are 15,338 people in Larimer County living outside city corporations. Having reached only 16 percent of these potential patrons, the Larimer County Library Board reports that it is challenged by the possibilities of future service to the rural population.

# GEORGIA'S PROGRAM OF EDUCATION FOR PROSPECTIVE RURAL SUPERVISORS

by Jane Franseth, Specialist for Rural Schools

GEORGIA'S program for the education of rural school supervisors is a cooperatively developed plan sponsored by the Georgia Teacher Education Council. It combines guided study and practice in supervision for a group of selected leaders who have already demonstrated superior competencies in teaching. The major purpose of the program is to further the improvement of leadership competencies. It is designed to help prospective supervisors develop skill in assisting administrators, teachers, and other personnel improve the learning environment for children in the rural schools.

Supervision in the Georgia program is thought of as expert service on a consultative basis. It is important, therefore, that the prospective supervisors become good resource people and that they learn how to give service on a consultative basis. The Georgia program attempts to develop competencies which will help supervisors function as resource agents and as consultants.

Headquarters are at the University of Georgia, but the plan is sponsored by the Georgia Teacher Education Council which is composed of representatives from the major teacher education institutions, the State Department of Education, a county superintendent, a city superintendent, a county principal, and a county supervisor.

The selection committee, appointed by the Council invites approximately 10 to 15 of the best teachers in the State each year to begin preparation for supervision. The State area supervisors assist in finding good prospects. At least 4 years of college education and at least 3 years of teaching experience are required of each candidate.

An advisory committee, also appointed by the Council, helps to determine the policies for the program of educating supervisors. This committee is composed of four members of the staff of the University of Georgia, one from West Georgia College, one from Georgia State College for Women, one from

Georgia Teachers College, the State Director of Teacher Education, and the State Coordinator of Education from the State Department of Education. This committee meets three or four times during the year.

Three consultants are responsible for the direction of the program. They work with the supervisors during the summer sessions and during the year of internship supervision. The consultants are the director of the program, the assistant director, both employed by the University of Georgia, and a specialist in supervision in the State Department of Education.

Though headquarters are at the University, the State is the campus for the study and practice in supervision. Some of the study is done at West Georgia College, Georgia State College for Women, and Georgia Teachers College. Other important service areas are the counties where experienced supervisors are employed and the counties in which the interne supervisors get their practice in supervision.

To help the reader get a clearer understanding of this program of education, a brief account of the plan used during the year of 1946-47 will be given. Though no 2 years are the same, the major principles operate each year. Each year the program is characterized by a combination of guided study and practice in supervision. Each year there is a conscious attempt to practice the principles implied in any cooperative enterprise. The prospective supervisors have a vital part in purposing, planning, executing, and evaluating their own activities toward the goal of leadership through supervision of rural schools.

In June 1946, 15 prospective supervisors were selected for a year of graduate study and practice in supervision. They began their work at the University of Georgia in June. Guided by the advisory committee and the consultants, they spent a full summer term studying the job of supervision and re-

lated problems. The program of study included philosophy of education and supervision, educational psychology, critical analysis of educational literature, sociology, principles of child development, and some experience in art. In the fall the supervisors accepted regular county supervisory positions with the understanding that a study-practice program would be carried on throughout the year. Guidance was provided by the consultants from the University and the State Department of Education.

The major task of the consultants, each working with five internes, was to help the supervisors improve their leadership as they worked in the counties where they were employed. The consultants tried to give the kind of help requested by the practice supervisors. Among the ways in which they worked were: (1) Holding individual conferences with the supervisors concerning problems which they wished to discuss; (2) visiting schools to help individual teachers, principals, or faculties with special problems; (3) serving as discussion leaders at community or teachers' meetings; (4) helping the supervisor and the county superintendent to think through common problems; (5) helping the supervisor and others to evaluate progress.

Representatives from nearby colleges also served to help improve the supervisory program. Consultant service was contributed by West Georgia College, Georgia State College for Women, and Georgia Teachers College. Nearby experienced supervisors were often called upon for help. From time to time, the State area supervisors met the interne supervisors either individually or in small groups to discuss ways to improve education in the schools.

Study conferences for the practice supervisors were held in the fall at West Georgia College and at Georgia State College for Women. The conferences, 1 week in duration, were planned by the supervisors with guidance from a leader in each college and from their regular consultants. In general the conferences were based on observations in the laboratory schools and in nearby county schools. Meetings were held every day to discuss problems which the supervisors presented. Areas of study begun in the summer were continued with the emphasis on application to real

problems with which the supervisors were confronted. Among the problems discussed were: How to help teachers understand the major objectives of education, how to help teachers make adjustments to individual differences in ability and interest; how to help teachers secure and make better use of materials; how to help teachers relate the curriculum to community problems; how to help teachers understand the principles of child development; how to help teachers in the creative arts.

Another feature of the study type of activity in 1946 was the conference with other supervisors sponsored by the State Department of Education. Among the topics considered were: (1) Books and materials, (2) professional growth of teachers and supervisors, (3) pupil guidance.

supervisor observed how an experienced supervisor goes about the task of helping to meet the needs of teachers.

The study program for the spring quarter was very much like the fall quarter program. There was a week of study at Georgia State College for Women and at West Georgia College. Child growth and development and community-school needs were the two areas receiving major consideration during this week of study.

During the first session of their second summer school the internes enrolled in courses which seemed to fit individual needs best, sociology and art being the most popular. A seminar on child development for all supervisors served to integrate and unify their experiences.

A 3-week workshop for all supervisors in attendance at the University was

held during the latter part of the summer. Those who had completed a year of internship worked with the members of a new group who had come in for their initiation in June. Among the problems considered in this workshop were: (1) Purpose of supervision, (2) resource-use and the curriculum, (3) helping teachers understand children, (4) what a supervisor does, (5) evaluating school progress.

leaders worked together on a number of common problems. At the close of the second summer session, the supervisors who satisfactorily completed this special program of graduate education in supervision were granted professional certificates in supervision by the State Department of Education. Most of these supervisors continued to supervise schools in the counties where they served as internes in supervision.

### **Philosophy Underlying Supervision Plan**

The Georgia Plan of supervision is founded on the following beliefs:

1. Democracy is a way of life in which there is faith in the intelligence of people to solve their problems cooperatively.
2. It is a way of life which respects the worth of every individual regardless of race, religion, nationality, or social status.
3. It is a way of life that encourages the use of initiative, originality, and creativity in every individual.
4. It is a way of life which provides opportunity for wide participation in the privileges and the corresponding responsibilities of cooperative citizenship.

### **Nature of the Georgia Plan**

1. The supervisor is a consultant and a resource person. He makes himself available to give help wherever the situation is in need of it, but he does not dictate or exercise authority over any of the personnel involved.

2. Improvement in service applies to all of the personnel involved in the situation, including the supervisors. There is a cooperatively determined attack upon problems. All of the staff are stimulated to grow. One group is not superior to another operating to improve the inferior group.

3. The aim of supervision is the improvement of the total situation for learning. The administrators and teachers are cooperating members of a total group concerned with the improvement of life.

4. Many opportunities for creative expression are available for all the personnel.



Prospective supervisors and consultants often work with teachers, principals, and county superintendents in a teachers' workshop. Here they are making plans for a cooperative study of their problems.

The winter quarter program was similar to the one in the fall. The consultants continued to visit the interne supervisors and to render whatever service seemed best for the improvement of supervision. Two days were spent by all supervisors in Atlanta to study common problems. This was a conference of the Georgia Association for Supervision and Curriculum Development. Among the problems discussed was: How pre-service education of teachers might be improved.

Another feature of the winter study program was the work with experienced supervisors. Each supervisor chose an experienced supervisor to visit. The visiting program varied in the different counties, but in general the practice

held during the latter part of the summer. Those who had completed a year of internship worked with the members of a new group who had come in for their initiation in June. Among the problems considered in this workshop were: (1) Purpose of supervision, (2) resource-use and the curriculum, (3) helping teachers understand children, (4) what a supervisor does, (5) evaluating school progress.

A workshop for principals and another in the field of guidance were also in session during the latter part of the summer at the University of Georgia. There was a considerable amount of cooperation between these three groups throughout the period. Some of the supervisors, principals, and guidance

# EDUCATORS' BULLETIN BOARD

## NEW BOOKS and PAMPHLETS

### Language and Area Studies

*Language and Area Studies in the Armed Services, Their Future Significance.* By Robert John Matthew for the Commission on Implications of Armed Services Educational Programs. Washington, D. C., American Council on Education, 1947. 211 p. \$2.50.

Part I of this report describes in detail foreign area and language instruction in the Army Specialized Training Program, the Navy Schools of Military Government and Administration, the Japanese Language Schools of the Army and the Civil Affairs Training Schools; Part II deals with current effects in colleges and schools; and Part III considers the implications of these programs for the future.

### Salary Scheduling

*Salary Scheduling.* Washington, D. C., Department of Classroom Teachers and Research Division, National Education Association of the United States, 1947. 24 p. (Discussion Pamphlet, No. 8.) 15 cents.

Presents factual material on teachers' salary schedules as a basis for discussion. States that the primary purpose of the series is "to promote discussion, not to advocate any final or official point of view."

### Training for Citizenship

*School Patterns for Citizenship Training.* By Theral T. Herrick. Sponsored by: The Daughters of the American Revolution of Michigan. Ann Arbor, Mich., Published by Bureau of Educational Reference and Research, School of Education, University of Michigan, 1947. 130 p.

The author visited 27 selected high schools for the purpose of studying the over-all program of citizenship education and for collecting pertinent data. The report presents a general discussion of four patterns of citizenship training and contains many suggestions for both larger and smaller schools.

### Vocational Guidance

*You'll Like Teaching.* Sponsored by the Louisiana Branch of the Association for Supervision and Curriculum Development. Edited by May W. DeBlieux. Issued by John E. Coxe, State

Superintendent of Education. Baton Rouge, La., 1947. 48 p., illus.

Designed to acquaint the high-school student with teaching as a career. Gives a picture of present and anticipated needs as well as an insight into the rewards and satisfactions of teaching; describes the many possibilities for specialization.

## RECENT THESES

*An Investigation of the Training Needs of Prospective Employees in Retail Selling in the City of Quincy.* By William T. Hutchinson. Master's 1947. Boston University. 134 p. ms.

Analyses data secured from employers and employees in 100 stores in Quincy, Mass., in an attempt to determine the training needs of prospective employees, and where their needs could best be met.

*Occupational Distribution, Entrance into Farming, and Opportunities for Farming of Former Students of Vocational Agriculture: A Critical Review of Research in One Phase of Agricultural Education.* By Carlton E. Wright. Doctor's, 1943. Cornell University. 568 p. ms.

Analyzes 106 studies conducted in all parts of the United States in the past 20 years in an attempt to determine factors affecting subsequent occupational activities and employment of former students of vocational agriculture.

*Organization and Administration of In-Service Training of Industrial Workers in the United States Naval Air Training Center, Pensacola, Florida, From 1940-1944.* By Charles I. Holley. Master's, 1946. George Washington University. 119 p. ms.

Attempts to determine the effectiveness of practical on-the-job training procedures in preparing unskilled workers to perform the work of skilled mechanics.

*The Pre-Service Civilian Training Program of the Signal Corps at the University of North Dakota.* By Harold D. Sheets. Master's, 1945. University of North Dakota. 74 p. ms.

Describes in detail the administration and organization of the courses for radio mechanics, radio junior repairmen, and radiotelegraph operators.

*Reactions of Selected (60) Business Men Relative to the Employability of High School Business Course Graduates.* By Gunhild A. Carlson. Master's, 1946. Boston University. 69 p. ms.

Compares the standards of 60 selected businessmen for beginning office employees with the training given business students in high schools in an attempt to discover the strong and weak points in high school business training, and to find some means by which employers and schools can improve the product of this training.

*The Selection and Training of Women as Streetcar Operators.* By Ruth E. Helm. Master's, 1946. George Washington University. 46 p. ms.

Presents a job analysis of streetcar operation. Concludes that the use of women as streetcar operators was not an industrial success, and was very expensive.

*A Study of Business Education in the Public Secondary Schools of Illinois (Excluding Chicago).* By Albert C. Fries. Doctor's, 1945. New York University. 224 p. ms.

Discusses the philosophy underlying business education, the curriculum, the school plant and equipment, pupil and teacher personnel, and administration and supervision of business education.

*A Study of Personal Secretaries in 16 Communities in the State of Michigan.* By Irene Place. Doctor's, 1945. New York University. 175 p. ms.

Analyzes the duties and qualifications of secretaries and executive aids in an attempt to determine what to include in the curriculum of secretarial training in the schools of Michigan.

*Suggested Criteria for the Evaluation of a Minimum Program of Guidance for Schools of Nursing.* By Rita P. Kelleher. Master's, 1945. Boston University. 49 p. ms.

Discusses the construction and validation of a checklist to be used in evaluating guidance procedures.

*The Training of a Secretary.* By Dorothy C. Denison. Master's, 1946. University of North Dakota. 111 p. ms.

Analyzes the duties of a secretary and the training required to properly perform these duties.

*Training Programs of the F. B. I. in World War II.* By Pauline M. Pilson. Master's, 1946. George Washington University. 84 p. ms.

Traces briefly the history and functions of the Federal Bureau of Investigation.



# U. S. Government Announces

## New U. S. Office of Education Publications

### Citizens Look at Education.

Washington, U. S. Government Printing Office, 1947. 12 p., illus. Free.

A progress report by the Citizens Federal Committee on Education, 1947-48, prepared by the Subcommittee on the Teacher in America. Among the topics discussed are: Teachers' salaries during the postwar inflation; Teachers' working conditions; The teacher shortage; The need for new teachers; America's school plant; and An action program for the individual citizen.

### Education in Guatemala. By Cameron D. Ebaugh.

Washington, U. S. Government Printing Office, 1947. 82 p., illus. (Bulletin 1947, No. 7). 25 cents.

Contents: Introduction; Educational development; Elementary education; Secondary, normal, technical, and special education; Higher education; Bibliography.

### School-and-Work Programs. By Caroline E. Legg, Carl A. Jessen, and Maris M. Proffitt.

Washington, U. S. Government Printing Office, 1947. 82 p., illus. (Bulletin 1947, No. 9). 20 cents.

A study of experiences in 136 school systems carried on jointly by the U. S. Office of Education and the Children's Bureau. Programs are described and their strengths and weaknesses analyzed.

### Education in the Dominican Republic. By Gladys L. Potter and Cameron D. Ebaugh.

Washington, U. S. Government Printing Office, 1947. 34 p., illus. (Bulletin 1947, No. 10). 15 cents.

Another in a series of basic studies on education in a number of Central and South American countries.

### Teaching as a Career. By Benjamin W. Frazier.

Washington, U. S. Government Printing Office, 1947. 43 p., illus. (Bulletin 1947, No. 11) 15 cents.

Contents: General nature of the profession; Specialization in the teaching profession; Teacher supply, demand, and placement; Nature of the teacher's work; Working and living conditions; Requirements for becoming a teacher; Opportunities for preparation; and Sources of additional information.

### State Administration of School Health, Physical Education, and Recreation—A Status Study. By Frank S. Stafford.

Washington, U. S. Government Printing Office, 1947. 33 p., illus. (Bulletin 1947, No. 13) 15 cents.

Legislation, rules and regulations, and trends in State supervision, physical education, recreation, safety education, health education, and health services. Cooperative arrangements between State departments of health and education discussed.

### Cooperative Planning—The Key to Improved Organization of Small High Schools. By Walter H. Gaumnitz and Wilbur DeVilbiss.

Washington, U. S. Government Printing Office, 1947. 21 p., illus. (Pamphlet No. 102) 10 cents.

Topics treated in this pamphlet include: Scheduling and administering essential learning activities, Plans for overcoming handicaps due to smallness, Maximum utilization of staff resources, Maximum utilization of physical resources, and Providing pupil-counseling services to all.

## New Publications of Other Agencies

### DEPARTMENT OF AGRICULTURE

#### Managing the Small Forest. Prepared by Forest Service, Soil Conservation Service, and Extension Service.

Washington, U. S. Government Printing Office, 1947. 61 p. (Farmers' Bulletin No. 1989). 20 cents; single copies free from the U. S. Forest Service.

Presents simple rules of good forest management by means of which the owner can keep his trees vigorous and productive and,

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as a result, continue to harvest wood crops at intervals through the years.

### FEDERAL SECURITY AGENCY

#### Health Education Series, Nos. 1-33.

Prepared by the U. S. Public Health Service.

Washington, U. S. Government Printing Office, 1946-47. Single sample copies free; information about current availability of quantities and about special quantity rates may be obtained from the U. S. Public Health Service.

Popular leaflets on the following: 1. Sunburn and Suntan; 2. Climate and Tuberculosis; 3. Hot Weather Comfort; 4. Sunstroke—Heat Stroke—Heat Prostration; 5. Care of the Feet; 6. Ringworm and Athlete's Foot; 7. Swimming; 8. Poliomyelitis; 9. Chronic Arthritis; 10. Snakebite; 11. Scabies; 12. Hemorrhoids; 13. Sulfa-Penicillin; 14. Hansen's Disease (Leprosy); 15. Menopause; 16. Typhoid Fever; 17. Hay Fever; 18. Low Blood Pressure; 19. Asthma; 20. Rocky Mountain Spotted Fever; 21. Home Care of the Sick; 22. Mumps; 23. High Blood Pressure; 24. Measles; 25. Nephritis (Bright's Disease); 26. Lice Infestation; 27. Smallpox; 28. Bronchial Pneumonia; 29. The Common Cold; 30. Rabies; 31. Vitamins; 32. (Not announced); 33. Tuberculosis.

### DEPARTMENT OF LABOR

#### Typical Women's Jobs in the Telephone Industry. Prepared by the Women's Bureau.

Washington, U. S. Government Printing Office, 1947. 52 p. (Bulletin No. 207-A.) 15 cents; single copies free from the Women's Bureau as long as the supply lasts.

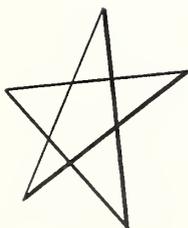
Gives detailed descriptions of typical jobs in the traffic, accounting, and commercial departments—the principal woman-employing departments of the industry. Supplements Bulletin No. 207, The Woman Telephone Worker, which placed special emphasis on the operator's job, working conditions, hours of work, wage rates, and progression schedules.

Zeal for  
AMERICAN  
DEMOCRACY

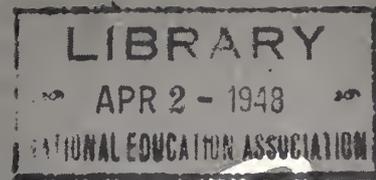
*issue of*

*School Life*

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# School Life

**OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION**

**Volume 30, No. 7, April 1948**

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## 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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## A CHALLENGE TO VOCATIONAL EDUCATION

by Raymond W. Gregory, Assistant U. S. Commissioner for Vocational Education

WITH THE PASSAGE by Congress of the Vocational Education Act of 1946, commonly known as the George-Barden Act, public education in general and vocational education in particular were given a great vote of confidence for the service that had been rendered the cause of education for working people. In passing this act, Congress authorized an appropriation of approximately \$15,000,000 additional over the amount authorized under the George-Deen Act.

## Responsibility

Coincident to the passage of this act is the responsibility for using the funds so appropriated for the further development of vocational education. The States are challenged to use the funds appropriated under this act to stimulate the extension of the program of vocational education in communities that are not now adequately served with such programs and to encourage the establishment of vocational education programs in areas not now served by such programs.

By and large, this is a Nation of working people. The level of living attained by them is in a large part determined by their technical competence. To help increase the technical efficiency of workers as well as to prepare persons for placement in occupations is the aim of vocational education. Funds expended for vocational education, therefore, are an investment, since they are used in making a contribution to the national welfare by aiding workers and prospective workers to acquire and improve this technical competence.

## Measure of Success

The funds appropriated under this act will assist the States and their subdivisions in the further development of vocational education in such fields of service as agriculture, distributive occupations, home economics, occupational information and guidance, and trades and industry. The extent to which the States succeed in making opportunities for vocational education available to greater numbers of people and in a wider variety of occupations—in communities now inadequately served and in areas in which such opportunities are unavailable—will be a measure of success in satisfying the purpose of the act. This is the challenge.

The people of the Nation, speaking through the Congress, have called upon vocational educators to increase and expand the availability of opportunities for vocational education. The authorization of additional funds under the George-Barden Act is, therefore, a commendation and a challenge.

# Education—An Investment in People

by Oscar R. Ewing, Federal Security Administrator

*An address delivered before a general session of American Association of School Administrators, Atlantic City, N. J., February 23, 1948.*

**I**N THE PAST 6 months I have had an experience which I wish every citizen and every parent could share. Since becoming Federal Security Administrator, I have had an opportunity to study the compelling evidence you educators have gathered as to the great needs and the even greater opportunities of American schools today.

## **Six Million Bypassed**

I have been digging into this evidence pretty deeply—not, to be sure, as a specialist, but as a citizen, a parent, and a public official. I have been deeply impressed with what you, who are responsible for education, are up against, with all that you have accomplished against great odds. But as I look at education in the United States today, one problem overshadows everything else:

**The fact is that, in spite of all our fanfare about free public education, almost 6 million boys and girls who ought to be in school today aren't there.**

Almost 20 percent of our school-age children and young people are being cheated of their birthright. This is a higher figure than you, or we, have been using. Here is the simple, layman's arithmetic by which I arrived at it.

As of October 1945, there were in this country almost 32 million children and youngsters 5 to 19 years old. More than 3 million of these were 18 and 19. The President's Commission on Higher Education says that half of these older

young people would profit from education above high school. That makes a total of around 30½ million youngsters between 5 and 19 who should be served by the schools. But only 24½ million of them are in fact enrolled. The difference is 6 million—20 percent that education has, somehow, bypassed. Our objective must be to give *all* our children every bit of the schooling to which they are entitled.

I know as well as you do that we cannot open the school door to these 6 million all at once. We should resolve that some day every one of our 30-odd million children and young people will be in school. We may not be able to reach this goal this year or next year. But we can keep moving ahead and you can be sure that I'll do all I can to help you speed that day.

These facts, these figures, about our forgotten children do not sit well upon our national pride. The more people realize that, the better. We need to talk about these facts in season and out. But talk alone is not enough.

The whole country—the individual citizens and their government—must join with you educators in cracking the bottlenecks that are strangling education. These problems may be an old story to you. But I doubt if they are any the less challenging because you live with them day by day.

## **Basic Fault Almost Always Lack of Money**

Perhaps, because I am a little less immediately involved, I may tend to oversimplify the situation. But the plain fact is that when public school education in States or school districts is bad,

the basic fault is almost always lack of money. There may be some few places where taxpayers could afford better schools and just don't want to pay for them. But on the whole, parents—and most taxpayers are parents—want to give their children the very best they can afford.

States that are not giving their children a fair education are usually trying, but the money just isn't there. You educators tell us, for example, that Kentucky can spend only half as much on each child's schooling as Connecticut, and this in spite of the fact that the people of Kentucky actually devote close to a third more of their income to their schools.

Mississippi has come in for a lot of attention because it spends less than any other State on educating each child. But Mississippi ranks among the 10 top States in the percentage of its income that goes for education. Suppose Mississippi abolished every other government function — roads, law-enforcement, sanitation, public health, welfare, and all the rest. Suppose it then adopted a model taxing system and devoted *all* the resulting tax revenues to education. It would still fall short of what it takes to finance an average public school program.

However you look at it, the South has a tough row to hoe. The District of Columbia and 17 Southern States have 40 percent of our school children and only 20 percent of the Nation's tax income. But this is not wholly a regional problem. All over the country young people in farming regions are at a disadvantage. Is it any wonder they complete less school grades than nonfarm

youngsters when you realize that our farms produce 30 percent of our children and less than 10 percent of our income? Southern farmers in 1940 had the task of educating 17 percent of all school children. But their income was less than 3 percent of the national total.

Let's look at these economic considerations another way. You school administrators know something most laymen don't know—that economic differentials make the same kind of patchwork between communities as between States. A few miles of driving on both sides of the tracks will supply the evidence. In a Midwest area that I know pretty well, each city child gets \$115 worth of education every year—while his neighbor in a nearby small town has to get along on \$63. I doubt, somehow, that the cost of education was twice as high in the larger community. And I strongly suspect that the difference of a few miles leaves the small town children with a 2 to 1 handicap. Such handicaps, however, are never exclusively for home consumption—not in a Nation where distance is no barrier and migration flows freely, from farm and small town to city, from State to State.

Is there any ground for my impression that these differentials may sometimes show up in even more subtle ways? Does it ever happen, for instance, that poor teachers somehow gravitate to poor neighborhoods? I've been advised not to ask this question. And I really hope it is pointless, that the answer is a resounding "no." But if there are any such skeletons in our closets, let's give them short shrift.

In the words of a recent Presidential commission: "The children who need the best schools because their parents and neighborhoods can provide relatively little . . . frequently get the worst."

There is no element of questioning or conjecture about the economic pressure which sends teen-age boys and girls out of school and into the labor market. Here, too, the end result is to distort the ideal of equal opportunity. When war jobs tempted young people to go to work instead of to school, we laid it at the door of the manpower shortage and the comparatively high wages that even youngsters could earn. For many, that was a real temptation.

Today "temptation" is probably the

wrong word. As the cost of living goes up, work is no longer a matter of choice for boys and girls whose families need their earnings to help pay the grocery bill.

Some people don't seem to realize that our "free" education really isn't quite so free as we say it is. You educators know that it costs money to go to a free public school. And I don't mean tax money this time—money for lunch, money for clothes, money for pencils and notebooks. These may sound like pin money to some, but they can add up to something that looks like luxury when family pocketbooks get lean.

I saw some figures the other day that compared years of schooling with family rent. According to this evidence, only 1 child out of 10 went beyond the eighth grade in families that could pay only \$10 a month rent—while in families paying \$50 to \$75, it was 1 out of 3. (These rent figures, by the way, are for 1940, if they seem too low to believe.)

Now don't misunderstand me. I'm not arguing that we should pamper our children. The generation that fought the war has proved for themselves and for their younger brothers that they can carry their full share of responsibility. And the veterans and veterans' wives who are combining college and baby raising on GI allowances have proved that they can still stretch a dollar in the best American tradition. What I do protest—what does come down to economic discrimination—is facing youngsters with the bitter choice between educational malnutrition and literal, physical malnutrition.

### ***ABC's of Democracy Should Be Practiced***

But equality of opportunity is not all a matter of dollars and cents. You school people know better than any of us how racial discrimination aggravates economic handicaps, how it places a double burden on the educational system. Two sets of schools, two sets of teachers! How costly this is! How wasteful!

Discrimination has had a lot of attention lately. I think it *needs* a lot of attention. I feel deeply about it—and so do you. Most people in this country want to do something about it. We cannot be complacent while large numbers

of Americans do not receive their birthright. You cannot do your full job as educators until all of us as citizens learn — and practice — the ABC's of democracy.

Negroes are our biggest minority group. But there are the Mexicans, the Nisei, and all the others. Let's remember them, too. America is great—partly because we are a melting pot of many minorities, each of whom has contributed richly to our common heritage.

Since Negroes make up 95 percent of our nonwhite population, let's take a quick look at education from their point of view. In 1940, more than 90 percent of our native whites had completed at least 5 years of grade school. Less than 60 percent of the Negroes had even this much education. Almost 30 percent of the whites finished high school, but only 7 percent of the Negroes.

We cannot excuse this record by saying the Negro has less capacity for education. The President's Commission on Higher Education firmly points out that this just isn't so. Scientific studies in anthropology and physiology debunk any such assumption.

### ***Shortages Aggravate Problems***

Aggravating all these problems are the shortages—of buildings, of equipment, of teachers. Studies of the Federal Security Agency indicate that present plant needs for elementary and secondary schools alone total almost 7½ billion dollars. And this takes no account of the 6 million children who ought to be, but are not now, attending school. If we are to plan for them, too, our total plant needs will run to about 9½ billion dollars.

Of course, I realize that a good building doesn't of itself make a good school. Without good teachers, the best plant in the world is of almost no value. And everyone knows from personal experience that a good teacher can create true education even in the most meager setting. Such teachers have enriched our lives and those of our children. But do we have enough teachers? Do we have the right kind of teachers? Again the answer is in large part money.

I am told that at least 50,000 children who are eager for an education

are getting no schooling whatsoever. Why? Because their school boards cannot get any kind of teachers for them at the miserable salaries they can offer. Probably another million children who attend irregularly, in spite of State laws, are not brought back into the schools. Why? Because the schools have neither room nor teachers for them.

Specialists inform me that in at least one classroom out of eight, "education," so-called, is in the hands of unqualified men and women. More than 100,000 teachers do not meet standards which the States themselves have established. Why? Because for years teaching has been a forgotten profession, in terms both of prestige and of financial reward.

No fact about education seems to me more disturbing. It was a real shock to me to learn that from 1941 to 1945 more than one-third of a million qualified teachers, over and above the normal turn-over, left their schools for military service or better paying jobs. For the most part, they have not gone back.

Why should they? Who wouldn't stay in the green pastures of better paying jobs? I have yet to see a teacher breaking into the upper income brackets. If teachers' salaries ever do make front-page headlines, it's only because the pay is so low. In the rich years from 1941 to 1945, weren't around 60 percent of our teachers getting less than \$2,000—and 16 percent, less than \$1,200? I share your satisfaction that teachers' salaries have gone up—as much, I am sure, as hard-pressed communities can generally afford.

But the picture is still black. I wonder, for example, how our school staffs will keep up with the birth rate. In the last 5 years, 13 million babies have been born. Before too long, these babies will be heading for school. How many teachers are heading in the same direction? Just to take one example, I understand that Illinois will need 6,000 or 7,000 more elementary teachers in the next 5 years—but only about 100 elementary teachers were graduated in the State last year.

### **Educational Credo Strengthened**

Facts like these cast disturbing shadows across our American ideal of

education for all. But it is not an ideal we can or will relinquish. For myself, the intensive briefing of the last 6 months has only strengthened my educational credo. Here it is:

I believe that the teaching profession should be made so attractive—not merely in financial rewards but also in status, dignity, and honor—that our most able, brilliant, and wise citizens would compete for teaching positions. A teaching appointment ought to become one of the loftiest goals to which ambition can aspire.

I believe we must give every child the education for which he is qualified. This means schooling for practically all our children up to 18. It means at least two additional years for half the 18- and 19-year-olds. According to the Higher Education Commission, it also means that a third of our population has the further ability to complete advanced liberal arts or professional training.

Educating all our children is no fantastic dream. It is the very stuff of democracy. It is an essential of individual and national stability. But no one could possibly think it is easy.

All these facts, it seems to me, argue for Federal aid. How else can we begin to translate our objectives into reality?

For almost 20 years, nonpartisan commissions of distinguished educators and civic leaders, serving in succession under three different Presidents, have come up, patiently and persistently, with this same conclusion. Fourteen major bills for Federal aid were introduced into the House of Representatives last year alone. President Truman's Budget Message to the Congress includes \$300,000,000 for educational aid.

So here is the last point in my credo: With the President, I believe Federal aid is essential. It should help to make equality of education a reality all over the country—by overcoming economic, racial, and regional discrimination, by contributing to community colleges, by establishing college and graduate scholarships, as proposed by the President's Commission.

### **Action Must Come Soon**

I needn't discuss these questions of ways and means with you. I am confident that you who are experienced in

this field can work out technical points—just as I am confident we can find some answer to differences of opinion on policy issues, including the admittedly difficult problem of Federal aid to nonpublic schools. It is simply unthinkable that the people of this country cannot move forward together on a program that will resolve these differences in the interests of children. Surely they come first.

The situation we are now facing is no overnight crisis. It has been developing for years—with war and post-war pressures serving only to push it closer to catastrophe. You have seen it coming and you have patched and prodded. If you had not made fighting advances against inertia and indifference, we would be still further from the goal than we now are.

Yet any of us who are parents knows that youth has no time for tactics of delay. Children grow up—with or without benefit of education. The boy whom the schools failed to serve 20 years ago has children of his own looking to the schools today. "Like father, like son" can spell despair if no door to opportunity opens.

Twenty years from now—10 years—5 years—I hope we will be telling a different story. I have a couple of grandchildren coming along. I shall be measuring our success for *all* our children in the human and personal terms of my concern for these grandchildren.

Perhaps this is one of the times when patience ceases to be a virtue. The Congress is alerted. You school administrators and teachers are set to go. Parents and public spirited citizens are ready to give their full support. Children and young people can't wait.

Action—the first steps toward a new birth of freedom—must come soon.

Before closing, let me mention a measure now before Congress which would raise education along with other services of the Federal Security Agency to the place of importance they should hold in our Government. I mean legislation that would create an Executive Department with Cabinet status to administer these various programs. I hope we shall soon have a Secretary in the President's Cabinet who will represent every citizen in the important factors of daily living—health, education, social security, and general welfare.

# PAN AMERICAN DAY

APRIL 14

PAN AMERICAN DAY originated in a resolution adopted by the Governing Board of the Pan American Union on May 7, 1930, reading as follows:

*WHEREAS*, It would be desirable to recommend the designation of a date which should be observed as "Pan American Day" in all the Republics of America and which should be established as a commemorative symbol of the sovereignty of the American nations and the voluntary union of all in one continental community;

*WHEREAS*, April 14th is the date on which the resolution creating the Pan American Union was adopted. The Governing Board of the Pan American Union

*RESOLVES*: To recommend that the Governments, members of the Pan American Union, designate April 14th as "Pan American Day" and that the national flags be displayed on that date.

Pursuant to this recommendation the President of the United States issued a Proclamation calling upon

the schools, civic associations, and people of the United States generally to observe the Day with appropriate ceremonies, thereby giving expression to the

spirit of continental solidarity and to the sentiments of cordiality and friendly feeling which the Government and people of the United States entertain toward the peoples and Governments of the other Republics of the American Continent.

Proclamations have been issued and legislation enacted in all the other American Republics setting aside April 14th as Pan American Day.

Today, Pan American Day has become one of the significant anniversaries of the Continent. It is the only day set apart by the Governments of an entire continent to symbolize their common bonds and their common hopes for a system of international relations based on mutual respect and cooperation. The observance of Pan American Day by government leaders, as well as by educational institutions, clubs, commercial associations and other groups, and its recognition by the press and radio, convey its message of solidarity to young and old throughout the Continent. It has become a powerful agent in bringing about a closer understanding among the nations of the Western Hemisphere.

The theme for 1948—the eighteenth annual observance of the Day—is

**THE AMERICAS MUST SERVE MANKIND**

## Write to Pan American Union

*The Inter-American System* is the title of a new bulletin issued by the Pan American Union. Its chapters include: The Inter-American System in the New World Era; The Americas: Cooperation—Keynote of the Americas; Conferences—Foundation of the System; The Pan American Union and Other Agencies; Hemisphere Peace and Security; Economic and Social Relations; Cultural Relations; The Inter-American System and the World Organization.

Copies of *The Inter-American System* may be obtained by writing to the Pan American Union, Washington 6, D. C. Other materials helpful in observance of Pan American Day, April 14, may be obtained upon request to the Union.

## Audio-Visual Materials for Social Studies

THE Eighteenth Yearbook of the National Council for the Social Studies is described as a "handbook for the social studies teacher" in the use of audio-

visual materials. In it, some two dozen authors, under the editorship of William H. Hartley, define principles and give illustrations of the use of various media with application to the teaching of the social studies in elementary and secondary schools.

The volume, *Audio-Visual Materials and Methods in the Social Studies*, was planned with the advice of over 50 specialists in the field. In selecting this subject for its 1947 Yearbook, the Council, a department of the National Education Association, is capitalizing on the widespread interest in audio-visual materials developed by the experience of the armed forces during recent years. Not that that experience produced any results surprising to educators familiar with the teaching powers of audio-visual materials. This is a case of re-examination. It is an effort to apply that experience to the social studies in particular. And, so that none may forget, the authors remind us that audio-visual materials supplement traditional teaching methods and do not substitute for the teacher.

The first three chapters serve as a general introduction to the subject and discuss: The role of audio-visual materials in developing social learning, lessons gained from the armed forces and their meaning for teaching of the social studies, and administrative practices which make for effective use of audio-visual materials.

Chapters on various media follow: Excursions, field studies; realia, museums, laboratories; still pictures, filmstrips, lantern slides; posters, charts, cartoons; maps; films; radio; and recordings. In the discussion of most of these medium groups, the pattern is a statement of principles, followed by a description of the application of those principles in specific teaching situations—usually by separate authors. The advantages and limitations of each medium are brought out in the process.

Two lists, one of selected readings and another of sources for audio-visual materials, appear as appendixes. The 214-page book is priced at \$2 paper-bound and \$2.50 cloth-bound and may be purchased from the National Council for the Social Studies, 1201 Sixteenth St. NW., Washington 6, D. C.



Delegation of the United States of America to the Ninth Pan American Child Congress.

## Ninth Pan American Child Congress, Caracas, Venezuela

by Hazel F. Gabbard, Specialist in Extended School Services

**F**LAGS of the Americas waved in front of the large modern Liceo, "Andrés Bello," to welcome the delegates to the Ninth Pan American Child Congress in Caracas. At the opening of the Congress delegates from 13 North and South American Republics assembled at the secondary school in the heart of the Venezuelan capital, which was the conference headquarters. Those countries represented were: Argentina, Bolivia, Brazil, Colombia, Chile, Costa Rica, Cuba, Ecuador, Guatemala, Panama, United States of America, Uruguay, and Venezuela. Two or three was the usual number of delegates from a country, though in several instances the delegations numbered five or six.

It was an impressive sight to watch the arrival of this international body at the "Andrés Bello." One by one they came in official cars provided by the Venezuelan Government. Each

delegation could be identified by its national flag which was mounted with the flag of the host country on the front of the automobile in which delegates rode. Members of the Venezuelan Organizing Committee were at the entrance to greet the delegations and to usher them to the secretariat where credentials were presented and the formalities of registration completed.

The Venezuelan Organizing Committee had laid careful plans for the Congress. The headquarters provided postal, telegraph, and radio offices; money exchange, information and news service; secretarial and automobile service; and colorful and restful lounges in which to converse with other delegates. The exhibits along the wide corridors presented graphically and artistically the facts and essential features of the health, education, and welfare programs for children and youth in Venezuela. The corridors of the building

opened on the typical Spanish flagstone patios which were gay and colorful with the bloom of many tropical flowers and fruits. In this setting of beauty and spaciousness the delegates felt the friendly hospitality which the Venezuelans extended to them.

### *Well-Being of All Children in Americas*

Far more important, though, than these details of the arrangements and facilities of the Congress was the purpose which brought this body together for a 5-day session. Since the first Pan American Child Congress held in Buenos Aires in 1918, these Congresses have become an increasingly effective instrument to promote cooperation in sharing information and experience concerning health, education, and welfare services for children and to improve the health and well-being of all children in the Americas.

Under government auspices, subsequent Congresses have been held in Montevideo, Uruguay, 1919; Rio de Janeiro, Brazil, 1922; Santiago, Chile, 1924; Havana, Cuba, 1927; Lima, Peru, 1930; Mexico City, Mexico, 1935; and Washington, D. C., U. S. A., 1942. Prior to the fourth Congress in 1924, the United States was represented unofficially, but since that time official delegates have been selected.

### **Official Delegates**

Accepting the invitation from the Venezuelan Government as host, the United States sent five official delegates. The representatives were chosen from health, education, and welfare fields to serve on the technical commissions and to represent the Government at the plenary sessions, at which time action was taken on issues before the Congress. Appointed by the President of the United States as official delegates to this Congress were:

KATHERINE LENROOT, Chairman of the Delegation and Chief, U. S. Children's Bureau.  
MRS. ELISABETH ENOCHS, Secretary of the Delegation and Director of the International Cooperation Service, U. S. Children's Bureau.

KATHRYN GOODWIN, Assistant Director, Bureau of Public Assistance.

HAZEL F. GABBARD, Specialist for Extended School Services, U. S. Office of Education.

DR. WILLIAM J. FRENCH, County Health Officer, Anne Arundel County, Md.

### **Representatives and Observers**

In addition to the official delegates from the United States, national and international organizations interested in the Congress and recommended by the United States Organizing Committee were invited to send representatives. These delegates had the status of "miembros de numero," or regular individual members of the Congress. There were also those classified as "observers."

Eleven organizations in the United States sent delegates. They were: Association for Childhood Education, International; National Congress of Parents and Teachers, Child Welfare League of America, Federal Council of Churches of Christ in America, National Catholic Welfare Conference, American Association of Nursing, American Public Welfare Association, American Red Cross, American Association of Social Workers, American Association of Settlements, American Public Health Association.

Three additional organizations sent observers to the Congress. They were: International Children's Fund, Pan American Sanitation Bureau, Save the Children Foundation.

The curtain lifted on the Ninth Congress with trumpets outside the auditorium playing the Venezuelan national anthem. The delegates remained standing as President Rómulo Betancourt with his ministers, diplomatic corps, and other important officials of the Congress marched up the aisle and took their places on the platform. The President then welcomed the official members of the Congress appointed by the respective governments of the American Continent. The main address was given by Dr. Edmundo Fernández, Venezuelan Minister of Health and Social Welfare, who traced the progress which had been made by his country in providing health and welfare services for children and spoke of the goals for the improvement of these programs in the future. Two of the American delegates spoke briefly, Dr. Lenroot, as Vice President of the American International Institute for the Protection of Childhood at Montevideo, and Mrs. Enochs, representing the Pan American Union, Washington, D. C.

At the close of the morning session the delegates attended a reception at Miraflores, the palace of the President, and journeyed to the tomb of Simón Bolívar at the National Pantéon to place a wreath and pay honor to the memory of the liberator of Venezuela.

Preparation of the program of the Congress had been the responsibility of the Venezuelan Organizing Committee and the American International Institute for the Protection of Childhood. The program was planned around four major fields: Pediatrics and Maternal and Child Health; Social Welfare and Legislation; Education; and Inter-American Cooperation. To each participating country was assigned the preparation of a special report on a subject on the agenda. In order that the delegates might be familiar with each of the other subjects and so be prepared to provide the necessary documentation as regards the theory and practice in their own country, it was requested that discussion papers be brought on these topics for the Commission meetings. For example, the Commission on Education

had seven areas for consideration on its agenda: Recreation for the Child in His Out of School Hours; Education of the Preschool Child; Education in Rural Localities; Progressive Education; Vocational Training; Social Work and the Schools; and Agriculture and Homemaking Education.

The reports brought by the different countries were made available in both Spanish and English, but the meetings were conducted in Spanish. Following the presentation of the reports, the Chairman of the Commission appointed a technical committee to draw up a statement embodying the conclusions and recommendations on the topic. The statements were then submitted to the Commission for approval and amendments. Later the summary statements were presented to the Plenary Session for action by the whole membership of the Congress.

### **Reports on Education**

The reports on education revealed trends in the North and South American countries which have more similarity than difference. In fact, many of the views were those frequently expressed in educational conferences in the United States. The conclusions reached by the Commission on Education may be summarized briefly, as follows:

There was a growing conviction that the school must assume more responsibility in providing recreational opportunities and in the guidance of leisure time activities for children and youth. Several countries proposed that the school become a community center, a focal point around which all programs for youth are organized. A conclusion reached by the Commission was that cooperative planning of school and community agencies should be encouraged to extend and improve recreational programs for children and youth. Special attention was called to cooperation with the movies, the radio, the press, and other commercial interests in providing programs of high quality and standards. Frequent reference was made to the importance of supervision and trained leadership for programs in which youth participated.

Over and over again the papers stated that the preschool years are the most important years for laying the foundation of learning in the life of a child.

Belief was expressed that guidance of the child at home and at school should go hand in hand, with parents and teachers as partners. Special attention was called to the need for continuity in the education of young children and articulation of these programs with that of the elementary school. Extension of educational opportunities for young children could not go far, it was pointed out, without increased efforts on the part of teacher-education institutions in the preparation of teachers in early childhood education. Centers for experimentation and demonstration should be set up to interpret and promote understanding of programs for young children. Conviction was expressed that educational programs should be made available to all children of preschool age.

Special interest was registered by all countries regarding rural education. It was thought that one of the most pressing problems in education today is that of wiping out illiteracy and of intensifying efforts in the rural communities where educational opportunities have been neglected. The school is the institution which can help to raise living standards and enable the people in the rural areas to use their natural resources. However, a realistic program based on the needs and problems of the community was considered essential. Such a program should reach adults as well as children and be designed to give basic knowledge on hygiene and sanitation, child care, nursing, homemaking, and farming.

Progressive education, as defined by the Commission, embodies a democratic philosophy based on the rights of the individual and the development of mature social relationships. Application of these principles of modern education must begin first in the teacher education institutions in order that teachers may carry them over into practice in their work with children. Progressive education makes use of the scientific findings of child growth and development just as it strives to keep pace with technological developments. Further it implies that education should influence the ethical development of human life and should guide the individual to build a set of values in harmony with a democratic society.

That the methods used to attain these objectives in education would vary in the individual countries and their problems could not be solved by adopting a pattern from another country was pointed out by several delegates. That the government should provide funds and give all assistance possible in strengthening education was an opinion generally held by all the countries represented.

This brief review of the issues which were before the Commission on Education and the trends which were reported in the papers will give an appreciation of the problems which confront educators to the south of us. It is not possible to present here a digest of the findings in the other areas of the Congress, though they would no doubt hold interest for educators.



The secondary school used as headquarters for the Congress.

### Summarizing

In summary it may be said that the work of the Congress culminated in a body of recommendations and resolutions directed to the attention of the American International Institute for the Protection of Childhood, now considered the official organ of the Pan American Child Congress and located at Montevideo, Uruguay. Reference to several of the resolutions which were passed suggests some of the problems on which the Institute staff is requested to take action.

1. That the American Republics be urged to intensify their cooperative activities, especially in relation to the loan of technical personnel, the organization of training programs, the provision of

fellowships and the opportunities for study and observation in the fields of maternal and child health, education and social services.

2. That the Ninth International Conference of American States<sup>1</sup> give due recognition to the special needs of children and youth, and to the importance of effective cooperation among the American countries in the solution of the following problems: Protection of Child Health, Social Protection, Education, Training of Personnel, and Inter-American Cooperation.

3. That the American International Institute for the Protection of Childhood consult with the Pan American Union and the inter-American organizations operating in related subject fields as to the most effective ways of carrying out such resolutions and recommenda-

tions as the Ninth International Conference of American States may adopt on the subjects of inter-American cooperation in matters pertaining to education, social services, and social security.

4. That the problem of nutrition of the children of the world, whether in countries devastated by war or in countries whose economic resources are as yet inadequate to support a high standard of living for the masses of the people, constitutes one of the gravest problems of childhood. The Congress, therefore, requests that the American International Institute for the Protec-

<sup>1</sup>The Ninth International Conference of American States meets at Bogota, Colombia, March 31, 1948.

tion of Childhood explore the ways in which the experience of the International Children's Emergency Fund, the Food and Agriculture Organization, and the Pan American Sanitary Bureau may serve to encourage intensified effort to raise the standards of child nutrition in all the American Republics and to extend and improve child feeding programs adequately related to health and social services for mothers and children and the education of parents in the principles of child feeding and child care.

The next Pan American Child Congress will probably not be held for 3 or 4 years. In the meantime, there are a number of ways in which we in the United States can continue to show our friendship and cooperation with our South American neighbors in working for better education for children.

1. We can invite these countries to send representatives to educational conferences in the United States. Several delegates plan to attend the A. C. E. Conference in St. Louis this year.

2. Publications on educational programs for children, including bulletins, pamphlets, and picture books, can be sent to the American International Institute for the Protection of Childhood at Montevideo. A quarterly news bulletin is issued by the Institute for distribution to all member countries of the Congress.

3. We can make an effort to learn more about our South American neighbors by reading news items, articles, and current reports published.

4. We can learn to speak Spanish so that we can communicate with visitors when they come to see us or we go to visit their country.

## UNESCO—Progress in 1948

JULIAN HUXLEY, Director-General of UNESCO speaking to the sixth session of the UNESCO's executive board in Paris recently, reported on the organization's progress during the early part of 1948. Among the advances discussed by Dr. Huxley were the following: (1) Plans for promoting understanding among peoples through the help of 20 nations in making 48

documentary films and through the use of press and radio toward the same goal, (2) granting of 13 study fellowships and the allocation of other funds for additional fellowships, (3) creation of an international theatre institute.

"I have been able to observe," Dr. Huxley said, ". . . very encouraging signs of a dynamic and efficient activity which are manifest in all sections of the programme and in the administrative and technical services . . ."

Chief item on the agenda of the Executive Board meeting was the 1948



## The FREEDOM TRAIN The AMERICAN WAY

**T**HE RED, white, and blue Freedom Train is taking to the people in many parts of the United States evidence of the historical background for our democratic way of life. The train carries many documents covering the period of time from the beginnings of this Nation down through World War II. Elementary school children will be more interested in some items than in others because of characters with whom they are familiar or events about which they have read, seen in the movies, or heard described over the radio.

There is the letter by Christopher Columbus on the discovery of America; there is the Mayflower Compact; there is the original manuscript of "The Star Spangled Banner"; there are Lincoln's Gettysburg Address, the United Nations Charter, the German surrender documents, and the Iwo Jima Flag. These and other records trace the development of our United States of America through the first periods of settlement and colonization, the fight for freedom, and the adoption of the Constitution; and they emphasize in later periods the emancipation of the Negro, the fight for women's rights, freedom of the press, the United Nations, and our part in the victory of World War II. These milestones in the making of our Nation are the heritage of every American boy and girl. Not all children can or will actually see the exhibit, but the journey of the Freedom Train can motivate the study of the great historical documents that are basic to our democratic way of life in the United States.



world program. Other items included: Activities that might be undertaken with Germany and Japan and plans for the third session of the General Conference of UNESCO to be held in Beirut, Lebanon, in November 1948.

## Educational Meetings

*American Association for Health, Physical Education and Recreation, National Education Association*, April 19-23, Kansas City, Mo. Secretary, BEN W. MILLER, 1201 Sixteenth Street NW., Washington 6, D. C.

*American Association of Collegiate Registrars*, April 19-22, Philadelphia, Pa. Secretary, GUSTAVE E. METZ, Clemson Agricultural College, Clemson, S. C.

*Association for Childhood Education*, April 19-23, St. Louis, Mo. Secretary, MARY E. LEEPER, 1201 Sixteenth Street NW., Washington 6, D. C.

*International Council for Exceptional Children, National Education Association*, April 25-28, Des Moines, Iowa. Secretary, MRS. BEULAH S. ADGATE, Saranac, Mich.

*Music Educators National Conference, National Education Association*, April 17-22, Detroit, Mich. Secretary, C. V. BUTTELMAN, 64 East Jackson Boulevard, Chicago 4, Ill.

*National Association of School Social Workers*, April 18-24, Atlantic City, N. J. Secretary, MILDRED SIKKEMA, 130 East Twenty-second Street, New York 10, N. Y.

*National Association of Training Schools*, April 20-22, Atlantic City, N. J. Secretary, CLYDE L. REED, Boys Republic, Farmington, Mich.

*National Conference of State Directors and Supervisors of Special Education*, April 29, Des Moines, Iowa. Secretary, ESTHER LIPTON, State Department of Education, Augusta, Maine.

*National Society for the Prevention of Blindness, Inc.*, April 5-7, Minneapolis, Minn. Secretary, REGINA E. SCHNEIDER, 1790 Broadway, New York 19, N. Y.

*Society of State Directors of Health, Physical Education and Recreation*, April 17-19, Kansas City, Mo. Secretary, SIMON A. MCNEELY, U. S. Office of Education, Washington 25, D. C.

# Resolutions of the National Council of Chief State School Officers

THE NATIONAL Council of Chief State School Officers at its meeting in Los Angeles in December adopted the following resolutions.

## **Grant for Rural Education**

The grant of the W. K. Kellogg Foundation to the Michigan State Board of Education for the National Council of Chief State School Officers for the improvement of rural education has been productive of much thinking on the part of State departments of education on how to effectuate the findings of the National Conference held at Ann Arbor, November 7, 1947. While many of the departments have already put into operation activities which are designed to promote better educational practices in State and community relationships, there remains much experimental and practical training of State department personnel to be undertaken. Because of these needs, we authorize the Special Projects Committee to continue efforts to secure foundation assistance for the purpose of putting into operation greatly improved plans of operation in rural areas.

## **Transportation Conference**

The results of previous transportation conferences have demonstrated important values to education. In view of these excellent results we sponsor and urge support of the forthcoming conference on transportation to be held at Jackson Mills, October 3-8, 1948.

## **Steel for School Bus Requirements**

The probability of heavy steel demands for domestic and foreign needs places an exceptional load upon our steel producing resources. At the same time, the need for school bus transportation has been greatly accelerated in order to better meet the educational requirements of our children. School bus production has remained in a state of imbalance partly because of increased demand and partly through the lack of materials, particularly sheet metal.

The possibility of steel allocation in order to better serve important needs appears to be a probability.

Therefore, be it Resolved by the National Council of Chief State School Officers, that if governmental allocation of steel is made, our legislative committee is authorized to present the transportation requirements of America's public schools to the proper authorities to the end that a satisfactory allocation of steel be made to continue production of school buses.

## **Federal Aid Stand Reiterated**

It is our expressed purpose to reiterate our stand on the urgent need for Federal aid to the States for the purpose of assisting the States and local school districts without Federal domination or control in the financial support of public education.

## **Federal Aid for Health and Physical Education**

If Federal aid for health and physical education is to be provided by the Congress, it is the belief of the National Council of Chief State School Officers that the following basic principles should be observed:

1. Good health and physical well-being are worthy educational objectives, the widespread attainment of which will require school health services and instruction in health and physical education for pupils and their parents.

2. Instruction in health and physical education is clearly a responsibility of the school.

3. Rather than being a separate entity, health instruction should be considered as an integral part of the total instructional program and an integral part of the total health program of the school and the community.

4. School authorities should provide and administer a program of school health services. All of the health services which can best and most efficiently be provided *at school* should be included in the program administered by school

authorities. Services of any kind, health or otherwise, for which school authorities cannot be held administratively responsible should be provided elsewhere than at school. School authorities should be held responsible for all that goes on within the school. This principle is based on the broad and basic understanding that activities which necessarily take place within any agency or institution should be the responsibility of that agency or institution.

5. Educational administration should be responsible for assuring that:

(a) Maximum educational value is gained from health services provided at school.

(b) School health services are closely related to the instructional program, the general activities, and administrative policies and plans of the school.

(c) School health services will have the necessary educational follow-up with pupils and parents.

6. Any program of school health services should be flexible enough to permit the administratively responsible school authorities to utilize fully all the technical services that may be provided either free or on a reimbursable basis by city, county, State or other public health departments, and to secure through contractual arrangements those essential services that are not available from such public sources, but which may be purchased from private physicians, dentists, nurses, and other qualified personnel on either a full-time or a part-time basis.

7. The program of school health services administered by school authorities should include:

(a) Daily health inspection by the teacher or the school nurse to observe deviations from normal health conditions.

(b) Medical, dental, and other health examinations at intervals by qualified professional technicians as an inventory of the child's health status.

(c) Current and frequent health examinations of pupils participating or planning to participate in the various forms of competitive athletics or sports and the more strenuous school activities in general, including vigorous physical education exercises.

(d) Referral to the parents and to the family physician or dentist and/or to appropriate public health authorities of those cases needing medical diagnosis and treatment.

8. Any Federal funds for stimulating, promoting, administering, supervising, or providing or assisting to provide school health services should be made available through the U. S. Office of Education as grants-in-aid to State education agencies.

Federal acts and regulations should not prohibit the administratively responsible State education agency from utilizing to the fullest extent possible under State law all of the technical services that may be available from State and local public health departments.

9. No Federal funds, Federal acts, or Federal agency regulations should be used to require or to enable any Federal official to require either joint administration of a program by separate State agencies, or the concurrence by one State agency in a program for which another State agency is legally responsible.

10. Finally, it is the belief of the National Council of Chief State School Officers that all programs of education, including health and physical education, should be included in a general aid program when and if such legislation is passed by Congress.

### **Surplus Property**

Present arrangements for the distribution of "Surplus Property" resulting from the war may expire June 30, 1948. There is a likelihood that the entire act may be reworked and that the provisions for education securing such property may be revised or modified.

Therefore, be it Resolved, that we direct the legislative committee to take appropriate action to preserve for education an opportunity to secure surplus property on even more liberal terms than at present and to take into consideration the following principles of distribution:

1. The U. S. Office of Education, Federal Security Agency, shall be endowed with the authority and funds necessary therefor to allocate among States property surplus to the Department of National Defense.

2. Property surplus to the Department of National Defense and of use to

educational institutions, as determined by the U. S. Office of Education, shall be considered donable.

3. Such property shall be donated and transferred to State departments of education for distribution to tax-supported educational institutions and instrumentalities and to other nonprofit educational institutions which have been held exempt from taxation under Section 101 (6) of the Internal Revenue Code.

4. The U. S. Office of Education, Federal Security Agency, and the State departments of education of the respective States shall designate personnel in each State to locate and secure property surplus to the Department of National Defense.

### **Strengthening American Democracy**

The teaching of American Democracy, always a supreme obligation of the nation's schools and colleges, must now be made more effective than ever before. It is fitting that the official educational agency of our national government exert leadership in promoting a program which calls for Nation-wide action. The National Council of Chief State School Officers, therefore, commends the United States Office of Education for its timely inauguration of the Nation-wide educational program, *Zeal for American Democracy*.

We are witnessing a gigantic world-wide struggle between the ideologies of totalitarianism and democracy. While the more bitter clashes are centered in Europe and in Asia, the conflict nevertheless extends to the United States. The outcome of this conflict will have profound effects in shaping our American institutions for years to come.

It is no longer enough to assert the undeniable truth that universal education is indispensable in a democracy. Education *in* a democracy must be education *for* a democracy. Schools and colleges as public institutions in a democracy are under the solemn obligation to maintain the freedom necessary to prepare their students to take part intelligently and thoughtfully in the various phases of our everyday life. Our schools play a vital part in creating intelligent devotion to democracy. Traditionally, the schools are a major channel by which the American democratic faith is perpetuated.

Early forms of absolute government did not require universal education. Indeed, at times they felt themselves threatened even by the spread of literacy. Totalitarian States today place great emphasis on certain types of education. Totalitarianism requires regimented training for automatic response and unquestioning acquiescence to authority. Conversely, American democracy with its emphasis upon the intrinsic worth of the individual human personality is based upon intelligent response to changing situations and free commitments to loyalties created by the enlightened judgment of the people. Hence, we as educators need to intensify our promotion of the educational processes, methods, and materials which embody our democratic faith. Nor is this sufficient. Within our boundaries there is a vast inadequacy and inequality of educational opportunity for our people. We will, however, work unceasingly toward the attainment of the democratic ideal of equality of educational opportunity as a major objective of our organizations.

Since education is the legal responsibility of the States, the National Council of Chief State School Officers, representing as it does official educational agencies of the several States, recognizes its tremendous responsibility in the furtherance of the program, *Zeal for American Democracy*. We therefore pledge our full cooperation in strengthening American democracy and take the following positive actions to that end:

1. Our executive committee is hereby designated to act as a liaison committee to work with the United States Office of Education in such ways as may be necessary in promoting this program.

2. We URGE our members to create a climate of opinion in their respective States which will encourage teachers to present the facts about totalitarianism in order that all may see clearly its purpose to subvert our American freedoms.

3. We URGE our members to participate in and provide a just share of the leadership for such national and regional conferences as may be called for the purpose of promoting the program.

3. We URGE our members to participate and to conduct such State-wide and local conferences as are needed to make effective the implementation of the program.

Herein we reaffirm our avowed pur-

pose to exercise the leadership inherent in the official positions we hold in developing a resurgence of belief in the basic freedoms which are indispensable to the preservation of our American way of life.

### **U. S. Office of Education Under Separate Board**

We reaffirm our stand on the importance of placing the United States Office of Education under a separate board. The separate board advocated by outstanding educational leaders is the best type of organization to preserve the integrity and highest efficiency of education. Throughout the Nation there are many examples on the State and local levels of the value of the separate board. The extension of this type of organization to the United States Office of Education would influence national thinking in the proper direction and would help to insure this most desirable type of organization on the State and local levels. Therefore, be it Resolved, that we direct our legislative committee to work for the legislative provision of Senate Bill 1239 or a similar measure which would embody the principles for which we stand.

### **Planning Committee Work Conference Sponsored by the United States Office of Education**

Be it Resolved, that the National Council of Chief State School Officers commend U. S. Commissioner of Education, John W. Studebaker, for providing funds, facilities, and staff consultants for the September 29–October 3 conference on Problems of School Administration. This conference of 25 participants was held in Washington, D. C., and was conducted by the Planning Committee. The Conference through its special project committees prepared preliminary drafts of the reports presented to the council at its annual meeting in Los Angeles. Work conferences of this type financed by the U. S. Office of Education have been fundamental to the success of the program of the Council. The Council hereby expresses the hope that such cooperative arrangements may be continued.

### **Request for Studies by United States Office of Education**

Be it Resolved, that the Council hereby requests the U. S. Office of Edu-

cation to make, as soon as feasible, studies on the following problems:

1. Constitutional and statutory bases of State educational authorities and State departments of education.

2. Personnel and personnel policies of State departments of education.

3. The organization of State departments of education.

4. The preparation (in cooperation with others) of a manual on educational public relations which would incorporate the point of view expressed in the report on "The Responsibility of State Educational Authorities for Improving Educational Public Relations."

These studies are essential to the completion of Council projects assigned to the Study Commission.

### **Invitation to National Rehabilitation Association**

There are many problems of common interest to the National Rehabilitation Association and to the National Council of Chief State School Officers. Vocational Rehabilitation Services in the States are administered by the State Board for Vocational Education and usually the Chief State School Officer is the closest advisor or the Executive Officer of the State Board. If the annual National Conferences of the two groups could be held at the same place and at about the same time it would stimulate common interest of the two groups and allow members of each group to attend meetings and to participate in the program of the other group. It will stimulate a closer working relationship and result in a more efficient solution of the common problems of education.

### **Vocational Rehabilitation on Educational Function**

There is an effort on the part of some agencies and individuals to transfer the Office of Vocational Rehabilitation to the Department of Labor, removing it from the Federal Security Agency. We, the National Council of Chief State School Officers, feel that vocational rehabilitation is a definite function of education. We oppose, therefore, the transfer of vocational rehabilitation to the Department of Labor because this would divide educational functions into two different departments of the Federal Government. We believe voca-

tional rehabilitation can function best if again returned to the U. S. Office of Education. All handicapped persons served by the Rehabilitation Division need counsel and guidance which is a function of education. The majority of the cases served need vocational training to fit them for selected objectives consistent with their disabling conditions which is definitely a function of education.

Therefore, be it Resolved that we, the National Council of Chief State School Officers, in annual conference, oppose the proposed transfer of vocational rehabilitation to the Labor Department and request that the Agency be returned to the U. S. Office of Education, and that copies of this resolution be sent to the President of the United States, the Administrator of the Federal Security Agency, the Director of the Federal Office of Vocational Rehabilitation, and to the Chairman of the Judiciary Committees of the Congress of the United States.

### **Study of Preparation for Educational Administration**

Competent and effective educational leadership is essential in every State for the proper development and improvement of the educational program. The Planning Committee of the Study Commission has proposed a study of the preparation of educational administration, and the National Conference of Professors of Educational Administration has expressed its interest in cooperating in such a study.

Therefore, be it Resolved, that the Planning Committee of the Study Commission is hereby requested to undertake, during the coming year, a study of the preparation of educational administrators to the end that desirable policies may be proposed, and that arrangements be made, if possible, for this study to be carried out with the cooperation or joint sponsorship of the National Conference of Professors of Educational Administration, the U. S. Office of Education, and other appropriate groups or organizations which are interested in or concerned with such a study.

### **United Nations Appeal for Children**

American gifts to European nations offer us an opportunity to demonstrate

the significance and spirit of our American heritage. The plans of the United Nations in creating the United Nations Appeal for Children, as well as other properly authorized projects, are commendable. In keeping with our established policy, we refer the operations of the program to local school systems for individual consideration and assistance.

### Appreciations

Many persons have contributed materially to making the past year and the Los Angeles meeting of the Council of Chief State School Officers out-

standing. Special appreciation is given to the Honorable Rex Putnam for his vigorous leadership, to Dr. John W. Studebaker, and Dr. E. B. Norton, and other members of the U. S. Office of Education for counsel, and for financial assistance in connection with the work of the Planning Committee and Study Commission, to Superintendent Roy Simpson for arrangements and assistance, and to the personnel of special study groups and committees who, often at great personal sacrifice, made important contributions either as committee members or consultants.

of the large number of children and young people among the registered borrowers of libraries and the decline in library use as indicated by per capita circulation figures.

### Value of Joint Planning and Research

*Survey of Elementary School Library Services, San Diego County Schools, 1946* (published June 1947 as Curriculum Monograph No. 9, Elementary Education Series 3) is concerned with library resources and facilities in public elementary schools. The study was made through the Office of the Superintendent of Schools, San Diego County, in response to the request of the Association of San Diego County School Administrators. It illustrates the value of joint planning and research on a real problem.

Objective information included in this 83-page monograph is presented in the following order: The definition of desirable library service; surveys of existing service in (a) districts served by the county library and (b) independent districts; an evaluative summary and conclusions; and a proposed county organization for library service to schools (objectives, organization, housing, services, personnel, and financing the program).

### Listen and Learn

The teacher's handbook for the series "Listen and Learn," programs presented by Westinghouse Radio Stations WBZ and WBZA in cooperation with the Massachusetts Department of Education and the New England Committee on Radio in Education, contains a list of suggested readings as a part of each of the program outlines.

Sarah Allen Beard, Consultant on School Libraries and Work with Children and Young People, Division of Public Libraries, Massachusetts Department of Education, prepares these bibliographies.

### Library Trustees Institute

An Institute for Public Library Trustees was held at the University of Michigan early in December. According to

## LIBRARY SERVICES

### National Plan

The *National Plan for Public Library Service*, recently issued by the American Library Association, has this aim: "An adequate, purposeful library should be brought into the life of every American." Why this should be done and how it should be done is set forth in this report prepared for the Association's Committee on Postwar Planning.

The committee summarizes the objectives of the public library as the promotion of enlightened citizenship and the enrichment of personal life. Insofar as a public library is able to achieve these purposes, it becomes an essential, social institution.

The analysis made by this Postwar Planning Committee shows, however, serious deficiencies in our public library service. Among those enumerated in the report are: Unavailability of libraries to some 35 million people, smallness of many library units, substandard service, personnel deficiencies, outmoded and outgrown buildings, insufficient income, and inadequate State library agencies.

To overcome these obstacles to universal and adequate public library service in the United States, the National Plan makes definite recommendations for the remedy of each of these deficiencies. For example, one of its proposals is that public library service be provided through about 1,200 large library systems which would serve the whole population well. There are now some

7,000 public libraries, many very small and inadequately financed, which serve one-third of the population well, one-third inadequately, and one-third not at all.

As the plan is stated by the committee, it is proposing "a Nation-wide minimum standard of service and support below which no library should fall." For attaining this goal, the plan places primary responsibility upon the local community, but it also calls for assistance from both the State and the Federal Government through carefully integrated special services and grants-in-aid. "All three levels of government," declares the committee, "should participate actively and steadily in advancing the plan."

### Observations on American Public Libraries

A recent visitor to libraries and library schools in the United States was Lionel R. McColvin, City Librarian of Westminster, London. His tour included libraries in English-speaking countries around the world. His observations on American public libraries are included in a paper "Some Aspects of the Public Library Service" published in the December 1947 issue of *The Library Association Record*. In his remarks on the library situation in the United States, Mr. McColvin referred to and gave some interpretation

an account published in the January issue of *Michigan Library News*, the principal speakers were Louis Schimmel, Director of the Michigan Municipal Advisory Council, and John A. Perkins, Budget Director of the State of Michigan.

Dr. Schimmel described the local and State tax situation in Michigan today and discussed the changes and problems due to the constitutional amendment which returns a large proportion of State taxes to townships, villages, cities, and school districts. He spoke of the need for revision of the Michigan Constitution and for a realignment of taxing responsibility.

Dr. Perkins talked on the relations between Federal, State, and local governments. He discussed the changes in community patterns, services, and financing that are making some units of government obsolete. He questioned the purposes and effectiveness of boards governing State and local functions, which brought out a discussion of the differences between the policy making and administrative duties of such boards. He also questioned the continuance of library boards.

Library trustees selected topics for the final discussions and chose, among others, the following: "What are the implications for libraries in the process of constitutional revision?" "Should the State Board for Libraries be done away with?" "What kind of library boards do we need in this State?"

### Library Service at State Level

The annual report of the Library Division of the Minnesota State Department of Education for the year ending June 30, 1947, emphasizes some problems and trends in the development of library service at the State level.

This Library Division, under the direction of Lee F. Zimmerman, has continued basic functions over the years and, as need prescribed, has added others. In a broad general way it attempts to do for libraries what other divisions within the Department do for schools. It serves as a clearing house for all library problems that arise in the State. It works for the reduction of bookless areas through larger service units in the form of county and regional

## Accredited Library Schools Announce Summer Training Programs

THE FOLLOWING accredited library schools have announced training programs for the summer session of 1948:

Atlanta University, School of Library Service, June 15-August 13.

Catholic University of America, Department of Library Science, June 28-August 7.

College of St. Catherine, Library School, June 21-July 30.

Columbia University, School of Library Service, July 6-August 13.

Emory University, The Library School, June 12-August 28.

George Peabody College for Teachers, Library School, June 14-August 20.

Kansas State Teachers College (Emporia), Library School, May 31-July 30.

Louisiana State University, Library School, June 4-August 6.

Marywood College, Department of Librarianship, June 28-August 6.

New York State College for Teachers (Albany), Department of Librarianship, July 6-August 17.

New York State Teachers College (Geneseo), Department of Library Education, June 28-August 6.

Our Lady of the Lake College, Department of Library Science, June 7-July 16.

Simmons College, School of Library Science, June 21-August 6.

Syracuse University, School of Library Science, July 5-August 14.

Texas State College for Women, Department of Library Science, June 2-August 26.

University of Chicago, Graduate Library School, June 29-September 4.

University of Denver, College of Librarianship, June 21-July 30.

University of Illinois, Library School, June 21-August 4.

University of Kentucky, Department of Library Science, June 14-August 12.

University of Michigan, Department of Library Science, June 21-August 13.

University of Minnesota, Division of Library Instruction, June 14-August 6.

University of North Carolina, School of Library Science, June 10-August 28.

University of Oklahoma, School of Library Science, May 27-August 28. (Courses offered in the College of Education for the summer session.)

University of Southern California, Graduate School of Library Science, June 21-August 28.

University of Washington, School of Librarianship, June 21-August 20.

University of Wisconsin, Library School, June 28-August 20.

Western Reserve University, School of Library Science, June 21-August 6.

library systems and the consolidation of existing small libraries into larger units for serving given areas. It regularly publishes useful materials in the professional interest of libraries and librarians.

The Division promotes standards in the administration of school and public libraries in much the same way as other divisions promote standards in the administration of the public schools.

Through counsel, specialized information, and advice, it points the way to library improvements. For better service results the Library Division functions through three separate, coordinate sections: (1) Public Libraries; (2) School Libraries; and (3) State Extension Library.

The director states that in the spring of 1946 emphasis was shifted from library inspection and technical assist-

ance to promotion and organization of county library units.

In the appended part of the report on school libraries, prepared by Ruth Ersted, Supervisor of School Libraries, the following statement about State aid is included: "The large grant is steadily replacing the many smaller earmarked aids in several States and the change apparently has not only not hindered school libraries but has improved them."

## Implications for Instructional Materials

"Library Services," to America's armed forces during World War II, is the subject of Chapter VII of *The Armed Services and Adult Education*. This monograph was prepared by Cyril O. Houle and others for the Commission on Implications of Armed Services Educational Programs appointed by the American Council on Education.

One of the implications for instructional materials reads as follows:

Those who took part in military programs will have an increased respect for print as a vehicle of communication, instruction, and recreation. Books of all types were used by men who had not used books before. Advancement in rating and increase in pay came chiefly through reading and passing examinations—though some other less respectable methods were occasionally used. Survival itself depended in part on learning information contained in books. Libraries were a chief means of recreation. The armed services editions went everywhere. In one area almost half the soldiers questioned said they had read one book of this series and about half of these said they had read at least five titles. Libraries particularly, but other agencies as well, can capitalize on this newly awakened interest in purposeful reading and in reading for information and recreation.

## Statistics Available

*Statistics for Some County and Regional Libraries, 1944-45*, which was released by the U. S. Office of Education in December 1947 as Statistical Circular SRS-30.3-127, was prepared primarily for the use of county and regional librarians and county administrators. The compilation includes only those libraries which were set up under State law to operate as county libraries or are

under county administration and which sent in reports on Form S-071 to the U. S. Office of Education in response to its Nation-wide request for 1944-45 data.

The circular does not contain county libraries which obtain their service through contractual agreement with municipal public libraries or with other county libraries. It omits also those municipal public libraries giving some county service and listed in the Office's (a) statistical circulars covering cities with populations of 25,000 or more (Statistical Circulars SRS-30.3-106, 126, 17, 37) and in (b) Bulletin 1947, No. 12, on public library statistics for 1944-45.

This circular is available from the U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

## Cooperative Library Survey

The Southeastern States Cooperative Library Survey director, Marion A. Milezewski, arranged a 2-day progress and planning conference of the Executive Committee, the Advisory Committee, and consultants at Gatlinburg, Tenn., a few months ago.

The Southeastern States as a whole and the seven States of the Tennessee Valley have a group of library problems common to them all which librarians and others believe may be capable of solution if attacked jointly.

The Tennessee Valley Authority, through a contract relationship with the Tennessee Valley Library Council, is at present cooperating with the following nine States in a regional survey: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

The Tennessee Valley Library Council has secured from the library associations of the nine States official assurance of intention to assemble the desired amplified State data and to participate in the regional coordination of State data and action programs to (1) determine the kind of library service needed by the area; (2) measure existing library facilities and service against the need; (3) determine methods of assuring the region and States of the kind of library service they need.

The Executive Committee, with Louis R. Wilson, chairman, is composed of six representatives of the Tennessee Valley Library Council and is responsible for over-all management. Advisory Committee members are also chairmen of the State library survey committees of their respective States.

The State survey committees, appointed by the several State library associations, are responsible for: (1) collecting information in their own States to be assembled for the region as a whole; (2) determining, initiating, and administering the collection of additional information needed in the library program of their particular States; (3) devising and submitting to their State library associations plans for action programs based on an analysis and evaluation of information collected.

The comprehensiveness of the survey is indicated by the types of data being gathered. Statistical reports cover school, municipal, county, regional, hospital, institutional, and special libraries; libraries of institutions of higher education; and State, State law, and State supreme court libraries. Information is also being assembled on professional library training agencies; State library agencies; State library associations; and in special fields such as personnel, audio-visual materials, and service and community relationships.

It is planned that this survey will be completed in 1948.

## National Health Assembly

A NATIONAL HEALTH Assembly will be held in Washington, May 1-4. It will consist of representatives of public and private organizations and agencies concerned with various phases of the Nation's health.

Federal Security Administrator Oscar R. Ewing was requested by President Truman to develop feasible national health goals for the next 10 years. The Assembly is being called as a result of the President's message to Mr. Ewing.

Further reports of plans will be presented in future issues of **SCHOOL LIFE**.

# WITH THE U. S. OFFICE OF EDUCATION



Captain Macondray for the Navy presents citation to Commissioner Studebaker for the Office of Education.

## NAVY CITATION PRESENTED TO OFFICE

A United States Navy citation has been awarded to the U. S. Office of Education in recognition of service rendered in support of the Navy's Civilian Reserve Recruiting Program of 1947.

In presenting the citation to Commissioner of Education John W. Studebaker, the Director of Civil Relations, Captain A. Macondray, USN, said, "Let me take this opportunity to add my personal thanks for the inestimable assistance which you gave this office and the Reserve Recruiting Campaign by your endorsement of the program and by the close collaboration which the Office of Education furnished in the task of reaching educators throughout the country. The Reserve Program has attained a gratifying degree of success, which is owing in no small measure to your generous services. Your initiative in stimulating interest among those under your leadership is deeply appreciated."

The citation reads: "United States

Navy citation awarded to U. S. Office of Education for service rendered to the United States Naval Reserve, 1947."

## VOCATIONAL EDUCATORS MEET

Program planning in homemaking education was the theme of a working conference of some 225 home economics education workers called together by Edna Amidon, Chief of Home Economics Education Service, Vocational Education Division. The group met in Washington in February. Those present included heads of college departments, State and city supervisors, and teacher trainers from 26 States which constitute the North Atlantic and Southern Regions.

During the same week teacher trainers and supervisors of agricultural education in the Negro schools were meeting at Howard University, Washington, D. C.

These are two of a series of annual conferences cooperatively planned by the States and the Division of Voca-

tional Education. Other forthcoming conferences include:

Occupational Information and Guidance, Chicago, April 1-3.

Agricultural Education, North Atlantic Region, New York City, April 6-9, and Central Region, Chicago, April 12-16.

Business Education, National Workshop Conference, Washington, D. C., May 3-14.

Trades and Industry, North Atlantic Region, New York City, May 10-14.

## RECENT APPOINTMENT

Arthur L. Harris is now chief of the Surplus Property Utilization Program in place of Edward J. Braum, resigned. Dr. Harris has been with the program for 2 years, and during recent months has been serving as assistant chief. He took over his new duties in February, when Dr. Braum became consultant on studies and planning for the Arlington (Va.) School Board.

## Democracy Contest Winners

FOUR GIRLS from widely scattered parts of the country took top honors in the Voice of Democracy contest. The coequal winners are: Janet Geister, Cuyaboga Falls, Ohio; Laura Shatto, Hagerstown, Md.; Alice Wade Tyree, Lawton, Okla.; and Rose Ellen Mudd, Missoula, Mont.

Attorney General Tom Clark presented the awards which carried a \$500 scholarship with each. Commissioner of Education John W. Studebaker spoke at the presentation held in Washington, D. C. (Scripts by 4 of the 39 finalists appeared in *SCHOOL LIFE*, February 1948.)

## Britain's Marriage Guidance Council

NOT ONE university in Britain offers marriage courses such as those offered in many American colleges, said David R. Mace, general secretary, Marriage Guidance Council of England, in a recent discussion with staff members of the

# Renewal of Progress in Teacher Certification

by Benjamin W. Frazier, Specialist for Teacher Education

Federal Security Agency. The only possible exception he cited was the University of Bristol, which recently offered a series of four lectures on marriage.

The difference between the two countries was described in this way: Britain has started with counseling and is moving toward education and research, while the United States has moved in the opposite direction. Family disintegration—measured by the criteria of number of divorces, separations, illegitimacy, and juvenile delinquency—has not gone so far in Britain as in the United States; yet it has advanced so far and so fast in recent years, according to Dr. Mace, as to shock the British people to the core.

The Marriage Guidance Council, which Dr. Mace heads, was started about 1938. It has grown rapidly, especially since 1943, until now there are about 100 local councils affiliated with the National Council in operation throughout Britain. The Council has no direct connection with the schools and does not include premarital family-life education in its present program. Its main objective is to provide counseling services for adults on marriage problems. It accepts only clients who are 16 years of age and over, the school-leaving age. In England sex education, as such, is largely the work of voluntary agencies. A few years ago, however, the Ministry of Education did authorize the schools to develop experimental courses and programs in sex education if they wished to do so.

In addition to the counseling services which it makes available, the Marriage Guidance Council has carried on for the past 5 years a steady program of public education with regard to the needs and problems of families and the causes of family break-down. It seeks to coordinate the efforts of both governmental and nongovernmental groups offering educational services to families and has recently worked out with the British Army an extensive program of sex education and marriage preparation. In discussing this phase of his work with the Inter-Divisional Committee on Adult Education of the Office of Education, Dr. Mace stated that approximately 70 percent of the men in the British Army are now under 21 years of age.

**I**MPORTANT ADVANCES in teacher certification in a few States and minor but encouraging changes in many others are shown in reports to the Office of Education made in December 1947 by the 48 States and the District of Columbia. More planning for the future was conducted during the biennium 1946-48 than during any preceding biennium since World War II began. The changes and planning for future changes that were undertaken are of particular interest at this time because of their direct relationship to the widespread efforts of educational leaders to repair war and postwar losses in teacher personnel and to advance standards in the face of a continuing shortage of elementary, vocational, and special-subject teachers.

## Issuing Authorities and Agencies

In more than three-fourths of the States, all teachers' certificates are issued by the State board or department of education, the chief State school officer, or a State board of examiners. In the remaining States, most of the certificates are likewise issued by the foregoing centralized State agencies. In 11 States, however, county school officers and/or school officers in certain towns, cities, and institutions of higher education also issue certificates, usually under the authority of the centralized State certifying agencies, as follows:

1. *County or town issuance.*—Once a very common practice, only three States now permit county or town issuance: Illinois, Cook County, outside of Chicago; Missouri, where county authorities issue some certificates, under State control, regulations, etc.; and Massachusetts, where the full power of appointment is accorded to local town committees without State certification except for a few limited groups of teachers and administrators.

2. *City issuance.*—City school boards or other city school agencies or officers

are authorized, usually under the general authority of the State, to issue certificates directly to applicants in Colorado (all first-class districts including Denver for designated special subjects only), Delaware (Wilmington), Illinois (Chicago), Maryland (Baltimore), Massachusetts, Missouri (St. Louis and Kansas City), New Jersey, New York (New York City and Buffalo), and Oregon (Portland). Usually the requirements in these cities exceed the minimum requirements of the States in which the cities are located. In New Jersey, city certificates are additional to State certificates.

3. *College or university issuance.*—One or more State normal schools, State teachers colleges, State colleges, or State universities are authorized, under more or less State supervision, to issue certificates or to confer diplomas or degrees that in themselves may constitute certificates in Colorado (three State teachers colleges), Kansas, Missouri, and Washington. Usually the requirements for these certificates are higher than the State minima. During the past 2 years, one State, Idaho, discontinued college or university issuance.

## Bases of Issuance of Regular Certificates

Regular (nonemergency) certificates are issued upon three bases, variously among States, as follows:

1. *Upon college credentials.*—Every State issues one or more types of certificates upon the basis of college credits. Such credits may be earned in accredited institutions either within or without the State. Most regular certificates are now issued upon this basis.

2. *Upon examinations.*—In addition to their issuance of certificates upon the basis of college credentials, the following States also issue one or more types of certificates upon the basis of State, county, or local examinations: Arkansas, District of Columbia (bachelor's

and master's degrees required as prerequisites to examinations for elementary and high-school teachers, respectively), Florida (30 semester hours' college credit required as prerequisite), Illinois, Massachusetts (examinations by local officials authorized, but local authorization to teach on the basis of institutional credentials predominates), Missouri, Nebraska, North Dakota, South Carolina (combined with credentials), South Dakota, Tennessee, and Texas. During the biennium Iowa, Kansas, and Wyoming discontinued certification upon examinations.

3. *Upon out-of-State certificates, by exchange or reciprocity.*—Only a few States issue certificates in exchange for certificates issued in other States. States that issue exchange certificates usually demand that out-of-State certificates meet the requirements for the certificates issued as equivalents. They also demand evidence concerning the preparation received by applicants submitting out-of-State certificates for recognition. States issuing exchange certificates include: Delaware (conditional), Idaho (1 year only), Kentucky (provided Kentucky requirements are substantially met), Maine (provided requirements of other States meet those of Maine), Montana, Tennessee (permitted but in practice not issued), and Vermont (provided out-of-State standards are as high as Vermont's).

### **States Not Issuing Life Certificates**

States *not* issuing life certificates include: Alabama, Arizona, Arkansas, Delaware, District of Columbia, Florida (except for 1939 and earlier certificates), Maine, Maryland, Massachusetts, Michigan, New Hampshire (after July 1, 1948), New York, North Carolina (except to teachers who held class A certificates prior to 1931), South Carolina, Utah, Vermont, Virginia, and Washington.

### **Minimum Scholastic Requirements**

The minimum scholastic attainments required as prerequisites for certificates issued upon the basis of examinations in the 12 States still issuing certificates upon this basis are as follows, by number of States: No requirements specified, 4; graduation from high school, with or without high-school teacher-

training courses, 4; and 1 or 2 years of college, 4. The number of certificates issued upon examination is much smaller than the number issued upon a basis of college credits and is decreasing.

The minimum number of college years required for elementary school certificates issued upon college credits is as follows, by States: Graduation from high school or high-school teacher-training courses (i. e., no college credit earned), 5;  $\frac{1}{3}$  year, 1; 1 year, 7; 2 years, 13; 3 years, 7; and 4 years, 15. The District of Columbia requires college graduation plus an examination. However, some of the foregoing States, as previously indicated, issued a limited number of certificates on the basis of an examination that requires a lower prerequisite scholastic level than those just indicated. For example, Illinois requires 4 years as a minimum for certificates issued upon the basis of college credits only, whereas some certificates are still issued upon examinations for which a prerequisite of 2 years of college work is required.

In about 10 States it was still legally possible in December 1947 for at least some teachers with no college preparation to secure regular teaching certificates for service in the public schools. There were still 6 States in which teacher-training was conducted in high schools, and 2 States in which it was offered in 1- or 2-year county normal schools.

Throughout the war, no State scheduled any significant rises in minimum requirements. A few States have now resumed the practice.

The 15 States that in December 1947 required a minimum of 4 years of college work for the regular certification of elementary school teachers on a basis of college credits were: Arizona, California, Connecticut, Delaware, Illinois, Indiana, Louisiana, Maryland, New York, North Carolina, Pennsylvania, Rhode Island, Utah, Virginia, and Washington. In addition, the District of Columbia has a 4-year college degree requirement. A few other States have scheduled a 4-year requirement to become effective on various dates after January 1948.

Minimum requirements for junior high school certificates in the several States are the same as for elementary school certificates, high school certifi-

ates, or both kinds of certificates. Requirements may also be set on an intermediate level between the levels required for these two types of credentials.

Thirty-nine States require 4 years as a minimum for beginning teachers of academic high-school subjects. Four of the remaining States issue a limited number of certificates requiring 2 or 3 years as a minimum. Most of these certificates are issued to teachers in rural high schools, some of which are not accredited. Five States and the District of Columbia require 5 years of college work, or, in a minority of cases, the master's degree.

### **Professional Education and Student Teaching**

Requirements in professional education, which are made for nearly all elementary school certificates, vary so much among States and certificates that they cannot be summarized advantageously in this place. In general, they are distinctly higher than for secondary-school certificates demanding the same amount of college work in academic subjects.

Minimum requirements in professional education for inexperienced teachers of academic high-school subjects range from 9 to 27 semester hours, with an approximate median of 18 semester hours. Requirements vary greatly with the types of certificates issued. Requirements in student teaching and observation, now made by nearly all States, range from 2 to 10 semester hours in States having such requirements, the average being 4.3.

### **Minimum Age, Health, Citizenship, and Oath of Allegiance Requirements**

Thirty-eight States have minimum age requirements for certifying teachers. Requirements range from 17 to 20 years; 30 States require 18 years. More than half the States require proof of good health, although the proof required is slight in some cases. Twenty-four States require citizenship or declaration of intention to assume citizenship. The number in 1942 was 21. Twenty States require an oath of allegiance to the Constitution of the United States or of the State, or a pledge of loyalty; 19 made the requirement in 1942.

## Issuance of Emergency Permits

The number of emergency permits issued increased at a phenomenal rate from the beginning of World II until 1946-47, when a slow decrease set in. The numbers issued were, by years: 1940-41, 2,305; 1941-42, 4,655; 1942-43, 38,285; and 1943, 69,423. Thereafter, the partially estimated numbers held on given dates by teachers in service were: December 10, 1945, 108,932; and November 1, 1947, 98,645. Every State, exclusive of Massachusetts, which has no comprehensive certification system, and Rhode Island, issued emergency permits in 1947-48. The average number issued per State was approximately 2,100. One teacher in every 8 or 9 in the country as a whole held these sub-standard credentials. The total number of emergency permits in force in American schools in 1947-48 roughly approximates the total number of beginning teachers employed annually in normal times.

The 9 States reporting more than 3,500 emergency permits each were Alabama, California, Iowa, Kentucky, Michigan, Ohio, Tennessee, Washington, and Wisconsin. Their wide geographical distribution is noteworthy. Only 2 of these States regularly require a minimum of 4 years of college preparation for beginning elementary school teachers. Only 2 of them, California and Michigan, are among the 9 that pay the highest average annual salaries to teachers. The average annual salary paid teachers in the 9 States reporting the most emergency permits is estimated at about \$2,125, a figure which is below an estimated \$2,500 average for the country as a whole.

In answer to the request, "Indicate any significant changes made in emergency certification since December 31, 1945," the most significant change, as elsewhere indicated, was a 9.4 percent decrease during the past biennium in the number of emergency permits held by teachers in service. The decrease was much greater in the case of high school teachers than in the case of elementary school teachers. The second most significant change, reported by more than one-fourth of the States, was the establishment or raising of requirements for the issuance or the renewal of emergency permits. A few States

have set up special requirements for issuance, such as the requirement that the State board of education be petitioned for emergency certification or that all applicants be experienced teachers. Five States reported that they had definitely scheduled the elimination of permits by a specified future date.

In answer to the question, "State any plans that may now be announced concerning future changes in emergency certification regulations, requirements, and practices," at least half of the States reported more or less definite plans to eliminate, reduce the number of, or raise the requirements for permits. Several additional States expressed the hope that such advances could be made next year, especially on the high school level.

There were more signs of optimism in the reports concerning the elimination of emergency permits than in either of the two preceding biennial reports. It is significant, however, that about half the States reported no present plans for the elimination or reduction in the number of emergency permits.

## Tendencies and Trends in Regular Certification

In answer to the question, "Indicate any significant changes made in regular certification requirements since December 31, 1945," more than one-third of the States reported changes, although many of these were of a minor nature. One-seventh of the States had established, raised, scheduled for the future, or more definitely stated, requirements for student teaching made of prospective high school teachers. Nearly all States now have such requirements. General revisions of certification rules and regulations of varying significance were reported by Florida, Idaho, Kansas, Kentucky, Louisiana, and Vermont, and less extensive revisions by several additional States. Requirements for administrative, supervisory, or guidance officers were introduced or raised in Indiana, Kansas, Maryland, and Utah. These States, and in addition, Florida, Iowa, Louisiana, Michigan, and Vermont, and a few other States that have scheduled future raises, have set up additional scholastic requirements for one or more types of certificates required of classroom teachers. In Kansas, important legislation eliminated most statutory requirements for certification, and gave

the authority to handle certification matters to the State superintendent of public instruction, subject to the approval of the State board of education.

Although rises in scholastic requirements during the biennium were too slight to advance significantly the minimum that has prevailed since 1944 in each State on the elementary or secondary school level, Georgia, Idaho, Iowa, Kansas, Kentucky, New Hampshire, and New Jersey have scheduled advances that will eventually raise minima for elementary school teachers. At least three of these States have scheduled a 4-year minimum level for all new elementary school teachers within the next few years, and have thus increased the number of States having this requirement to at least 18. On lower levels, Iowa and Kansas have scheduled the early elimination of teacher-training in high schools.

In answer to the question, "State any plans that may now be announced for the future raising of standards of regular teacher-certification requirements," the States just mentioned plan to carry through the scheduled changes indicated and to continue the advances they have already made. In addition to those States, Connecticut, Delaware, Maine, North Carolina, South Carolina, South Dakota, Tennessee, Texas, Virginia, Wisconsin, and other States are definitely planning advances in various directions, through committee action, educational conferences, State department activities, and other means. Altogether more advances and planning for future improvements were reported during the past biennium than during any other 2-year period since the beginning of World War II. If teachers' salaries rise to levels that attract a larger supply of prospective elementary teachers to the profession, a marked future elevation of minimum certification standards may be expected.

Certification officers in most States will have for some time the huge task of bringing up to standard or eliminating holders of emergency permits. As the supply of fully qualified teachers increases, the administration of regular certification requirements, including those for the exchange or renewal of initial certificates, can be tightened up. It is a matter of some concern, however,

that the supply of prospective teachers now preparing for elementary school service remains inadequate, despite the fact that war service employment has largely ceased and that teachers' salaries have at least kept approximately abreast of the continued increase in living costs.

Outstanding trends in the issuance of regular certificates from 1940 to 1948 include the following, in addition to the more recent changes just indicated.

1. The continued centralization of the issuance of certificates in the office of the State board or department of education, or in the office of the chief State school officer, as shown in 9 States since 1940 by the discontinuance of the local issuance of regular certificates by school officials in counties, cities, or institutions of higher education.

2. The wartime relaxation of the requirements for in-service preparation as a means for extending or renewing certificates. Prior to the emergency period, in-service preparation was required oftener than at present to advance the levels of teacher preparation. There are signs at present that such requirements will soon be strengthened.

3. A decided tendency to break down more or less arbitrary requirements made of out-of-State teachers in respect to residence, work in State institutions, and specific courses peculiar to a given State.

4. Numerous adaptations of requirements and increased flexibility in their administration.

### Concluding Statement

Although only a minority of the States reported significant advances in certification, the reports from the 48 States as a whole were the most encouraging that have been received since the time of Pearl Harbor. Nevertheless, it is important to recall that certification requirements can be raised no faster than the supply of teachers and prospective teachers permits. This supply, in turn, is dependent upon the vocational attractiveness of teaching in comparison with other occupations that compete for college-prepared workers. Although gratifying, salary increases on an average have no more than kept pace with living costs to date, and improvements in working and service con-

(Turn to page 30)

# National Study of Uniform Basis for School Records and Reports

Nolan D. Pulliam, Specialist in State School Administration

FOR THE FOURTH time since 1909 a major cooperative effort has been initiated to provide the basis for the adequate and uniform recording and reporting of school data. For nearly 40 years educators have recognized problems relating to the handling of school data such as the improvement and understanding of terms commonly employed in school records, utilizing comparable quantitative measures, developing reporting forms including similar elements, and insuring the general availability of basic data at all educational reporting levels.

### Need for Continuing Study Recognized

The first of the series of studies devoted to this subject was begun in 1909 by the Department of Superintendence of the National Education Association in cooperation with the United States Bureau of Education, the Bureau of the Census, and the Association of School Accounting Officials. A committee of the Department of Superintendence prepared a report which was adopted by its sponsors and was published by the U. S. Bureau of Education as Bulletin, 1912, No. 3, entitled *Report of the Committee on Uniform Records and Reports*. It was published in various forms by the other three sponsors. The scope of this report is indicated by its section headings which were as follows: (1) Records and reports for State school systems; (2) records and reports for city school systems; (3) pupil records with special reference to the cumulative record card; and (4) the report of fiscal statistics. The committee recommendations included the proposal that "\* \* \* a permanent committee (be appointed) whose duty it should be to suggest from time to time such improvements in records and reports as may be determined by their study of the situation."<sup>1</sup> Thus, from the outset, recognition of the continuing need for

the study and modification of recording and reporting plans was evidenced.

The second study in the series noted was begun in 1925 and conducted cooperatively by the Bureau of Education, the National Association of Public School Business Officials, the Department of Superintendence of the National Education Association, and the National League of Compulsory Education Officials. The report of this committee was published in 1928 as Volume V, No. 5, Research Bulletin of the National Education Association, entitled *School Records and Reports*. With some slight additions and changes in content, this report was also published by the U. S. Bureau of Education as Bulletin, 1928, No. 24, entitled *Report of Committees on Uniform Records and Reports*. The enlarged scope of this report as compared with the 1912 study is indicated by its major headings which included items on:

RECORDS: Financial, pupil, census and attendance personnel.

REPORTS: Teachers to parents, superintendents and boards to county or State, State reports to the public and to the Federal Government.

FORMS: Reports of the U. S. Bureau of Education, agencies distributing.

BIBLIOGRAPHY.

The third in the series of cooperative studies of school records and reports, 1936-40, was initiated by the U. S. Office of Education at the request of the National Council of Chief State School Officers and with the assistance of a small grant from the General Education Board. Although this study was not fully completed owing to lack of available funds and the interference of war-emergency activities, it did result in the production and issue of a series of suggested forms, including: (1) Teacher's register of attendance; (2) teacher's and principal's periodic reports; (3) administrative unit report to county or State; (4) State report to the U. S. Office of Education; and (5) a series of forms on school transportation.

The committee report on school finance was issued in mimeographed

<sup>1</sup> U. S. Bureau of Education Bulletin, 1912, No. 3, U. S. Government Printing Office, Washington, D. C. p. 7.

form by the United States Office of Education as Circular 1940, No. 204, entitled *Financial Accounting for Public Schools* and as Bulletin No. 10 of the National Association of Public School Business Officials.

### **National Committee Appointed**

Meanwhile, the need for guidance of school personnel throughout the Nation in the maintenance and further development of adequate recording and reporting forms and procedures has continued to grow. The lack of availability of the reports of previous committees, which are now out of print, and the development of new areas in an evolving program of education, which require integration into the school recording and reporting plan, have combined to increase the present need for a comprehensive study embracing the entire scope of the school recording and reporting problem. In recognition of this need and in response to the requests of State Departments of Education and of the National Council of Chief State School Officers, in January 1948, Commissioner John W. Studebaker designated the following as members of a National Committee on the Cooperative Program on School Records and Reports to assist the U. S. Office of Education in planning and carrying out a 3- to 5-year study of this problem:

HAROLD E. AKERLY, Business Manager, Rochester Public Schools, Rochester, N. Y. (Representing Association of School Business Officials.)

T. J. BERNING, Assistant Commissioner, State Department of Education, St. Paul, Minn.

WILLIAM G. ECKLES,\* Professor of School Administration, University of Maryland, College Park, Md. (Representing National Council on Schoolhouse Construction.)

ARCH O. HECK, Professor of Education, Ohio State University, Columbus, Ohio.

FRANK HUBBARD, Director of Research Division, National Education Association, Washington, D. C.

WORTH MCCLURE, Executive Secretary, National Education Association, Washington, D. C. (Representing American Association of School Administrators.)

E. L. MORPHET, General Consultant, State Department of Education, Tallahassee, Fla.

A. W. SCHMIDT, Assistant Commissioner for Finance, State Education Department, Albany, N. Y.

E. M. FOSTER, Research and Statistical Service, U. S. Office of Education, Washington, D. C.

\*Deceased.

H. F. ALVES, Chairman, Associate Chief, County and Rural School Administration, U. S. Office of Education, Washington, D. C.

### **Cooperative Project Outlined**

The committee held its first meeting in Washington, D. C., January 19-21, 1948. At that session the broad scope of the projected study was outlined and immediate steps to be taken by the U. S. Office of Education and the cooperating agencies were recommended.

As the study gains momentum, it is anticipated that it will involve the cooperative action of all State departments of education and of the several sponsoring agencies. The assistance of regional study groups, such as the Southern States Work Conference and other regional work conferences, is anticipated during the next summer.

As rapidly as funds and personnel of

the U. S. Office of Education will permit, analysis of record and report forms now in use in the several States and localities will be made. Thereafter, these analyses and selected forms will be made available to special subcommittees to be appointed by Commissioner Studebaker to study each area selected by the National Committee for special consideration.

The National Committee indicated that the study should result in publications dealing respectively with the areas of personnel, finance, and property, together with related special areas such as transportation and school lunch. It is a reasonable expectation that these publications will afford a new and more complete basis for the recording and reporting of essential school data by the several States and their local school units.

## **Secondary School Reform In Chile**

by **Cameron D. Ebaugh, Specialist, International Educational Relations Division**

CHILEANS for many years have been asking themselves "How can we improve our secondary schools?" Some 15 committees have been appointed by educational authorities at one time and another to study conditions and recommend modifications of the traditional study plans and curriculum. The Ministry of Public Education has issued innumerable announcements and circulars aimed at improving instruction at this level.

In 1945, only about 18 percent of those enrolled in the first year of secondary school reached the sixth and last year, and despite the fact that preparation for higher education was the principal aim, but 10 percent entered the university.

Experimental schools have functioned in Chile since 1920, and 20 of these were at the secondary school level with ministerial authorization to operate on the unit plan. They have sometimes managed, according to the school authorities, to do a fair job with the limited resources available; but their influence on the regular schools is reported as negligible. Now, however, the results of their experimentation are to be utilized. In 1945 the President of the Republic, through the Minister

of Public Education, issued a decree calling for the gradual reorganization of the nation's secondary schools and appointing a committee to study ways and means of effecting such a reorganization.

This decree recognized that the *liceo* (academic secondary school) aims solely at university preparation; that it fails to satisfy the needs, interests, and abilities of the pupils, who come from diverse types of the population; that the public demands training for character, citizenship, and vocation, as well as academic learning. The decree states further that it is time for the secondary school to provide education which will fit the student to solve increasingly complex problems, make judgments of his own, appreciate his physical and social environment, and guide his life toward higher goals for himself and his country.

### **Plan for Reorganization**

The committee appointed by the decree was requested to draw up a plan for reorganization not only of the program of studies but for the entire internal organization and administration of the secondary school—instructional

staff, methods, subject content, examinations, grading—all that might contribute to the success of the reorganization. The new plan was to be ready for adoption in March 1946, when the new school year opened.

The month after this decree was issued, the Chilean Government signed an agreement with the Inter-American Educational Foundation, Washington, D. C., whereby a 3-year cooperative program was set up for the gradual reorganization of Chile's secondary schools. Shortly after, specialists from the United States arrived in Santiago to serve as advisers in the work of reorganization.

The committee appointed by the Minister of Public Education prepared a detailed report consisting of two parts. The first had to do with the basic principles of the new plan; the second dealt with the procedures to be followed in putting the plan into effect.

The committee pointed out that such institutions as the home, church, press, motion picture, and playground all greatly influence the adolescent's development and that the school should serve as a selective screen for these influences and a guide in the pupil's all-round development. Emphasis must be placed on the development of habits, skills, attitudes, and ideals conducive to the cultivation of a way of life based on cooperation and respect for individual personalities. Close relationships must be established between thinking and doing and their results. The secondary school should cease to be regarded as a separate and special branch of education, but should be regarded as the natural continuation of the elementary school and a necessary prerequisite to professional and vocational study.

Instruction, says the committee, should therefore revolve around the fundamental problems of everyday life—the well-known "seven cardinal principles." At the secondary level it should consist of carefully organized activities in the fields of health, social education, economic and vocational training, artistic and recreational interests, language, philosophy and science, mathematics, social studies, and the natural sciences. Pupil participation should be strongly encouraged in the organization and direction of every aspect of school life compatible with

their psychological and social maturity, and to this end adequate stimulation and guidance should be provided. In addition to activities organized in terms of fixed years or classes, there should be others organized on the basis of similar interests, abilities, and achievements, regardless of class membership.

### Three Types of Studies

To put these general principles into practice, the committees recommended a curriculum made up of three types of studies or activities. The traditional secondary school in Chile provides a 6-year course of post elementary instruction which is the same for all students. Under the new plan, some subjects are required of all students; others may be elected according to interest, ability, and need; still others are available to exceptional students in addition to their regular schedule of work. The following table gives the study plan of the new experimental secondary schools.

**Program of studies for reorganized secondary schools**

Subject	Hours a week, per school year					
	I	II	III	IV	V	VI
1	2	3	4	5	6	7
<i>Common to all</i>						
Social studies .....	4	4	4	4	4	4
Spanish .....	4	4	4	4	4	4
Natural sciences .....	4	4	4	4	4	4
Mathematics .....	4	4	4	3		
Foreign language .....	4	4	4	3		
<i>Artistic education:</i>						
Music .....	2	2	2	2	2	2
Plastic arts .....	2	2	2	2	2	2
Manual training or home education .....	4	3	2	2	2	2
Health and physical education .....	4	4	4	3	3	3
Total .....	32	31	30	27	21	21
Guidance and counseling .....	1	1	1	1	1	1
<i>Variable</i>						
Elective subjects .....	4	5	6	9	15	15
Total .....	37	37	37	37	37	37
<i>Complementary</i>						
Elective subjects .....	1-3	1-3	1-3	1-3	1-3	1-3
Total .....	38-40	38-40	38-40	38-40	38-40	38-40

The subjects included in the common-to-all program aim at developing the student's general cultural background throughout the 6-year course; but in the second cycle—the last 3 years—they also aim at educational and vocational exploration. In this part of the student's program, subject matter barriers are broken down appreciably. Social studies, for example, take in materials traditionally included in general history,

Chilean history, geography, civics, political economy, history of art and literature, psychology, and sociology. The natural sciences include activities in the fields of zoology, botany, biology, hygiene, chemistry, physics, geology, and cosmography. Manual arts and home education include dietetics; food preparation; care of the sick; exercises with cardboard, wood, and metals; repair work; interior decoration; and similar arts and techniques related to the life of the home and to industry.

New teaching procedures and new concepts of educational activity in the secondary school call for the usual activities, emphasizing the acquisition of knowledge, techniques, abilities and skills, as well as a planned program of related activities.

### Program of Related Activities

The new plan calls for a planned program of related activities. There will be classes taught by two or more teachers of different subjects. Students will engage in individual and group projects. There will be group counseling services, student government, clubs, excursions, community and school fiestas, supervised study, a physical education program, and other activities, to which all subjects of the common-to-all program make a definite contribution and in which participation is open to students of one or all classes in the school.

The 37 weekly hours required in the combination of the common-to-all and the variable programs make a heavy load, but it should be understood that both types of activities are included. The number of hours devoted to each subject in the common-to-all program decreases annually from the first to the sixth year, although it may never fall below 50 percent of the student's total weekly schedule. The hours given over to subjects of the variable program increase correspondingly from 4 in the first year to 15 in the fifth and sixth, according to counseling services, enrollment, the school curriculum, and conditions in the locality. In addition to general study of the student's educational and vocational possibilities, as indicated by records, tests, and interviews, 1 hour a week is scheduled for individual and group guidance. Exploration, orientation, and development of individual

interests are stressed in the first 3 years; guidance and preprofessional training receive increasing attention in the second 3 years.

Variable and complementary subjects may be elected in the first cycle as follows:

*First year*—4 hours of variable and 2 of complementary from the following 2-hour courses: Plastic arts I, Music or Dancing I, Industrial arts I, and Home education I.

*Second year*—5 hours of variable and 2 of complementary from the following 2- to 4-hour courses: Plastic arts II, Music or Dancing II, Industrial arts II, Home education II, Introduction to business I, Introduction to agriculture I, Second foreign language I (4-hour course).

*Third year*—6 hours of variable and 2 of complementary from the following 2- to 4-hour courses: Plastic arts III, Music or Dancing III, Industrial arts III, Home education III, Introduction to business II, Introduction to agriculture II, Second foreign language II (4-hour course).

In the second cycle, 4 different groups of variable subjects are provided—humanistic, scientific, artistic, and vocational. In keeping with the indications of the guidance services, the student devotes between one-half and two-thirds of the variable program hours to one of these groups (his major field), and the remaining half or third to one or two of the other groups (his minor). The following represents the minimum program that, according to the committee, should be provided by a small school of about 100 second cycle students.

#### *Humanistic group*

*Letters:* Grammar I and II, each 2 hours; General literature, Chilean and Spanish-American literature, First foreign language V, Second foreign language III, IV, and V, and Latin and Greek roots I and II, each 4 hours a week.

*Social studies:* Economics, 2 hours; History of Civilization I and II, History of Chile, Sociology, General and human geography, each 4 hours.

*Philosophy and psychology:* Introduction and history of philosophy and General psychology, each 4 hours.

#### *Scientific group*

Mathematics I, 4 hours, IIa, 3 hours, and IIb, 6 hours, and similar offerings in Biology, Physics, and Chemistry.

(IIa courses are designed for students who need more general knowledge of the subject; IIb courses, for those who wish to major in the subject.)

#### *Artistic group*

Plastic arts III, IV, and V, 8 hours; Music III, IV, and V, 8 hours; Literary composition

I and II, each 4 hours; and Dramatic art, 4 hours.

#### *Vocational group*

General vocational subjects I, II, and III, (carpentry, mechanics, electricity, radio, construction, etc.), 4 to 12 hours; Business I, II, and III (bookkeeping, secretarial work, typing, etc.), 4 to 12 hours; Home education I, II, III (dietetics, home economics, child care and nursing, weaving, dressmaking, etc.), 4 to 12 hours; and, where applicable, General agriculture I, II, and III, 4 to 12 hours.

In August 1945 a 6-week conference was held in the Federico Santa Maria Technical University in Valparaiso for the study of the principles of secondary school reform as set forth in the report of the planning committee.

### **Another Presidential Decree**

A second presidential decree, March 1946, provided that administrative and instructional personnel for the new experimental schools should be selected from among those who had attended the Valparaiso sessions. The same decree provided for adoption of the new plan by seven schools in Santiago, where the committee will be able to supervise

the work conveniently and without extra expense. At the discretion of the committee, other schools will be permitted to adopt aspects of the new plan 1 or 2 years at a time until all secondary schools of the Republic are affected.

The new experimental schools are now functioning and the above programs are being tried out. Teachers and administrators in all sections of the country are watching developments with interest. Inadequately trained teachers and guidance officers will have to be coached in their work; parents will have to have the new educational approach explained to them; communities will have to be shown how to cooperate with the school, and the pupils themselves will have to overcome the traditional practice of committing everything to memory—a practice in which they have been trained from their first day at school. But the committee anticipates these problems and hopes to profit by experience. Much publicity has been given to the plan and many groups of parents and teachers are discussing it.

## SECONDARY EDUCATION

### **Guide for Planning Facilities**

*A Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education* is now available from the American Association for Health, Physical Education and Recreation, 1201 Sixteenth NW., Washington 6, D. C. The price is \$1.50 postpaid, anywhere in the United States. Check or money order must be enclosed with each order.

This composite facilities guide represents the thinking of a group of authorities including school and college administrators and physical educators, community recreation leaders, architects, engineers, and city planners. It is the product of 2 weeks' intense efforts of about 65 people in a National Facilities Conference conducted on a workshop basis and sponsored by 14 organizations.

The guide is published primarily as an aid to school superintendents, their boards, park and recreation administrators and supervisors, architects, engineers, and city planners as well as

civic and professional leaders interested in functional planning of modern facilities for athletics, recreation, physical and health education.

The contents give principles, general suggestions, and recommendations on the following topics: Community planning relating to athletics, recreation, physical and health education; outdoor facilities, indoor instructional-recreational facilities, health service and health education facilities, service and administrative facilities, supplementary indoor facilities, swimming pools, stadium and field house, and general building features.

A brochure on college facilities is also expected to be available at an early date.

Frank S. Stafford, Specialist for Health Education, Physical Education and Athletics of the Division of Secondary Education, U. S. Office of Education, served as director of the workshop which produced the two above-named publications.

# WORKSHOPS IN FLORIDA ON FOOD FOR CHILDREN

by Florence E. Wagner and Vera W. Walker<sup>1</sup>

**S**UMMER WORKSHOPS for teachers in Florida had their beginnings several years ago, but they have greatly increased in size and number during the past 2 or 3 years. The demand for educational opportunities for teachers in service, together with the appropriation of funds for teachers' scholarships, led to the development of the field workshop held at various sections of the State as an extension service of the two State universities. These workshops, held for teachers from one or two counties, give the teachers who work together an opportunity to study their common problems and plan their programs for the coming year.

School lunch, as a part of an in-service training program, began with a situation in which an instructor, Mrs. Christine Tull, was provided by the Trade and Industrial Education Program to serve the conventional type of cafeteria lunch, more or less as a demonstration to school lunch personnel and to teachers attending the workshop. She had three groups of school lunch workers who worked 1 week each. They were given some instruction in nutrition and principles of cookery along with their preparation of food for the workshop.

This type of food service program soon developed into the more desirable plan for school lunch training as an integral part of the workshop program. In Pinellas County, in the summer of 1946, such a school lunch workshop was held in connection with a language arts workshop for teachers. It was directed by Mrs. Elizabeth Yearwood, Pinellas County School Lunch Supervisor, and financed by the Pinellas County School Board. There were 3 instructors for some 40 school lunch workers. A schedule was planned so that each worker spent two-thirds of her time in class work in marketing, nutrition, menu-planning, record-keeping, and the like, and one-third of her time in guided food preparation experiences. Lunches served to the teachers were of the recommended plate-lunch type, and a little nutrition information was provided in

the form of nutrition tidbits, attractive leaflets telling some interesting fact about one of the foods on the menu for the day.

A workshop having a similar organization and procedure was held in connection with the workshop for the "strawberry schools" of Polk and Hillsborough Counties in January of 1947. It was directed by the School Lunch Supervisors of the two counties, Mrs. Blanche Burns and Mrs. Audrey Davis.

During the summer of 1947, nine such workshops were held in connection with teacher workshops sponsored by the General Extension Division, the two State universities, the State Department of Education, and the County Boards of Public Instruction. Cooperating with the program were the State Board of Health, which lent one of its staff members, and General Mills, which provided funds for salaries of several school lunch and nutrition consultants for the workshops.

In all of these, the need for integrating school lunch with the total school program was seen as urgent in many school situations, and every effort was made to demonstrate by the workshop method some of the ways this can be done. General objectives for the school lunch aspects of the workshops were: To provide guided experience in planning, preparing, and serving food in quantity; to develop an appreciation of the characteristics of properly prepared food; and to develop an understanding of the nutritional and sanitary reasons for preparing food by the recommended methods.

## **Organization of the School Lunch Workshop**

The formal educational background of the school lunch workshop participants varied from fourth or fifth grade to some college work. This necessitated adapting the instruction to the level

<sup>1</sup> Respectively, School Lunch Specialist, Florida State Department of Education, and Nutrition Consultant, Florida State Board of Health.

which would meet the needs of all of the participants. Instructional methods were based on the premise that people learn best by doing, and a maximum amount of meaningful activity was provided.

The groups varied in size from 4 to 75 participants. It can thus easily be seen that dividing the group into 2 or 3 subgroups was in some cases necessary. Furthermore, in the actual food preparation classes, the number was limited to 6 participants to keep the learning situation as close to the actual situation as possible. The topics covered by each school lunch participant during the 3-week period included: Food preparation; purchasing; equipment—its construction, use, and care; record-keeping; sanitation; the value of the school lunch program in the total school program; personnel methods; and nutrition.

In order to obtain a glimpse of a workshop in action let us drive over to Smithville, where we will visit a typical county-wide workshop. As we walk into the front door of the local elementary school chosen as the site of the teacher-school-lunch workshop, we hear the buzzing of activity all around us. As we walk down the hall, we hear one of the staff members helping the Jonesville teachers work out a plan for the coming year as to how the many things they are learning in their classes in language arts, music education, community health, mathematics, child development, etc., during the workshop could best be carried out in the Jonesville School. Farther down the hall we see many of the teacher participants finger painting, learning how they can teach primary children to make pictures pleasing to the eye and expressive of a theme or feeling. We then ask where we can find the school lunch department and are told to proceed to the rear of the building. The delicious odors soon lead the way, and we enter the bright and cheery dining room, with its linoleum-topped tables and long wooden benches. On the wall are hung examples of art work suitable for decorating a school lunch department. In the kitchen we find five women, under the supervision of Miss Florence Wagner, School Lunch Specialist with the State Department of Education, busily preparing lunch for the workshop participants. In a

classroom of the school we find Mrs. Vera Walker, Nutrition Consultant for the State Board of Health, discussing the fundamentals of nutrition with the remainder of the school lunch workshop group. She is helping the women plan menus to include the basic seven food groups pictured attractively on the wall. Some of the menus planned will be used for the workshop: all are suitable for use in schools during the coming year.

After lunch we join the teachers and school lunch participants for their music appreciation period, and then accompany two of the school lunch participants to the wholesale food market where they make their necessary purchases for use in the school lunch food preparation classes.

We are told that before we arrived this morning, the school lunch workshop participants had joined the teacher participants in the morning devotional and general assembly periods. At the general assembly period, Miss Sally Kate Mims, a specialist in Child Development from a nearby southern State, spoke on "How Children Learn." This was typical of the exchange of information made possible in workshops through visiting consultants—each a specialist in his or her field.

At the Bay County workshop at Panama City there was, in addition to these typical activities, special instruction for teachers in methods of presenting "food for children" to elementary school children. Mrs. Mary Alice Banks, Professor of Elementary Methods in Nutrition at Indiana State University, was the consultant in charge of this aspect of instruction. She met with the teachers by grade groups and helped them to plan and carry on activities suited to children at various grade levels. These activities included experience in eating vegetables, in using different forms of milk, of studying plate waste in the school lunch department, and the like, always emphasizing the correlation of teaching nutrition with eating (and enjoying!) healthful foods. Emphasis was placed, too, on the joint planning of nutrition programs on a school-wide basis through cooperative efforts of all school staff members, including school lunch personnel.

Participants in these activities felt that they were extremely valuable and

expressed the hope, with which our State educators concur, that this type of experience be provided in future workshops.

### **Interpretation**

The integrated type of teacher-school-lunch workshop has resulted in a better understanding on the part of both teachers and school lunch personnel of the place of the school lunch in the total school program. Teachers have come to realize their responsibilities in teaching "food appreciation" and good food practices.

School lunch workers have developed a better understanding of the food needs of children and how to meet them with

foods of low to moderate cost, and of the methods of preparing food so that it will be healthful and appetizing. They have developed an appreciation of standards of quality for food, a certain amount of skill in purchasing and preparing food in quantity, an appreciation of the importance of adequate records, and a feeling of responsibility for the efficient and businesslike operation of a school lunch department.

School administrators, teachers, and school lunch personnel have become aware of the importance of cooperative planning for a school health program and of the responsibilities of each in carrying on a smoothly functioning program.

## **ELEMENTARY EDUCATION**

### **News Notes on Elementary Science**

**WORKSHOPS**, new courses of study, bulletins, conferences, and new curricula in teachers colleges all indicate the widespread interest in science in the elementary schools. Everybody says, "We live in a scientific age." An encouraging number of school people are taking steps to help pupils understand such an age and become adjusted to it. Following are but a few indications of this.

#### **A Museum Service**

For the past year the American Museum of Natural History in New York City has been cooperating with the New York City schools in a science curriculum research project to help teachers interpret and utilize a part of the natural environment of New York City.

Johanna M. Hopkins, assistant superintendent, and Jerome Metzner, science coordinator, New York City schools, have been primarily responsible for the study. A type-environment study was conducted of the meadow, an area in the New York Botanical Garden. A map locating the plant life, waterways, evidence of glacial action, and trails in this region has been made to assist teachers who take their classes to the museum for study.

The museum has prepared a special

ecological exhibit of a section of the meadow which shows how the glacier affected this area and the changes which have come about up to the present. The exhibit will be available for loan to schools visiting this area.

A manual is being prepared to give background information on the science resources of the area to teachers; to present the techniques involved in planning for, conducting, and following up excursions; to suggest classroom science experiences relating to the resources of the area; and to indicate implications for learnings in subjects other than science.

This study is suggestive of a project which may be carried out by teachers and pupils of any area. It also illustrates how a museum may cooperate with schools in furthering a common educational purpose. A copy of the map, "The Meadow—New York Botanical Garden," prepared by Dr. Metzner may be obtained without charge by writing to him: Department of Education, City College of New York, 17 Lexington Avenue, New York 10, N. Y.

#### **Science Club of the Air**

There are many ways to help children become acquainted with the things and forces which surround them. A study

of science is one of these ways. Through the *Science Club of the Air*, WOSU, Ohio State University, Louis Evans, the University School Science Consultant, is helping children of central Ohio become familiar with the methods of science and with the science in their environment. Each Friday at 1:45 p. m., Mr. Evans has a program based on such interesting topics as "The Seasons," "Foods Are Chemicals," "What Makes Weather," and "Animals That Lived Long Ago."

Cleveland, Ohio, public schools have a well-established radio program which is used both for teaching science and for in-service teacher training. Radio as a means of teaching science has much to offer which has not yet been explored and utilized.

### Elementary Science Emphasized at National Meetings

The National Council on Elementary Science held a regional meeting in Cincinnati, February 14, and its regular annual meeting in Atlantic City, February 22. The program of the Cincinnati meeting was based on the questions: "How do experiences in elementary science contribute to growth and development?" "How do science activities help to bring about this growth and development?" and "How can classroom teachers improve in ability to teach science?"

The program of the Atlantic City meeting was built around the theme "Helping Teachers in Service." Dr. George Haupt, president of the National Council, presided at the general session of the conference. This organization is attempting to make itself more useful to the elementary teachers of the Nation. Membership in the Council is open to any interested teacher. Louise A. Neal, Colorado State College of Education, Greeley, Colo., is secretary-treasurer.

The annual convention of the Association for Childhood Education will be held in St. Louis, Mo., April 19-23. Two study groups in elementary science are on the program. One concerns "Using Science for Democratic Living," the other "Giving Children Science Experiences."

### Smaller Schools Plan Their Own Programs

An increasing number of smaller school systems throughout the country are organizing science programs in their elementary schools. Certain similarities in their program planning seem worthy of comment. These schools believe that: (1) Local conditions (resources, pupil interests and backgrounds, teacher preparation, etc.) make it advisable to build a science program of their own or at least to make considerable change in any already existing programs used in other schools. (2) The planning involved when teachers and supervisory personnel work together pays great dividends as in-service education. (3) A course of study built cooperatively by teachers and su-

pervisors is much more likely to become an action program than one imported from another school or written in the supervisory office. (4) Teachers need help in building background materials in science subject matter and in-service voluntary meetings set up for this specific purpose are essential to a program. In these meetings there is opportunity to perform experiments and handle the kinds of materials which teachers plan to use with their pupils. (5) Whenever possible, certain teachers should be freed for a few hours a week to serve in leadership capacity in promoting this program. (6) The elementary and the secondary programs are both more successful if they are planned jointly, each considering the aims, content, and method of the other.

## Georgia Supervisors at Work

by Jane Franseth, Specialist for Rural Schools, and Mary Ellen Perkins, Supervisor, Jefferson County, Ga.



The State director of libraries helps supervisors and teachers learn about new books for children.

**O**NCE UPON A TIME a small eraser or some other object, agreed upon by the teachers in advance, was routed as quickly and as quietly as possible from teacher to teacher to announce the arrival of the supervisor in the building. The teachers found it necessary to be on guard when the supervisor arrived because she was the administrator's representative who told them what to teach and how. She came, usually unannounced, to visit the teachers and to evaluate the success with which each was able to carry out the administra-

tion's course of study. Many teachers feared the visits of the supervisor because their future depended so much on her evaluation of their work.

There was a time when this kind of supervision of schools was typical. Unfortunately, some of it is still going on. However, more knowledge about psychology of learning, an increased understanding of the meaning of democracy, and a different conception of the function of supervision have helped to change the kind of work done by the supervisor throughout the country.

The Georgia program of educating supervisors attempts to provide carefully selected prospective supervisors with the kinds of experiences which will make them better able to use the best that is known about psychology of learning and democratic living, so that their work will not be of an inspectional kind. The program provides many experiences which help to improve the supervisor's understanding of cooperative citizenship. It is itself a cooperatively developed program sponsored by the Georgia Teacher Education Council. It combines guided study and practice in supervision for prospective supervisors who have already demonstrated some superiority in teaching and leadership. There is a conscious attempt in this program to practice the principles implied in any cooperative enterprise. They learn to think of supervision as a technical service provided on a consultory basis. They learn to think of the improvement of teaching (as it is stated by Barr, Burton, and Brueckner<sup>1</sup>) not as a supervisory function in which teachers participate, but as a teacher function in which supervisors cooperate.

Through such a philosophy the supervisor has little power to get people to do things because of her title or position. For the newer conception of supervision, this is a good thing. It is not her job to see that teachers do things which the supervisor thinks should be done. It is her job to help teachers to think through what they consider best; and then, if they want it, help them do it. This does not mean that the supervisor operating according to this conception will have less influence if she really has "what it takes." She is called upon often because of her ability to help.

### ***Ideals of Service Defined***

It is, of course, not possible for any supervisor to practice perfectly the principles in which she believes, but the kind of service the Georgia supervisors are trying to give the children, teachers, and patrons of Georgia is implied in the following:

I. They make themselves available and as desirable as possible to teachers

and principals as they need or want help. The resultant activities become more of a sharing of work and responsibility than an attempt of the supervisors to direct the lives of the teachers. It is assumed that the supervisor is one of the most able people on a staff and her help may therefore be thought of as technical service given on a consultory basis. Activities which are typical of practices in such a program are:

A. Teachers' conferences are planned by teachers in terms of their own needs and goals as they see them. The supervisor may be a consultant, but not a director.

B. When they are needed, committee members are appointed, not by the supervisor, but by the teachers and principals themselves or by someone authorized by them to take such leadership.

C. The supervisor invites teachers to meetings, but she does not direct them to come. Not many meetings, if any, are called "The Supervisor's meetings."

D. The teachers and principals help decide what the supervisor should do in the schools, and when she will visit them.

E. Unsolicited advice is given sparingly, if at all.

The following are typical of the kinds of assistance sought by Georgia teachers and principals: Help in diagnosing children's difficulties and planning work which more effectively meets their needs; help in using books on a wide range of reading levels; help in working with exceptional children; help in planning library, science, and art centers; help in finding or getting additional library books; help in securing and using motion pictures; help in making classrooms more attractive; help in carrying out reading readiness activities; help in teaching reading, social studies, science, health, and arithmetic; help with discipline problems. Many teachers and principals seek help from the supervisor on emotionally charged problems dealing with their relationships with other teachers, parents, adults, or children. The supervisor often serves as a safety valve for teachers who need to tell their troubles to an understanding person. In such cases the ability to listen without giving advice is an important qualification.

II. Supervisors serve as resource people in the field of human development. Through child study groups, the teachers are learning to better understand the behavior of children. As a result, more teachers are beginning to discuss children with reverence rather than with criticism. They try to explain behavior rather than condemn it.

Supervisors try to demonstrate through their own living that they understand behavior of adults. They know that the principles of child development apply to adult development as well. They understand, for example, that all behavior is caused, whether it is in adult or child, and that the causes are usually multiple. Supervisors who really believe and understand these principles tend to become more and more patient. They know that if teachers appear lazy, indifferent, selfish, gossipy, or ignorant, there are reasons. To understand the causes, or at least to believe that there are causes, often improves very definitely the way in which a supervisor works with teachers and other adults.

III. Supervisors are resource people who help to make it possible for schools to use many agencies in the improvement of education. They help schools make the best use of such resources as the county agricultural agent, home demonstration agent, health department, welfare department, and the library. They help make available to the teacher many sources of information for which the school has need.

IV. Supervisors help provide opportunities for teachers and principals to develop initiative and creative power. They help provide a psychological atmosphere which encourages teachers to try ways that seem to have promise for improving the school program. Aiding teachers in developing their own creative abilities helps them to know better how they might provide creative opportunities for children. The good supervisor neither dictates nor thinks up ways of getting teachers to do what she thinks should be done. She may serve as a challenger so that teachers will not miss opportunities to think critically, but the final act should be of the teacher's own choosing. The teacher should feel free to challenge the supervisor in her ideas in the same way.

<sup>1</sup>Barr, A. S., Burton, William H., Brueckner, Leo J. *Supervision*. New York, D. Appleton Century, 1947.

V. Supervisors serve as guides in cooperative planning. Teachers and principals have many common problems, the solution to which they must seek together. It may be, for example, that the teachers in a county want to work together to improve health. The supervisor as a consultant helps teachers to organize themselves so that the cooperative processes can function well. As she works with people, she is constantly aware of the following facts: Every individual's contribution is worthy of respect; there must be faith in the intelligence of the people involved to work out their own solutions; everybody has a right and an obligation to share in the responsibilities and corresponding privileges.

### **Program in Operation**

A report, made by an interne supervisor at the close of her first year, will serve to illustrate the principles which the Georgia supervisors try to practice. It illustrates the way in which one supervisor is growing into her job:

"My first contact with the teachers was in a 3-hour county meeting held four days prior to the opening of school. The principals had helped the county superintendent choose the supervisor, but the purpose of supervision was not clear to many of the classroom teachers. Because I knew this to be true, I planned a very short talk explaining the purpose of supervision as I had learned to understand it during my study of supervision at the University of Georgia during the summer. The following ideas were explained:

1. Supervision is not checking on teachers, sitting in classrooms observing, and then offering criticisms.

2. Supervision is planning with teachers, helping them to set their own goals, and helping them to plan ways to meet them.

3. The teachers and supervisor should work together to increase their understanding of children and promote the best development possible for them.

4. Supervisory service will not be compulsory, but it will be available to all teachers.

"To establish good working relationships with any group of people, young or old, I must understand the individuals in the group. This is what I said

to myself. I must understand each teacher, try to learn how far she has advanced toward her goals and help her to grow from where she is. I must know as much about the teacher—her home, her training, her interests, her school conditions, her goals—as it is possible to learn.

"Several group meetings were held at the beginning of the year. In each meeting, I reiterated the explanation of the supervisory program as I had explained it to the county group. Then the teachers and I planned ways that I might help them and when. Many of the requests made by the teachers had to do with individual problems.

"Through these discussions in the fall meetings, the teachers asked for songs, poems, stories, and games for their children. Many teachers asked me to teach some songs and poems and to tell stories to the children in their classrooms. I tried to meet their requests as well as possible. Some teachers asked for library books, pieces of wrapping paper for reading charts, and other materials. I tried to locate as much of this kind of help as I could. A summary of the kinds of activities engaged in most in attempting to meet requests of teachers throughout the year was: 1. Help in selecting books to meet children's needs. 2. Exchanging books between schools when not enough were available from other sources. 3. Giving talks at P. T. A. meetings. 4. Helping teachers use the slide and motion picture projectors. 5. Helping the county nurse examine children. 6. Helping teachers inform parents of children's physical needs. 7. Helping to initiate choral reading in school. 8. Helping to develop science centers. 9. Helping teachers and children write experience stories. 10. Helping teachers conduct children's excursions. 11. Helping teachers give reading tests and to interpret the results. 12. Helping teachers secure the kind of help needed by exceptional children—the crippled, the hard of hearing, the ones with poor vision, the emotionally ill, the mentally retarded and the gifted."

### **Common Problems Solved Cooperatively**

Many of the supervisory activities have to do with the teachers' individual

problems. However, teachers have common problems on which they can work together. One teacher reports that in addition to these individual experiences, there were group projects. There was a common desire for help in art, for example. As a result, a county meeting was held in which teachers used different art media; they later met in groups to plan what they could do to help children get experiences in the field of art. Consultants from the State department of education and the University of Georgia were also called in to help in this work. As a result of this meeting many teachers began providing the children with opportunities for creative experiences in the use of tempera paint, clay, and paper. Two schools had an exhibit of the art work done during the year. Each school contributed to a county-wide art exhibit. Several hundred patrons of the county visited the exhibit and expressed their interest in helping to expand children's experiences in the creative art.

Another common request in this county was: "Can't we do something to improve reading abilities of our children?" As a result of cooperative planning and working, the 8 schools secured loans of 100 books each from the State Library Extension Service. All teachers were furnished manuals to accompany reading texts. Slides showing reading centers developed in the Georgia schools were shown in 4 places in the county, and every teacher in the county was given an opportunity to see them.

Helping the elementary teachers to develop reading centers was a major problem because of the scarcity of interesting books, but books were found. Single copies of science, social science, health, and reading texts which were on the State-adopted list were secured from the State department of education. From these, some books were selected for each elementary classroom. The set in each case included books on different reading levels, many easy ones. A few library books were purchased. The available books were divided on the basis of the number of pupils enrolled. A few more than the number of pupils in the room were provided. In most instances when a box of books was brought to a room, the teacher, pupils,

and the supervisor planned ways to use them, to share them, and to take care of them. Reading centers were not developed in all of the rooms, but there are now some in every school. Not all of the teachers saw a need for reading centers. Some rooms were too crowded. The space was too limited for extras.

Reading problems became the topic for special study in one of the county teachers' meetings. Primary teachers wanted to learn how to make and use experience charts. The supervisor helped them share their own ideas about making them. She offered some ideas of her own. Upper elementary teachers received help from a reading demonstrator from one of the publishing companies. The high school teachers planned a testing program to help diagnose their reading problems. Later, the Iowa Silent Reading test was given to all high school children. The teachers then studied the results and began making plans to improve the reading in the high schools.

A counselor from the University of Georgia worked with the interne supervisor who made the foregoing report. She visited the county eight or nine times during the year. She sat with the interne supervisor many times to discuss ways of working with teachers and principals. She also helped by actually planning with groups, so that the new supervisor could observe her as she worked with teachers. All the help given by the consultant was determined by the requests made by the interne supervisor and the county staff.

The small eraser announcing the arrival of the supervisor is no longer necessary. More often than not, the supervisor arrives at school upon the invitation of a teacher or teachers, or principals, for the purpose of rendering some special service. Sometimes she stops at school to find out if there is any special service which she can render. Sometimes she asks for permission to observe a particular project in which she is interested. Sometimes a schedule of supervisory visits is planned by teachers and principals for a period of a month or so in advance. Evaluation goes on, but everybody concerned participates in it. Supervision is a service provided on a consultory basis to improve education for the rural children of Georgia.

PRESIDENT TRUMAN in two messages to Congress during recent weeks has urged the acceptance, jointly with State and local governments, of Federal responsibility for extending the benefits of American education. These references occur in *The State of the Union* message, January 7, and in *The Economic Report of the President*, January 14. Pertinent passages from each message follow:

### **From The State of the Union Message**

Another fundamental aim of our democracy is to provide an adequate education for every person.

Our educational systems face a financial crisis. It is deplorable that in a nation as rich as ours there are millions of children who do not have adequate schoolhouses or enough teachers for a good elementary or secondary education. If there are educational inadequacies in any State, the whole Nation suffers. The Federal Government has a responsibility for providing financial aid to meet this crisis.

In addition, we must make possible greater equality of opportunity to all our citizens for an education. Only by so doing can we insure that our citizens will be capable of understanding and sharing the responsibilities of democracy.

### **From The Economic Report of the President**

With a higher average of competence required by our economy, the most urgent educational problems now center in the elementary and secondary schools. It is here that boys and girls receive their basic training and prepare themselves to absorb more specialized training.

The number of children of school age is increasing far more rapidly than had been estimated before the war. In 1940, there were 27.6 million children between the ages of 6 and 17; by 1955 there will be more than 33.3 million. By 1955, school enrollment should be more than one-third above the 1940 level.

In the face of this need, our educational plant is desperately inadequate. State school officials report minimum needs for 7.5 billion dollars of capital outlays for elementary and secondary schools—twice as great as total construction expenditures for all levels of education during the decade of the 20's. Due largely to low salaries, the number of trained teachers is not keeping up

with the increasing need. These shortages in plant and personnel are much more serious in some regions than in others. While the 10 States with the highest per capita incomes are spending about \$177 annually for each school child, the 10 States with the lowest per capita income are spending only about \$64.

This maldistribution of educational opportunities is both result and cause of differences in wealth and income in the several areas. Some of the States that are paying least per capita for education are devoting a higher percentage of their total revenues to educational purposes than others with higher per capita outlays. Federal aid to elementary and secondary education should contribute to that equalization of opportunity in various parts of the country which will fit our youth for living and working in the kind of economy that we shall have when they are grown.

A large proportion of the young people who are now crowding the elementary schools will progress through high school and enter college after 1955. They will replace the veterans who are now in college. Compared with an enrollment of 1.4 million when the war started and a current enrollment of 2.4 million, we should now plan for an enrollment by 1960 of 4 to 5 million students in an expanded and improved system of higher education.

I urge the Congress to consider a comprehensive program of Federal aid to education and to enact immediately assistance to elementary and secondary schools.

### **Teacher Certification**

*(From page 21)*

ditions have also been relatively modest. The competitive place of teaching in the employment market is still not very favorable. Consequently, the supply of newly prepared teachers and of teachers in preparation is still inadequate to meet the present and future needs of the elementary schools, where approximately two-thirds of all public school teachers are employed. Only if the campaign of public information which has been so helpful in leading to recent modest gains in the improvement of teaching service is continued with vigor, is there real promise for widespread and important advances in teacher certification standards during the next biennium.

# EDUCATORS' BULLETIN BOARD

## NEW BOOKS and PAMPHLETS

### Adult Education

*The Armed Services and Adult Education.* By Cyril O. Houle, Elbert W. Burr, Thomas H. Hamilton, and John R. Yale for the Commission on Implications of Armed Services Educational Programs. Washington, D. C., American Council on Education, 1947. 257 p. \$3.

Analyzes the experiences of the Armed Services in their several off-duty educational undertakings and studies their implications for the advancement of civilian adult education. Topics of special interest include correspondence study, direct individual and group instruction, Army posthostilities schools, orientation and information, literacy training, guidance and motivation, investigations and evaluation.

*Letter Writing for You.* By Marguerite Tolbert and Sarah Withers. Columbia, S. C., State Department of Education, 1947. 111 p. Illus.

Presents a bulletin to be used by the teacher and the student. The authors have geared the content to the interest and abilities of adults who are in need of remedial work in letter writing and other related topics in English.

### Mathematics

*"Arithmetic 1947."* Papers Presented at the Second Annual Conference on Arithmetic Held at the University of Chicago, June 30, July 1 and 2, 1947. Compiled and edited by G. T. Buswell. Chicago, The University of Chicago Press, 1947. 73 p. (Supplementary Educational Monographs, No. 63). \$1.50.

Emphasizes teaching; aims to show how the best in present educational theory may be exemplified in practices of teaching arithmetic.

*Surveying Instruments, Their History and Classroom Use.* By Edmond R. Kiely. New York, Bureau of Publications, Teachers College, Columbia University, 1947. 411 p. Illus. (19th Yearbook of the National Council of Teachers of Mathematics.) \$3.

Traces the history of surveying instruments from the earliest times, discusses the development of practical geometry in the

schools, and the applications of geometry, trigonometry in simple surveying. A comprehensive bibliography is appended.

### Spiritual Values

*Spiritual Values in the Elementary School.* Twenty-sixth Yearbook. Washington, D. C., Department of Elementary School Principals, National Education Association, 1947. 351 p. Illus. (The National Elementary Principal, Vol. 27, No. 1, September 1947). \$3.

Considers spiritual values as including ethical, esthetic, and emotional experiences that help to elevate and liberate the human spirit. Designed as a case book of practice rather than a discussion of theory. Describes school programs representative of the thought and effort now being given in the elementary schools of the United States to spiritual values through experiences in good living.

### "Education for Our Time"

Survey Graphic, November 1947. Special Issue: *Education for Our Time*. 66 cents single copy. (Address: Survey Graphic, 112 East 19th St., New York 3, N. Y.)

This issue is devoted to the American educational system today and its postwar responsibilities. Includes articles on all phases of education, the preschool years, maladjusted children, the high schools, the campuses, adult education, UNESCO, and "the long view—education must save freedom, the enduring goal."

## 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.

### Textbooks

*The Catholic Church and History Textbooks in the United States.* By Cornelius K. Hannigan. Master's, 1947. Boston University. 64 p. ms.

Discusses Catholic textbooks prior to 1840; early Catholic history textbooks, 1840-1880; Protestant reaction, 1880-1900; and Catholic and history textbooks in the twentieth century. Concludes that both Protestants and Catholics are seriously concerned with the teaching of history to children in the schools and have tried to see that their textbooks contain what they believe to be historical truth.

*The Civil War Period in the Widely Used Junior High School American History Textbooks.* By John D. Koontz. Master's, 1947. George Washington University. 118 p. ms.

Studies the personages, dates and battles, the supplementary reading lists recommended for pupils in 10 recently published junior high school American history texts with the idea of compiling a bibliography of pupil readings on the Civil War.

*A Determination of the Principles and Experiments of Physical and Biological Science Found in Four Ninth Grade Textbooks of General Science.* By Manning S. Case. Master's, 1947. Boston University. 94 p. ms.

Develops criteria for the selection and analysis of the four general science textbooks. Reveals that some authors of current texts of general science still attempt to teach factual matter without showing its relationship to principles of science; and that textbooks are written to be used in any section of the country rather than being adapted to specific regions.

*Fables, Fairy and Folk Tales, Myths and Legends in Selected Third Grade Readers.* By Mary B. Lucas. Master's, 1947. George Washington University. 57 p. ms.

Analyzes 30 third grade readers published between 1887 and 1946, studying 10 books published in each of the periods: 1887-1903, 1907-1926, and 1927-1946.

*Making the American Mind. Social and Moral Ideas in the McGuffey Readers.* By Richard D. Mosier. Doctor's, 1946. Teachers College, Columbia University. 207 p.

Gives a brief sketch of the life of William H. McGuffey and the social and cultural background of his readers. Finds that the readers deal with a heritage of ideas much older than the readers themselves. Concludes that they are the studied and articulate reflections of a civilization dominated by middle-class ideals.

*A Study of Selected Phases of Fifth Grade Reader Content, 1890-1945.* By Helen R. Maguire. Master's, 1947. George Washington University. 63 p. ms.

Studies the use of selected literary writings, fairy tales, legends, fables and myths included in 30 fifth grade readers published during the periods: 1890-1900, 1918-1928, 1935-1945.



## 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

#### School Transportation Insurance. Legal Bases and Current Administrative Policies.

Washington, U. S. Government Printing Office, 1948. 34 p., illus. (Pamphlet No. 101.) 15 cents.

One of a series of reports which collectively represent a comprehensive survey of the field of pupil transportation. Sets forth the transportation insurance situation in each of the States, primarily its legal status as indicated by statutory law and court decisions.

#### Index, School Life, Volume XXVIII, October 1945-July 1946.

Washington, U. S. Government Printing Office, 1947. 12 p. Free.

### New Publications of Other Agencies

#### DEPARTMENT OF AGRICULTURE

##### The Use of Disinfectants on the Farm.

By Frank W. Tilley, Bureau of Animal Industry.

Washington, U. S. Government Printing Office, 1947. 17 p. (Farmers' Bulletin 1991) 10 cents.

Indicates briefly the properties and uses of some disinfectants that are commonly used about the household and the farm but does not attempt to cover the entire field.

#### DEPARTMENT OF LABOR

**Occupational Guide Series.** Prepared by the United States Employment Service.

Washington, U. S. Government Printing Office, 1947-48. 5 cents per part; special quantity rates.

Counseling tools consisting of two folders on each occupation—(1) a job description and (2) labor market information. It is planned to issue descriptions of approximately 75 occupations; more than 25 have been completed. Professions are not included.

#### Equal Pay for Women.

Prepared by the Women's Bureau.

Washington, U. S. Government Printing Office, 1947. 8-page folder. (Leaflet No. 2, 1947.) Single copies free from Women's Bureau; \$1.75 per hundred from Superintendent of Documents.

Outlines the principles of a rate based on the job and of equal-pay legislation.

#### DEPARTMENT OF STATE

##### Cooperation in the Americas; Report of the Interdepartmental Committee on Scientific and Cultural Cooperation, July 1946-June 1947.

Washington, U. S. Government Printing Office, 1948. 146 p. (Publication 2971; International Information and Cultural Series 1.) 40 cents.

Discusses scientific and technical projects, loan of experts and technicians, exchange of persons, cultural centers, United States libraries, American schools, exchange of special information and materials, laws and agreements, summary of programs of the year.

##### Nazi-Soviet Relations, 1939-1941: Documents from the Archives of the German Foreign Office.

Washington, U. S. Government Printing Office, 1948. 362 p. \$1.

Includes political relations documents published in full for the first time, texts of agreements.

#### LIBRARY OF CONGRESS

##### Rules for Descriptive Cataloging in the Library of Congress. Descriptive Cataloging Division. Preliminary Edition.

Washington, U. S. Government Printing Office, 1947. 125 p. 50 cents; order from Card Division, Library of Congress.

Rules presented make possible extensive study and criticism by the library profession.

**The Story Up to Now; The Library of Congress, 1800-1946.** By David C. Mearns.

Washington, U. S. Government Printing Office, 1947. 226 p. (13 illustrations and Index.) Free.

Reprinted from the *Annual Report of the Librarian of Congress for the Fiscal Year Ending June 30, 1946*, with the addition of illustrations and a slight revision of text.

#### PRESIDENT'S COMMISSION ON HIGHER EDUCATION

##### Higher Education for American Democracy; A Report of the President's Commission on Higher Education.

Washington, U. S. Government Printing Office, 1947-48.

- Vol. I. Establishing the Goals. 103 p. 40 cents.
- Vol. II. Equalizing and Expanding Individual Opportunity. 69 p. 35 cents.
- Vol. III. Organizing Higher Education. 74 p. 30 cents.
- Vol. IV. Staffing Higher Education. 63 p. 25 cents.
- Vol. V. Financing Higher Education. 68 p. 25 cents.

#### Juvenile Delinquency

LOCAL ACTION for the reduction of delinquency is being urged by the National Conference on Prevention and Control of Juvenile Delinquency.

In A PROCLAMATION President Truman has called "upon the people of the United States, in their homes and churches, in the schools and hospitals, in social welfare and health agencies, in enforcement agencies and courts, in institutions for the care of delinquent juveniles, and in their minds and hearts, to act, individually and together, for the prevention and control of juvenile delinquency, so that our children and youth may fulfill their promise and become effective citizens in our Nation."

The President further urges prompt response to the call of the National Conference on Prevention and Control of Juvenile Delinquency by preparing for, and holding, during April this year, State and community conferences throughout the country, on the general pattern of the National Conference.

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# School Life

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**Volume 30, No. 3, May 1948**

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## 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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# Putting Human Relations in the Classroom

by Kenneth O. Warner, Executive Assistant to the Commissioner

NOT LONG AGO I read an article in a medical journal that had some magnificent pointers adaptable for teachers. Dr. Alan Gregg, Director of The Medical Sciences Division, Rockefeller Foundation, indicated regretfully that a significant number of our doctors are trained to regard their patients as so many scientific "cases"; just so many sets of bones or tissues or organs, perhaps, that exist as complete entities in themselves—quite apart from any such thing as personality—to be treated by intellectual formulations of biochemistry, or by the scalpel, or by machine. "In neither time nor budget does any medical school of my acquaintance reflect as yet the importance of psychological medicine to the work of the physician," writes Dr. Gregg.

As I heard another doctor put it, "We can so easily forget that the doctor-patient relationship may be a specific medicine in itself." And it is perfectly true that the doctor who ignores the cogent psychological overtones involved in disease is not the doctor who can give us all we want or need in illness. Something is missing. I think of it as a humanized dimension.

It may also be missing in teacher education and in the teacher-pupil relationship. The educational needs of boys and girls certainly lie beyond what syntax and logarithms have to offer.

## Syllabus Versus Bill and Pete and Mary

It is a good idea for us teachers to remind ourselves every morning, as regularly as we drink our breakfast coffee, that all the knowledge this side of heaven is pretty barren stuff if it is doled out without humanity. As I see it, a teacher may be able to quote yard lengths of esoteric methodology and not be able to teach.

What if the teacher hews to a syllabus, does exact a quota of 10 problems daily from Bill and Pete and Mary in order not to fall behind the pace set by the syllabus? Is she teaching *for* the syllabus or *for* Bill and Pete and Mary?

Wouldn't it be better teaching to ventilate that syllabus with the breath of humanity? A little natural recognition that every student who troops into class brings his own cargo of human problems with him? A consuming case of puppy love, perhaps, or a family problem, or an anxious question, or a tempting daydream, or a timid hope? Surely any teacher who is interested in her students as people respects what goes on in a child's mind.

Teachers, not one whit less than doctors, must observe and practice the principles of human relations before they can meet the needs of those they serve. Moreover, teachers have a stunning advantage that no other profession on earth can match: they can also teach the art of human relations.

Such a subject will not yield to any such accommodating 1-2-3 pattern as arithmetic. But, paradoxically, it may nevertheless be easier to put across fully and positively. Why? Because practically every minute of every class hour teachers have a constant method for instructing boys and girls in how to behave toward others. That method is example. Example is more powerful than precept, and far more powerful than words.

## Teaching the Art of Living

Let's consider a teacher whose work I know well. She really appreciates to the fullest the total personalities of the varied human-

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Educators attending conference on Zeal for American Democracy program discuss urgent need to strengthen American democracy through the schools and colleges.

# National Conference on Zeal for American Democracy

by Edwin H. Miner, Associate Commissioner

**A**T A CONFERENCE on the *Zeal for American Democracy Program*, called by the U. S. Office of Education in Washington, D. C., on March 9-10, 22 leading educators from various parts of the United States met to discuss the urgent need for alerting Americans to the developing world crisis and helping meet it by strengthening American democracy through the schools and colleges.

In a vigorous resolution that calls upon American schools and colleges to

devote immediate and increased attention to developing zeal for American democracy, the Conference urged specific steps to assure the fullest possible understanding by students and other citizens of the threats of totalitarianism:

Whereas, American democracy is a way of life which respects more than any other the sanctity of the individual, contains the potential for ever increasing self-improvement and, in the long run, best serves all mankind;

Whereas, universal education designed to attain the goals of American democracy is essential for the complex development of democratic behavior in every individual;

Whereas, the increasing tensions in world affairs create an urgent need for alertness by Americans to a possible crisis;

Whereas, under an appropriation made by Congress, the United States Office of Education has inaugurated a movement to strengthen American

democracy in and through the schools and colleges of the land;

Whereas, the Citizens Federal Committee on Education has requested the schools to broaden democratic understandings, deepen democratic loyalties, and help fashion democratic habits of thought, feeling, and conduct, so that American citizens may play a decisive and positive part in reversing the undemocratic trend in world affairs;

Whereas, the National Council of Chief State School Officers has in two statements urged its members in their respective States to create a climate of opinion which will encourage teachers to strengthen their teaching of democracy and to present facts about totalitarianism so that all may see clearly its purpose and efforts to subvert all American freedoms;

Whereas, the National Council for the Social Studies has pledged itself to continue to devote leadership to furthering education in this country for peace and world understanding;

*Therefore*, be it resolved that this Conference on Zeal for American Democracy:

A. Recommend to American schools and colleges that they devote greater attention to planning and implementing the long-range program of developing zeal for American democracy by:

1. Teaching the meaning of democracy—both its simple basic concepts and their implications for all segments of American life.

2. Strengthening basic loyalty to and trust of fellow citizens to an extent that the courage, vitality, and unity of American democracy will grow and endure and withstand all attempts to divide our people.

3. Educating students to such a high sense of civic duty that they will feel that public service is an honorable obligation of the democratic citizen and that they will choose representatives who are responsible and worthy of their faith.

4. Fostering the creative spirit of democracy in people's lives, so that wholesome personalities will be developed and the dignity and value of the individual human being will be exalted.

5. Teaching the basic skills and developing the individual powers and desirable social attitudes that an effective

participant in a democracy must have.

6. Instilling a respect and constant search for truth.

7. Developing grateful appreciation of the sacrifice and service given by men and women throughout our history, in the origins, development, and continuance of our democracy.

B. Urge the *immediate* adoption, especially in upper elementary grades, secondary schools, and colleges, of the following specific steps to assure the fullest possible understanding by students and other citizens of the implications of the developing world crisis and of the need for strengthening American democracy:

1. Stimulate every student in the school to think out his definition of democracy, and classes and school systems to work together on jointly accepted definitions; and then to evaluate the practice of democracy in the light of the understanding expressed.

2. Adapt current classroom programs to teach understandings about threats to our democracy and world peace. The social studies and the communication arts subjects especially lend themselves to such efforts.

3. Institute frequent assembly programs to inform students of the development of world events. (Map talks are particularly helpful.)

4. Introduce units of study showing how undemocratic forces endeavor to infiltrate American institutions and organizations.

5. Appoint a member of the faculty, preferably an alert social studies teacher, to correlate the activities of the school program to develop zeal for American democracy.

6. Provide concrete and practical ways to practice democracy in the school—both in class and in out-of-class activities—so that students and teachers may put into daily use what they learn about democratic concepts and values.

7. Encourage the widespread use in schools and colleges of daily, weekly, and monthly newspapers and magazines, especially periodicals designed for classroom use.

8. Utilize radio programs on current events in classroom work.

9. Plan 1948 commencement programs concerned with strengthening American democracy.

10. Cooperate with local organizations and use all possible community resources to vitalize school and adult programs.

11. Stimulate local, State, and regional conferences being held during 1948 by both lay and professional organizations to include in their plans and programs consideration of the world crisis and how American democracy can meet it.

### Conference Members

Persons attending the Conference included State school officers, teachers and administrators from elementary and secondary schools, colleges, and universities, and representatives from the U. S. Army Education Branch, T. I. & E. Division, and the National Student Association. The list follows:

JOHN ASELTINE, Principal, San Diego High School and Dean of Junior College, San Diego, Calif.

ETTA ROSE BAILEY, Principal, Maury Elementary School, Richmond, Va.

JOHN BOSSHART, State Commissioner of Education, Trenton, N. J.

RUSSELL COOPER, Assistant Dean, Junior College, University of Minnesota, Minneapolis, Minn.

BURGIN E. DOSSETT, State Commissioner of Education, Nashville, Tenn.

CLIFFORD DURMAN, Curriculum Coordinator and Principal, Junior High School, Hinsdale, Ill.

LT. COL. HARRY ECKHOFF, Army Education Branch, Troop Information and Education Division, War Department Special Staff, Washington, D. C.

W. FRANCIS ENGLISH, Associate Professor of History, University of Missouri, Columbia, Mo.

CLYDE A. ERWIN, State Superintendent of Public Instruction, Raleigh, N. C.

JAMES HANLEY, Superintendent of Schools, Providence, R. I.

MERRILL HARTSHORNE, Executive Secretary, National Council for the Social Studies, National Education Association, Washington, D. C.

EARL T. HAWKINS, President, State Teachers College, Towson, Md.

CLYDE HISSONG, State Superintendent of Public Instruction, Columbus, Ohio.

RICHARD B. KENNAN, Secretary, National Commission for the Defense of Democracy Through Education, National Education Association, Washington, D. C.

REV. WILLIAM E. McMANUS, Assistant Director, Department of Education, National Catholic Welfare Conference, Washington, D. C. (represented by delegate).

LLOYD MICHAEL, Principal, Garden City High School, Garden City, Long Island, N. Y.

NATALIE OUSLEY, Teacher, Emerson High School, Vice President, American Federation of Teachers, Gary, Ind.

CLARENCE E. POUND, Superintendent, Vigo County Schools, Terre Haute, Ind.

WAYNE O. REED, State Superintendent of Public Instruction, Lincoln, Nebr.

COL. WALTER SEWELL, Army Education Branch, Troop Information and Education Division, War Department Special Staff, Washington, D. C.

MYRTLE TOWNSEND, Helping Teacher, Camden County Public Schools, Camden, N. J.

WILLIAM B. WELSH, President, U. S. National Student Association, Madison, Wis.

CLANTON WILLIAMS, Professor of History, University of Alabama, University, Ala.

### **Strengthening American Democracy**

The highlight of the opening session of the Conference was a talk by Reuben H. Markham, staff correspondent on foreign affairs of the *Christian Science Monitor*. He discussed "Is Communism a Threat to American Life," and described Communist methods of infiltration and taking-over of Balkan states.

John W. Studebaker, U. S. Commissioner of Education, explained the purpose of the Conference and asked Conference members for advice and assistance on the program for strengthening American democracy in schools and colleges.

The Conference spent three half-day sessions discussing how the Office of Education can implement its program. It advised in detail on specific materials and aids to be fostered or prepared by the Office to offer to schools and colleges for use in planning programs for democratic education.

The Conference revealed the widespread awareness of representative educators of the urgent need for extending programs for strengthening democracy. The practical guidance by these people engaged in education at all levels will make it possible for the Office of Education to gear its program to meet the needs of the schools and colleges of the Nation.

## **Human Relations**

(From page 2)

ity—some forty-odd adolescents—sitting in front of her 6 hours a day. She has an instinct for sizing up youngsters as whole individuals because she likes them. This teacher would never see her group as so many "pupils," so many containers equal to holding so much knowledge. Nor would she be likely to pounce on a recalcitrant student with a shallow moral judgment. If Mary fell asleep in the middle of history class, this teacher would want to know *why*. Did Mary have to "baby sit" late last night to earn a dollar? Or was her mother ill during the night? Or did Mary have to get up too early and help with the family wash? (How easy it would be simply to say that Mary is "lazy" or "bad.")

The same goes for Al. Suppose that Al, for no apparent reason at all, is suddenly, surprisingly, impudent. He blushes miserably and after class he apologizes. But then he *was* impudent. Why? The teacher seeks for the explanation. Is Al still smarting from something that happened before class, perhaps at home? Is he striking out blindly and over-reacting at 10 a. m., say, because his father rebuked him severely at 8 a. m.? Could resentment be contained only so long before somebody caught the full brunt of it?

The teacher who recognizes entirely inappropriate behavior for what it is, and who helps her students to understand their own confusion, is helping to condition their social behavior. In short, she is teaching them the art of living; and, if she has to, she'll "neglect" her syllabus in order to do it.

### **Oversimplification? Of Course**

Actually, of course, since the learning process stalls or breaks down completely when children are emotionally unprepared or disturbed, the teacher who gives priority to personal problems is doing the single most efficient thing a teacher can do. We all know that children who are not ready to learn at the same time that a subject is ready to be taught can be dishearteningly quick about rejecting our efforts. On the other hand, we also know—if only we remember it every morning with that cup of coffee—that if we just take the

time to help orient them emotionally and help them resolve their emotional disturbances, they will reward us with a high tribute: they will learn much faster, and better, in the long run.

Have I oversimplified? Of course I have. In discussing such an emotional utopia, where children are literally *free* to learn, I am aware that I have not acknowledged the many obstacles and frustrations our Nation's teachers are up against today. Taking time out for helping 50 children—or 200 children—untie their emotional knots may at times be an utter impossibility. Further, certain problems may be far too complicated for teachers to handle. Teachers are not psychiatrists, and it would be exceedingly dangerous for them to try to be. We must be sure, in discussing children's emotional problems, that we are referring to the common garden variety that flourishes with the typical child in the typical group. *Not* problem children, mind you—but children with problems. *Those*, I am convinced, we can do something about perpetually by a matter of our attitude and as often as we can humanly manage by direct personal cooperation and understanding.

### **No More Important Question Than Human Relations**

I have said that knowledge without humanity is barren. Now let me say further that it may be worse than useless. The whole world is still shattered because knowledge without humanity may also be wantonly dangerous. Not one of us needs to be told that a world which esteems technology more than it esteems humanity may have brought itself to the very brink of self-destruction. There can be no more important question asked of our teachers today than questions having to do with human relations.

In practicing the art of human relations teachers are holding up exemplary attitudes of being *against* quick moral judgments and *for* understanding; of being *against* steely impersonality and *for* trusting relationships; of being *against* passive resistance and *for* humane and cooperative living. To my way of thinking, there you have the proper kind of humanized dimension held up to the group in an unmistakably positive way.

# Administration of School Health Services

by Cyrus H. Maxwell, M. D., Chief, Administration of School and College Health Services

**R**EPEATEDLY the question is raised as to which trend the administration of school health work is taking—is it toward the health departments or toward boards of education? A short review of the literature may not show any marked trend one way or the other but does show an encouraging increase in interest in school health by both school and health authorities, particularly by the latter.

The medical and dental professions, school authorities, health departments, and other official and nonofficial agencies such as Parent Teachers' Associations have been working in joint committees and in other ways to bring about closer coordination of the school health program with the general community health program and with resulting improvement of both—certainly a desirable "trend."

## Historical Development

In discussing the history of the school health program, Keene<sup>1</sup> states, "In practically all foreign countries it" (the administration of school health services) "rests in the national board of education, and always has so rested. In the United States, whereas the work was started as a board of health activity, it has gradually become, because of the broadening scope and because of the better organization of those in control of the schools, a board of education function, so that at the present time the vast majority of the communities carry on this activity under the board of education."

## Legal Responsibility

Twenty-six States had laws on school medical inspection or health service in 1915.<sup>2</sup> The responsibility for administration was placed on school authorities in 18 States, on health authorities in 2

States, on either in 1 State. In 5 States the responsibility was not stated. No statement is made as to whether this is State or local responsibility.

## Legal Responsibility—State Administration

World War I gave impetus to the school health legislation and by 1920, thirty-nine States had laws making mandatory or permissive school health services.

Information is available to indicate where the responsibility has been placed from 1920 to 1945 in State and local levels. Table I gives the State authority shown by various studies since 1920.

**Table I.—Responsibility for administration of school health service by number of States in specified years**

Department responsible	1920 <sup>1</sup>	1934 <sup>2</sup>	1941 <sup>3</sup>	1946 <sup>4</sup>
1	2	3	4	5
Education.....	11	12	11	11
Health.....	6	11	8	8
Joint.....	9	9	11	13
Not stated.....	13	16	17	13
Education and welfare.....			1	1
Total.....	39	48	48	46

<sup>1</sup> U. S. Office of Education. *Biennial Survey of Education, 1920-1922*. Washington, U. S. Government Printing Office, p. 163.

<sup>2</sup> U. S. Office of Education. *State-Wide Trends in School Hygiene and Physical Education*. By James F. Rogers. Washington, U. S. Government Printing Office, 1934, p. 14.

<sup>3</sup> U. S. Office of Education. *State-Wide Trends in School Hygiene and Physical Education*. By James F. Rogers. Washington, U. S. Government Printing Office, 1941, p. 12.

<sup>4</sup> U. S. Office of Education. *State Administration of School Health, Physical Education and Recreation*. By Frank S. Stafford. Washington, U. S. Government Printing Office, 1947, p. 22. (Bulletin 1947, No. 13.)

<sup>5</sup> State authority, especially as regards the department of health, is seldom more than that of preparing blanks for examinations.

No particular trend toward one or the other authority is shown by this table.

## Legal Responsibility—Local Administration

A summary of the legal authority for local administration in the States in the past 28 years is shown in table II.

Certainly the overwhelming number places the responsibility on the local schools to provide the health service.

**Table II.—Local administration of school health services by number of States for specified years**

Responsible authority	1920 <sup>1</sup>	1934 <sup>2</sup>	1941 <sup>3</sup>	1946 <sup>4</sup>
1	2	3	4	5
Education.....	24	30	33	34
Health.....	4	7	4	4
Joint.....	4	1	2	2
Either.....	2		1	1
Not stated.....	2	9	7	4
Health or joint.....	1			
County or joint.....	1			
County court.....		1	1	1
Education or health (varies with size).....	1			
Total.....	39	48	48	46

<sup>1</sup> U. S. Office of Education. *Biennial Survey of Education, 1920-22*. Washington, U. S. Government Printing Office, p. 163.

<sup>2</sup> U. S. Office of Education. *State-Wide Trends in Hygiene and Physical Education*. By James F. Rogers. Washington, U. S. Government Printing Office, 1934, p. 14.

<sup>3</sup> U. S. Office of Education. *State-Wide Trends in Hygiene and Physical Education*. By James F. Rogers. Washington, U. S. Government Printing Office, 1941, p. 12.

<sup>4</sup> U. S. Office of Education. *State Administration of School Health, Physical Education and Recreation*. By Frank S. Stafford. Washington, Government Printing Office, 1947 p. 22. (Bulletin 1947, No. 13.)

## School Health Services in Cities

The responsibility for the administration of school health services in cities is shown in small, medium-sized, and large cities separately, in tables III, IV, and V.

**Table III.—Administration of school health services in cities from 10,000 to 30,000 population for specified years, by percent.**

Responsible agency	1922 <sup>1</sup>	1930 <sup>2</sup>	1940 <sup>3</sup>
1	2	3	4
Education.....	77.3	76	75
Health.....	9.2	16	9
Joint.....	11.0	5	16
Private.....	1.2	2	
Not stated.....	1.2		
Education or health and private.....		1	
Total.....	99.9	100	100

<sup>1</sup> Report of Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, New York, 1922, p. 4. (This column is limited to cities of 10,000 to 25,000 population.)

<sup>2</sup> U. S. Office of Education. *School Health Activities in 1930*. By James F. Rogers. Washington, U. S. Government Printing Office, 1931. (Pamphlet No. 21)

<sup>3</sup> U. S. Office of Education. *Health Services in City Schools*. By James F. Rogers. Washington, U. S. Government Printing Office, 1942.

No particular trend is shown in the matter of administrative controls.

There is a slight trend toward health department administration in the group of cities shown in table IV but the administration is still largely under boards of education.

<sup>1</sup> *Physical Welfare of the School Child*. Keene, Charles H., M. D., Boston, Houghton, Mifflin Company, 1929.

<sup>2</sup> U. S. Office of Education. *Report of the Commissioner of Education for 1915*. Washington, U. S. Government Printing Office, 1915, p. 419.

**Table IV.—Administration of school health services in cities from 25,000 to 100,000 population for specified years, by percent**

Responsible agency	1922 <sup>1</sup>	1930 <sup>2</sup>	1940 <sup>3</sup>
1	2	3	4
Education.....	77	78	71
Health.....	10	14	23
Joint.....	10	5	6
Private.....	2	—	—
Education, health and other.....	—	2	—
Not stated.....	1	—	—
Health and other.....	—	1	—
Total.....	100	100	100

<sup>1</sup> Report of Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, New York, 1922, p. 4.

<sup>2</sup> U. S. Office of Education. *School Health Activities in 1930*. By James F. Rogers. Washington, U. S. Government Printing Office, 1931. (Pamphlet No. 21.) (This column is limited to cities of 30,000 to 100,000 population.)

<sup>3</sup> U. S. Office of Education. *Health Services in City Schools*. By James F. Rogers. Washington, U. S. Government Printing Office, 1942. (This column is limited to cities of 30,000 to 100,000 population.)

**Table V.—Administration of school health services in cities of 100,000 or more population for specified years, by percent**

Responsible authority	1922 <sup>1</sup>	1930 <sup>2</sup>	1940 <sup>3</sup>
1	2	3	4
Education.....	51	60	70
Health.....	27	26	20
Joint.....	22	14	10

<sup>1</sup> Report of Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. New York, 1922, p. 4.

<sup>2</sup> U. S. Office of Education. *School Health Activities, in 1930*. By James F. Rogers. Washington, U. S. Government Printing Office, 1931 (Pamphlet No. 21).

<sup>3</sup> U. S. Office of Education. *Health Services in City Schools*. By James F. Rogers. Washington, U. S. Government Printing Office, 1942.

The apparent trend toward education authority in 1940 may be partly accounted for by the addition in 1940 "to cities of the first class from the second, which in 1930 had a proportion of 78 percent administered by the department of education."<sup>3</sup>

Wheatley<sup>4</sup> summarizes the administration in the cities of various sizes in the following table:

**Table VI.—Responsibility for administration of school health service in urban communities, by population group<sup>1</sup>**

Responsible agent	Over 100,000		30,000-99,999		10,000-29,999	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Board of education.....	47	65	114	71	345	75
Health department.....	22	31	36	23	41	9
Joint.....	3	4	9	6	75	16

<sup>1</sup> Based on data contained in a study, "Present Status of School Health Service and the Necessity for Health-Department Participation," presented at a meeting of the Association of State and Territorial Health Officers, Washington, D. C., April 12, 1945.

## Employment of Public Health Nurses by Various Agencies

The trend in the employment of public health nurses by various agencies may be obtained from the following table prepared from tables by Heisler.<sup>5</sup>

**Table VII.—Total number of nurses employed for public health work in the United States, Hawaii, Alaska, Puerto Rico, and the Virgin Islands and responsible agency on January 1, 1942 and 1947**

Responsible agency	1942	1947	Percent change
1	2	3	4
Grand total <sup>1</sup> .....	21,123	21,449	+1.8
State agencies.....	864	993	+14.9
Local official agencies:			
Rural.....	4,971	4,590	-7.7
Urban.....	5,640	5,928	+5.1
Local boards of education.....	3,913	4,637	+18.5
Local nonofficial agencies.....	5,590	5,023	-8.3
Schools of nursing <sup>2</sup> .....	—	102	—
National agencies <sup>3</sup> and universities.....	145	226	+55.2
Number of counties having no nurses engaged in full-time public health work in rural areas.....	782	1,087	+39.0
Number of incorporated cities and towns (population 10,000 or more) having no nurses engaged in full-time public health work.....	32	18	-43.7

<sup>1</sup> Exclusive of industrial nurses.

<sup>2</sup> Data available for 1946 and 1947.

<sup>3</sup> A considerable number of nurses employed by the American Red Cross are engaged in activities that are not strictly public health nursing.

The increase in nurses employed by local boards of education points to the popularity of the public health nursing program with school administrators. While the combined total of public health nurses employed by rural and urban official agencies decreased 0.9 percent, the nurses employed by boards of education increased 18.5 percent.

The school authorities have apparently done a better job of recruiting public health nurses<sup>6</sup> from 1942 to 1947 than have the other local official agencies.

The serious shortage of public health nurses in rural areas is manifest from this table although the number of coun-

<sup>3</sup> U. S. Office of Education. *Health Services in City Schools*. By James F. Rogers. Washington, U. S. Government Printing Office, 1942.

<sup>4</sup> Wheatley, George M. *The Physician and School Medical Services*. New England Journal of Medicine, 236: 305-310, Feb. 27, 1947.

<sup>5</sup> Heisler, Anna. *The 1946 Census of Public Health Nurses*. Public Health Nursing, 38: 519-522, October 1946.

Heisler, Anna. *The 1947 Census of Public Health Nurses*. Public Health Nursing, 39: 503-505, October 1947.

<sup>6</sup> School nursing is considered a branch of public health nursing in this article.

ties having no nurses engaged in full-time public health work in rural areas decreased from 1946 to 1947. The shortage suggests the need for full-time local county health units and increases in salaries for nurses working in the rural areas.

## Financing School Health Programs

The tendency for cooperation between the health departments and education departments is shown by the fact that some of the boards of education delegated the administration of the service to the health departments even when the financing was by the board of education or jointly with the health departments. The financing of the health services in cities is shown in the following table:<sup>7</sup>

**Table VIII.—Agency responsible for financing school health services in cities with population from 10,000 to 100,000**

Financing agent	Over 100,000		30,000-99,999		10,000-29,999	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Board of education.....	50	71	112	70	365	77
Health department.....	18	25	35	21	32	7
Joint.....	4	5	9	6	51	11
County.....	—	—	—	—	17	4
Organizations.....	—	—	—	—	6	1

## Summary

The administration and financing of the school health program is still overwhelmingly under education authority, especially on the local level, and shows no particular trend toward a change in administration. The increasing interest and cooperation of school and health authorities in the school health program and the general acceptance of the principle that the "education departments should have \* \* \* administrative responsibility for the conduct of all activities taking place in the schools, without regard to which agency operates the program of health examination services"<sup>8</sup> augur well for a continuing improvement of the health of our school children.

<sup>7</sup> Rogers, op. cit.

<sup>8</sup> School Health Section Council, American Public Health Association. *Principles for Consideration in Judging the Probable Effectiveness of Federal Legislation Designed To Improve the Health of Children of School Age*. New York, N. Y. (1790 Broadway), Jan. 9, 1948.

## INTERCHANGE PROGRAM WITH FRANCE UNDER WAY

A small number of schools in the United States will have a national of France teaching French next fall if present plans are approved by governments of the two countries. Advance agreement has already been reached by the Office's Division of International Educational Relations and the French Cultural Attache in this country.

The plan will be similar to that now in operation between the United States and Great Britain, providing an interchange of teachers between the two countries. A teacher of French in this country will teach English in France in exchange for a teacher of English in France, who will teach French in the United States. For the year 1948-49, it is likely that the interchange will be limited to teachers on the senior high school and junior college levels.

Since this year's program must get under way within a short time, applications should be made by May 15 to the chairman of the interchange program, Paul E. Smith, Division of International Educational Relations, U. S. Office of Education, Washington, D. C. Candidates will be screened by regional selection committees. Applications must indicate approval of the applicant's superintendent.

It is expected that the Government of France will assist in the costs of transportation by providing one-way passage from France. Other details may be obtained from Mr. Smith at the address given.

## FOREIGN MAIL AND MANY VISITORS

Letters from students in Europe are currently arriving at the International Educational Relations Division at the rate of about 750 a week. Most of the letters come from Germany, Austria, and France. They are routed to students in this country who then carry on the correspondence directly. Prior to that, however, the letters are reviewed

in order to be able to send them to students here of comparable ages and interests.

The head of the social studies department in Okmulgee high school, Okmulgee, Okla., for example, requested the names of 3,000 foreign students between the ages of 12 and 18. He wanted them for use at the first State-wide convention of the high school UNESCO Commission recently held in that State.

Madame E. Hatinguais is director of demonstration schools in Paris. She also directs an international center for foreign educators in France. She visited this country to see our social studies program in action and to interview leading educators here. She is one of the many visitors from other countries received by the International Educational Relations Division during recent months.

## RECENT APPOINTMENTS

*Edgar Fuller*, State Commissioner of Education in New Hampshire for the past 2 years, has been appointed director of the School Administration Division. From 1942 to 1946 Dr. Fuller was an educational consultant to the Civil Aeronautics Administration in developing a national program of aviation education. Previously he had been a lecturer on educational administration at the Harvard University Graduate School of Education; president of Gila Junior College, Thatcher, Arizona; and superintendent of schools in Virden, New Mexico.

Undergraduate work, with a major in psychology, was taken by Dr. Fuller at Gila Junior College, Thatcher, Arizona, and Brigham Young University, Provo, Utah. He holds a J. D. degree in public law from the University of Chicago Law School, and an Ed. D. degree from the Harvard Graduate School of Education. His organization affiliations include the National Education Association, the American Association of School Administrators, the New Hampshire Education Association, the National Commission on Safety Education, Horace Mann League; and membership on the

Executive and Legislative Committees of the National Council of Chief State School Officers.

☆ ☆ ☆

*William H. Conley* comes to the Higher Education Division as specialist for junior colleges. For the past 2 years he has been dean of the School of Commerce, Loyola University, Chicago, Illinois.

For nearly a decade prior to 1946, he was dean of Wright Branch, Chicago City Junior College. During the latter part of that period, however, he was on leave for service on war programs; first in the OPA regional office in Chicago, then with the Navy Department, including work in instructor training.

Mr. Conley received his bachelor's and master's degrees from Loyola University. In addition to receiving a master's degree also from Northwestern University, he has taken additional years of study at the latter institution. Mr. Conley has been active in professional associations of junior colleges including presidency of the North Central Council of Junior Colleges.

## ELECTED AT ATLANTIC CITY

Jane Franseth, specialist for rural schools in the Division of Elementary Education, was reelected president of NEA's Rural Education Department at the annual meeting in Atlantic City.

Galen Jones, director of the Division of Secondary Education, was elected a member of the executive committee of the National Association of Secondary School Principals. Dr. Jones had completed his term as president of the same organization.

## GUIDANCE STAFF PARTICIPATE

Clifford Froehlich, specialist in guidance and personnel techniques, Vocational Division, was program chairman of the annual convention of the National Vocational Guidance Association held recently in Chicago. About 2,000 educators attended the sessions which covered the fields of counseling, placement, professional training and certification,

occupational research, and administration and supervision.

Harry A. Jager, chief, Occupational Information and Guidance in the Vocational Division, addressed one of the sectional meetings on "Trends in Counselor Training."

## OUTSTANDING TEACHERS

LAST SUMMER the U. S. Office of Education determined to search out heartening examples of teaching being significantly done. At a time when teachers were beset by so much negative news about their profession, it seemed appropriate that the U. S. Office of Education should help reclaim their prestige.

One realistic starting point certainly lay in seeking distinguished and happy teachers—and learning how they managed to be either. What was their personal philosophy? How did they get along on salaries that were, in hundreds of communities, downright embarrassing? Did they participate in community life, give leadership in those fields in which their training had qualified them to speak out? In short, what were some of our best teachers *like*? And, pertinently, what qualities of character should communities and school administrators look for in their teachers?

We wanted to know; the public wanted to know; administrators wanted to know.

With the assistance of various State departments of education, Frances V. Rummell served the Office of Education as talent scout and has been at work with magazine writers who are eager to develop the human interest stories she brought back from various sections of the country. In the pages of *SCHOOL LIFE* the Office of Education will keep readers posted on the magazine articles that will appear from time to time as a result of this research.

Watch out, for example, for Blake Clark's article on Ruth Myers of Morgantown, W. Va., an article appearing in the April *Reader's Digest*.

Also watch out for Frances V. Rummell's general article on outstanding teachers, to appear in the June issue of *SCHOOL LIFE*.

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## Family Life To Be Studied at White House Conference

SPEAKING OF his experience with young German adults, Eduard C. Lindeman, eminent American sociologist remarked recently that for the first time in his life he saw people without the

mark of family on them—without feelings of sympathy, friendliness, and social concern that we ordinarily expect family life to develop in people.

Assuredly this phenomenon has not been confined to Europe. In the United States, too, events have forced us to focus attention on our basic social unit, the American family. "The 38 million families of the United States today are developing the personalities that will determine the fate of the larger national and international societies of tomorrow." This is the first sentence of the publication entitled, *The Place of the Family in American Life*, by The Committee on Family Life, chaired by Edna Noble White and Lawrence K. Frank.

In consideration of this whole problem, a conference is scheduled under White House auspices, May 6-7-8. It is the National Conference on Family Life and is sponsored by 125 national organizations, among which are: American Association for Adult Education, American Council on Education, American Home Economics Association, National Catholic Education Association, National Education Association, and others. At the invitation of President Truman, several sessions of the conference will be held in the White House. Chairman of the national board of trustees is Eric A. Johnston.



Home economics education workers from 26 States of the North Atlantic and Southern Regions at their recent conference in Washington, D. C., called by Edna Amidon, chief, Home Economics Education Service, Vocational Education Division.

Of particular interest to educators are several aspects of the planned program. One: The conference will analyze the importance of the family in a democratic society; and the importance of preserving basic values in family living, even while the pattern—from the predominantly rural, relatively fixed family of past generations to the mobile, urban family of today—is changing. Two: It will examine the problems that face families today, especially those that threaten its further disintegration. Three: It will formulate a program of action aimed at helping families to solve these problems. This program will consist in turn of three parts: A statement of national policy or belief with respect to family life which may become the basis for future public action affecting the American family; recommendations for an educational program to be carried out through the schools and other agencies; and recommendations for needed services to families.

Units of the Federal Security Agency, including the Office of Education, have assisted in program preparation. A committee of the Office has been specifically engaged in collecting statistics on education and family living. Members of this committee are: Nolan D. Pulliam (chairman), Muriel W. Brown, Emery M. Foster, Benjamin W. Frazier, Walter J. Greenleaf, Homer Kempfer, Edna Kraft, Simon O. Lesser, David Segel, and Don S. Patterson. The committee works under the general supervision of Associate Commissioner Edwin H. Miner.

Beyond the work performed by this committee, Muriel Brown and Bess Goodykoontz, director, Elementary Education Division, have served on the over-all Technical Advisory Committee for the conference. Other phases of program preparation with which the Office has been helping are: Summarizing of information about family life from research and other sources; and development of materials dealing with aspects of family life today—housing, health, education, recreation, and the like.

### Up Goes Population Curve

SCHOOL ENROLLMENTS beginning in 1953 will be even above the large numbers already estimated. In

1947, for the first time in history, the number of babies born in the United States approached 4 million. The present estimate by the National Office of Vital Statistics of live births in continental United States is over 3,900,000, including unregistered births. This is about 430,000 above the revised estimate of 3,470,000 for 1946. It is also the fourth time, all since 1940, that the figure has gone above 3 million.

Nursery schools and kindergartens will feel the effects of 1947's record number of births beginning in 1949, when last year's children will be 2 years old.

Provisional birth rate in 1947 was 25.9 per 1,000 population, including armed forces overseas, compared with 23.3 for 1946. The 1947 figure is the highest rate since 1915 when the birth-registration area was established. The rates for the last 4 months of 1947 were lower than the corresponding months of 1946, indicating that the postwar peak has possibly been passed. The peak birth rate following World War I was reached in 1921, 3 years after the end of the war, at a rate of 24.2.

Registered births in 1947 are estimated at 3,720,000, nearly 200,000 less than total estimated births including unregistered births.

## New Ad Series for School Improvement Campaign

THE INFORMATION campaign on the need for improving school conditions received fresh impetus in late February when a new booklet of advertisements came off the press. The publication, like the one issued last autumn, was prepared for the Citizens Federal Committee on Education and the U. S. Office of Education by the Advertising Council, a nonprofit organization representing every segment of the advertising business. Copies have now been mailed to thousands of business firms, advertising agencies, and newspapers.

The booklet summarizes the support the information campaign has already received from American business. Hundreds of firms have devoted advertising space in newspapers and magazines or time on their radio programs to messages about school conditions.

The document brings up to date six of the advertisements in the original series and includes two new ads. In addition, it contains four small "drop-in" ads, one of which is pictured here. Two of these "drop-ins" and three of the larger ads are directed to young people and concentrate on the advantages of teaching as a career.

Mats for reproducing the ads in the new series in newspapers are being made available by the Advertising Council without charge. Mats of the campaign symbol, in four different sizes, may also be ordered from the Council. It is believed that the availability of mats will facilitate the task of securing support for the information program from local advertisers, many of whom do not have facilities for preparing ads of this type themselves.

## THE TEACHING PROFESSION HAS NEED OF YOU!

Literally hundreds of thousands of good teaching positions will become available during the next few years. They offer steady income, assured tenure, good vacations, a chance for advancement.

If you like teaching—like helping to guide young people toward their best development—our schools and our country have need of your talent.

Look into the opportunities in this fine profession—today!



NAME OF SPONSOR

Educators wishing to bring the booklet to the attention of business firms in their community can secure copies for this purpose by writing to the U. S. Office of Education or The Advertising Council, 11 West Forty-second Street, New York 18, N. Y. Mats of any of the ads may be obtained for use by firms, without charge from the Advertising Council.

## Annual Meeting

THE ASSOCIATION for Supervision and Curriculum Development, NEA, held its third annual independent meeting in Cincinnati, Ohio, February 15-18, 1948. Approximately 1,100 educators and laymen were in attendance.

A full account of the proceedings of the conference will be available from the Association offices, 1201 Sixteenth Street NW., Washington 6, D. C.

Members of the Executive Committee for the year 1948-49 are:

President: WALTER A. ANDERSON, Chairman of the Department of Administration and Supervision, School of Education, New York University

First Vice President: BESS GOODYKOONTZ, Director, Division of Elementary Education, U. S. Office of Education

Second Vice President: RUTH CUNNINGHAM, Associate Professor of Education, Teachers College, Columbia University

Field Secretary: JENNIE WAHLERT, Principal, Jackson School, St. Louis, Mo.

PRUDENCE BOSTWICK, Supervisor, Denver, Colo.

MARY HADDOW, Director of Elementary Curriculum, Youngstown, Ohio

GLADYS POTTER, Deputy Superintendent, Long Beach, Calif.

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## College Librarians Listed

The 1947-48 issue of *Higher Education*, part 3 of the Educational Directory of the U. S. Office of Education, includes the names of college or university librarians among other data on administrative officers of the institutions listed. This publication is corrected to October 21, 1947, and may be purchased from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 30 cents.

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## Adult Education Bibliography

THE RESEARCH Division of the National Education Association has issued a 14-page mimeographed bibliography on adult education, which lists 36 national organizations in the field in addition to 150 recent books, pamphlets, and magazine articles. Emphasis is primarily on adult education as a public school activity. Pamphlet is free.

# SECONDARY EDUCATION

## NSGC Citizenship Materials

The publications of the National Self Government Committee, formerly of 80 Broadway, New York City, are now available from the Secondary Education Division of the U. S. Office of Education, according to Galen Jones, Director of the Division. The list of published materials includes such well-known pamphlets as *Your School and Its Government*, *Civics as it Should be Taught*, *Student Cooperation*, *Student Government Through Responsibility*, and reprints of magazine articles which have attracted wide attention, such as *Utilizing Student Power*, *Preparation for Student Government Leadership*, and *These Schools Teach Practical Politics*, with Edgar G. Johnston, Earl C. Kelley, Roland C. Faunce, Robert Littell, and Julius Yourman, among the list of important authors.

For over 40 years the activities of the National Self Government Committee were directed by Richard Welling, whose death occurred in 1947, after a lifetime devoted to improving student participation in school government.

It was announced by Dr. Jones that the Secondary Education Division in giving a temporary home to these publications was doing so as a public service, inasmuch as the Board of Directors of the National Self Government Committee could not continue publication activities after February 1948, due to the closing of the New York offices. By continuing their other services, however, the Committee will endeavor to carry on the traditions which Richard Welling established and developed.

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## Expands Education Program

by Homer Kempfer, Specialist for General Adult and Post-High School Education.

ADULT EDUCATION activities at Niagara Falls, New York, have increased fourfold in 2 years. In the fall of 1945 the public school administrative staff was reorganized and a new position, director of adult education, created. The new director assumed his

duties in December with the assignment of expanding educational services to the adult community.

What were the factors indicated in this expansion?

1. Reasonably liberal State reimbursement for approved adult education activities.

2. A superintendent and board of education willing to spend a reasonable amount of money prior to receiving the reimbursement.

3. A director who worked closely with New York State Education Department officials in expanding the program.

4. An interested advisory committee of laymen who assisted materially with planning and development.

The director, Weldon R. Oliver, expanded the traditional offerings during the remainder of the school year. Late in the spring the board of education in conjunction with Superintendent William J. Small and Director Oliver selected a dozen men and women to act as an advisory committee. Care was exercised in selecting leaders who were representative of but did not represent ethnic, economic, vocational, and interest groups of the city. On the advisory committee were members active in the Council of Mothers' Clubs, the P. T. A., American Legion, Polish and Italian groups, Junior Chamber of Commerce, Merchants' Association, Public Library, Council of Social Agencies, heavy industry, homemaking, Negro social work, and organized labor.

The advisory committee began meeting monthly with State Education Department representatives and other consultants who gave an orientation into general and specific possibilities in the field. The advisory committee members took considerable initiative and early adopted the practice of setting up subcommittees of other interested lay people together with a few of their own number to make more intensive studies of special fields.

A subcommittee on family life and parent education surveyed the needs and existing educational facilities in the community and recommended a program to begin with the services of one full-time specialist in parent education.

After a part-time program for a few months, one person is now occupied full time, and there is an enrollment of 600.

A public affairs' committee held two or three meetings with representatives of the major organizations in the community interested in discussion of civic affairs. Out of these discussions came:

1. A lecture-forum of 825 attendance—not enormous for a city of 90,000 but a good start.

2. A Sunday afternoon home-town Civic Radio Forum with panels dealing with a series of local, regional, and State problems. A local adaptation of the Hooper radio surveys used the coincidental method and showed an estimated listening audience ranging from 4,000 to 6,000.

3. A leadership training program for 35 discussion leaders from clubs and other organizations. Leaders are expected to return to their groups better equipped to lead democratic discussion in civic affairs and other fields. Another similar training course has been scheduled. If sufficient competent personnel can be added, a consultation service to program chairmen will be inaugurated.

A few Board of Education members were induced to visit the adult education activities at the Buffalo Museum of Science. As a result of the enthusiasm engendered, \$8,000 was spent for equipment and remodeling an elementary school building into an Adult Craft and Hobby Center. About 250 enrolled in the fall of 1946; in the spring over 500 taxed the facilities in morning, afternoon, and evening classes. In addition, a stamp club, photographic society, and other established hobby clubs meet at the Center and utilize its equipment.

A committee, representing the City and State Health Departments, the Hotel and Restaurant Owners' Association, the Bartenders' and Waiters' Union, and the adult education department, has developed a short course in food sanitation and public health under school auspices. A cycle of 4 weekly sessions using demonstrations, motion pictures, recordings, and other new tools includes bacteriology, personal hygiene, rodent and pest control, food preservation, dishwashing and kitchen cleanliness, care of equipment, and related topics. The course has been repeated 3 times in 3 months and is planned even-

tually to reach all of the 1,500 in food-handling trades in the city and their replacements. The course ends with a test and awards a badge and certificate which is given official recognition by the City Council and Health Department.

A program to educate the public about poliomyelitis currently is being planned in conjunction with a group of physicians and the Health Department.

All new immigrants are visited personally within a month after settling in the community by a representative of the adult department to enlist their interest in preparing for citizenship, improving their English if necessary, or joining any of the other adult activities in the city. Opportunities for social service are spotted at the same time and proper referral made. During the height of the overseas bride influx, special educational tours were arranged to show them the city, its governmental operations, industrial plants, and other points of interest.

Two Great Book Discussion Groups are going and leaders are in training for additional groups.

These activities are in addition to an expanded list of regular evening classes

held in four major school centers and a number of scattered classes. Activities can be held in any location open to the public. Usual centers are at the International Institute, social settlements, industrial establishments, and the Y. W. C. A. One competent and popular leader under school auspices gives his own version of Dale Carnegie's course whenever and wherever a group can most conveniently meet. A normal list of education-for-recreation activities such as contract bridge, physical education, badminton, music appreciation, and men's chorus is included with the more academic offerings.

A vocational education department with its adult offerings operates under a separate director. Apprentice training and other vocational activities are tailor-made to suit the needs of the community.

Both the advisory committee and the Board of Education realize that only a start has been made. One out of twelve adults is not a high percentage, but it is several times higher than the typical adult program serves. Adult education at Niagara Falls is not near its saturation point but it is on its way.

## A Future for Aviation Education

by Willis C. Brown, Assistant Specialist for Aviation

**P**ROGRESS IN commercial and technical aviation continues, according to statistics for 1947 recently published by Air Transport Association of America.<sup>1</sup> This statement should bring home to us as American citizens two things: First, as a nation we need to continue to hold our position in technical aviation developments; and, second, we need to understand nationally the implications that are foreshadowed internationally by aviation progress. These thoughts hold much concern for school people.

### Smaller World Because of Aviation

Looking back over the progress of science and its effect on us industrially and socially, we have no trouble in seeing that our ways of life are affected. The airplane is in the case at hand.

<sup>1</sup> Review of 1947, Air Transport Association of America, 1107 Sixteenth Street NW., Washington 6, D. C.

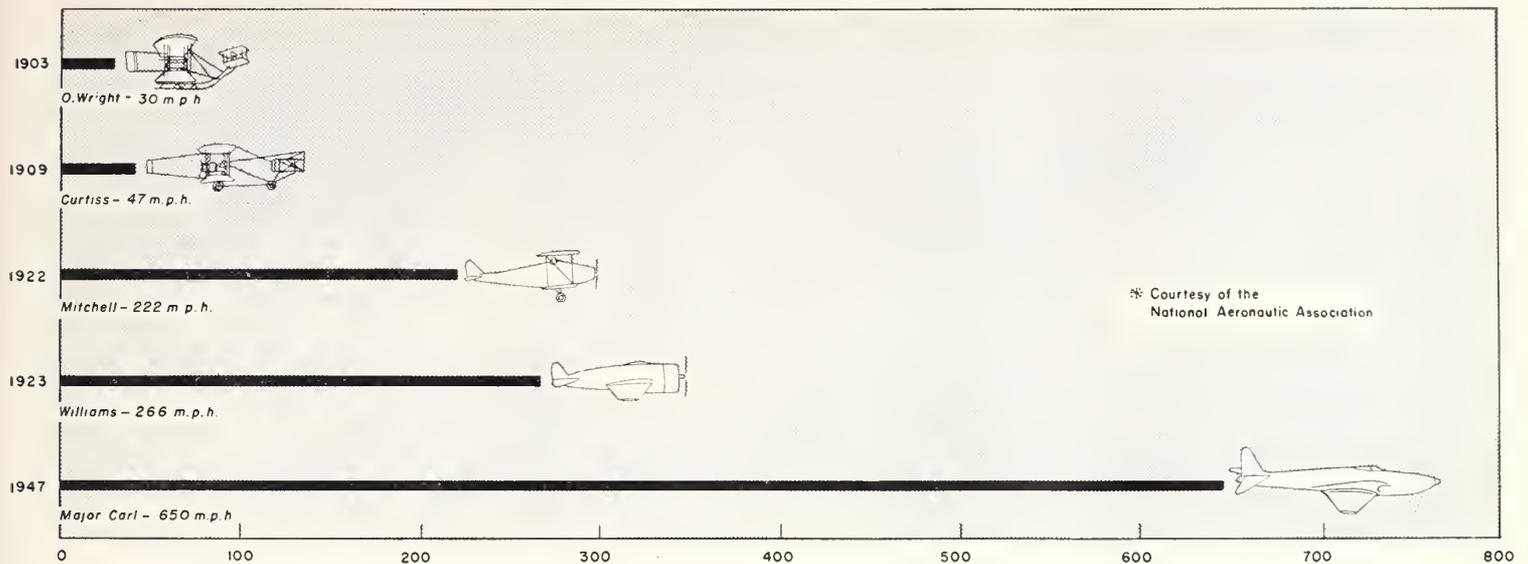
Many people have failed to understand its social significance and the need which exists for curriculum changes to reduce the lag between the advance of science and social acceptance of its implications. The following charts show some of the facts bearing on the situation. For instance, consider a few comparisons of estimated times of travel by ship and rail in 1903 with airplane travel in 1948:

Trip origin and destination	1903 <sup>1</sup>	1948 <sup>1</sup>
	Hours	Hours
New York City to London-----	132	11½
New York City to Moscow-----	180	15½
San Francisco to Tokyo-----	204	16½

<sup>1</sup> Comparison of estimated times of travel, point to point, i. e., usual route distances divided by best speed for 1903 and 1948.

The mercator illustration shows our world as we thought of it in 1903 with normal ship routes in broken lines. Today's great circle airplane routes, more correctly read from an azimuthal equidistant map, are shown here in

# World air speed records established by the United States



solid lines, and indicate how today's speeds have effectively brought cities proportionally nearer our shores.

Lest it be thought that aviation has now attained the ultimate, consider recent increases in the world speed records. With the U. S. Army Air Force breaking into the sonic speed range, it is now possible to conceive of incredible air speeds in the future (as though 650 miles an hour were not incredible right now).

## Progress in Air Commerce

There are many new developments such as "all weather flying," Ground Controlled Approach (GCA), other radar-aided landings, and the pressurized cabins of high altitude passenger planes which enable air lines to travel more safely, more smoothly, and at still higher speed than is possible at lower altitudes. Notice also that 1947<sup>1</sup> saw domestic air freight increase 111.5 percent, while international air freight and express flown by United States operators increased 126.9 percent. Domestic revenue passenger miles rose 5.6 percent while internationally the gain was 71.3 percent. Domestic air mail dropped 0.6 percent while international air mail increased 95.9 percent. Although 1947 has been a difficult year financially for air lines, they enter 1948 with better equipment, which provides a basis for predicting more successful operation during 1948.

In view of these and other changes, we indeed have new neighbors today. Transportation by air may seem to have

made the world smaller, but actually it has increased the ready accessibility of places we can go and thereby has widened our vistas. Certainly we are forced to admit that aviation has greater significance to us than merely as a means of transportation.

## Development of Aviation Education

Since 1927, or possibly earlier, some schools have been aware of the need for the appropriate inclusion of aviation in education. In some schools this took the form of trips to the local airport; in others, ways were found to enrich existing curricula with fresh examples drawn from the aviation industry. About this time aviation clubs and model airplane clubs had a phenomenal development. These clubs utilized the existing scientific interest that most young people have concerning aviation. It gave opportunity for them to continue learning and to develop skills which would be useful to those wishing to enter the aviation industry.

Unfortunately, very little vocational training was offered until about 1932, and then it was largely aircraft and engine mechanic training. Aviation classes, some with flying laboratory demonstration, were developed early in the war period. Preflight Aeronautics for Secondary Schools was the recommendation of a committee representing the United States Army Air Forces, Naval Aviation, Office of Education, and Civil Aeronautics Administration. Courses as outlined in general by this committee were adopted by many sec-

ondary schools because of the recommendation by the military that the aim of such courses should be specifically to meet the immediate war need. Undoubtedly, aviation education was advanced by this war emphasis, but aviation for general education was thereby diverted toward a pattern which was not so well suited to the needs and interests of all youth.

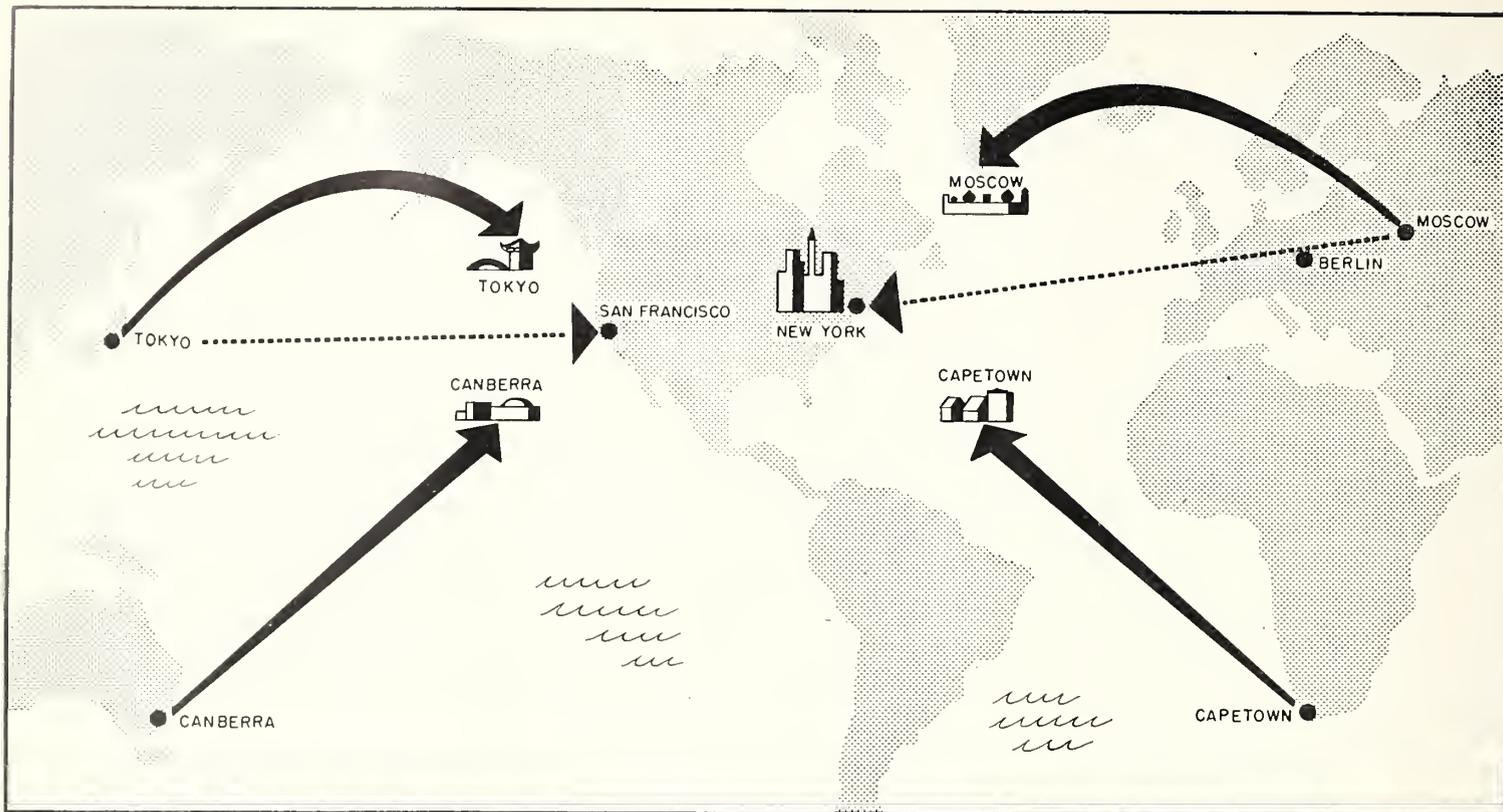
## Aviation in the Secondary School Program

We go into 1948 with a knowledge that many school administrators and teachers are now aware that aviation has imperative and challenging implications for revision of school curricula. Perhaps the best indication of this awareness is the report of the Office of Aviation Training of Civil Aeronautics Administration which states that in 1947 there were 73 summer air age institutes and workshops offered in 38 States attended by 12,428 teachers in comparison with the 1946 figures of 26 workshops in 11 States attended by 3,156 teachers.

Some wartime secondary school "preflight aeronautics" courses, because of their pre-induction nature, were discontinued when the war ended. Yet, there has been a widened recognition of the contribution of aviation to education. There has been a substantial growth of aviation education courses in some States during the past few years.

Secondary schools are now recognizing the value of aviation in several aspects of the curriculum. In the field of

# The airplane has brought other countries nearer our shores



vocational training, secondary school courses have carried over from wartime experiences those parts which have importance to peacetime education. For instance, there has been an increase in the number of public vocational schools qualified and certified by Civil Aeronautics Administration to grant aircraft and engine mechanic licenses. Other vocational courses in aircraft welding, aircraft instruments, sheet metal, hydraulics, etc., have been instituted in certain localities.

In the secondary school social studies group aviation is now given consideration in such courses as geography, history, and community studies. Such courses will be immeasurably enriched when teachers of the social studies acquire the necessary aviation information and skills. Science courses should contain illustrations from aviation, radio, etc., in their regular instruction.

Distinct aeronautics courses have been adopted by some large cities, and aviation clubs and model aviation clubs are receiving renewed attention and support. Universities are attempting to meet demands for new courses in commercial air transportation as well as for aeronautical engineering.

Actually, today's problems are con-

cerned with salvaging any lessons we learned during the war and so adapting the curricula of our schools as to meet the needs of life for today and the future.

## What Kind of Aviation Education?

Speaking only of secondary education, what practical steps can be taken to reflect in significant manner aviation's implications and progress in our present school program?

First, we realize that pupil interest in aviation already exists. We should recognize the fact sympathetically by encouraging aviation and model airplane clubs. Their objectives are to acquire reliable aviation information and to develop skills and understandings by building and test flying model planes. Many leading aircraft designers and industrial leaders started their careers in this way, and they testify to the worthiness of these activities.

Second, we can encourage teachers to enroll in aviation education summer workshops or other activities for acquiring reliable aviation knowledge to incorporate in their social studies, science, or other class work. These workshops should assist teachers to obtain correct information and viewpoints about avia-

tion to be worked up into teaching outlines. (See page 15 for list of resources.)

Third, we can examine our regular curricula in the social studies, sciences, English, and like subjects, and incorporate appropriate aviation materials. This will help vitalize and motivate many lessons and will also provide information helpful to the student. There is aviation material which can be used in sections of English and geography, as well as in other subjects of the secondary school. In times of crisis our national survival may well depend in large measure on our understanding of air problems, and also on how effective we can be in utilizing it as a builder of international good will. At home, local airport rights and civil air laws are developing before our very eyes. Some teachers will incorporate aviation motives into art and music, and all can find much to stimulate thinking relating to civic matters and problems of democracy. These problems are important to all of us.

Fourth, a science course based on the science of aviation is needed in many of our larger high schools. This course might be offered for credit as an elective in the twelfth year but should not re-

place physics as a requirement for college preparatory students. The course might be supplemented by about 4 hours of dual demonstration flying. Such courses could be one of several elective science courses offered for general students not headed for college.

An alternative would be to offer science courses stressing the applications of physics and chemistry to such practical pursuits as aviation, radio, photography, plastics, etc. Schools would thus benefit by one of the most valuable lessons that education has taken from recent military instructional practices: the idea of making the instruction realistic. In the science field we have much to gain from such uses of new aviation material and other similar real situations for our demonstrations and illustrations in general science, physics, chemistry, and biology.

Fifth, if such separate science courses are not feasible, then care may be taken to modernize existing course outlines in the science field. Physics, general science, chemistry, biology, and mathematics might then include much aviation material as applications of that science subject or as examples and illustrations to be interspersed at appropriate points in order to bring the impact of aviation to bear on the problems associated with the course.

Sixth, industrial arts aviation courses

are of positive value. Industrial arts aviation courses are designed to teach fundamentals and to develop basic skills often on an exploratory basis. It is expected that, as fast as qualified instructors are available, courses may be developed that sample basic aeronautical experiences through model aircraft construction. Glider construction and flying, as well as demonstration private plane flying, are appropriate in some locations where local conditions and finances are favorable to such activities. A great deal of value is to be obtained by participating in a flight program. Some schools have made available veritable flying classrooms as the basis of learning about aviation and its effect on our lives.

Elementary school teachers are eager for appropriate aviation materials to use in developing work in practically all elementary school subjects.

There is so much in aviation material that is useful to elementary teachers in developing core programs that it is not uncommon to find excellent programs built around the "airport" where the children build up the hangars, runways, floodlights, control tower, and model planes. This acts as a core around which are developed word lists for spelling, subject material for English composition, problems for arithmetic, etc.

Aside from the core type program

many elementary school teachers prefer to work in aviation material for illustrative and motivating purposes as separate units or as an integral part of existing units in English, geography, and other social studies as well as in arithmetic and science subjects.

The complexion of aviation education must of necessity reflect local conditions, but one cannot ignore the rising importance of aviation to the Nation and, consequently, to schools. It will be unusual soon to find a school that does not meet a minimum of the above suggested ways of incorporating aviation education into school curriculum. It is suggested that a minimum, applicable to all secondary schools, might be:

- a. An awareness on the part of the administration of secondary schools of the need for modernizing school curricula to include aviation materials.
- b. The maintenance of one or more extra-curricular aviation or model aircraft clubs.
- c. The integration of aviation materials in appropriate places in the social studies and science courses.
- d. The utilization of the abundant resources for aviation education which are now available from book companies, Government departments, air lines, and agencies connected with the aviation industry.

### Suggested Resources

Most book publishers will furnish a listing of their books on aviation. Some books and sources of materials are suggested in the following:

*Aviation Education and the Civil Aeronautics Administration.* U. S. Department of Commerce, Washington 25, D. C.

*Aviation Education Source Book.* Hastings House Publishers, 67 West 44th Street, New York 18, N. Y.

*Catalog of U. S. Government Films for Schools and Industry.* U. S. Office of Education, Washington 25, D. C.

*Suggested Periodicals—Aviation.* U. S. Office of Education, Washington 25, D. C.

*Air Age Education Research* (catalog of materials), 80 East 42d Street, New York 17, N. Y.

*Air World Education Services* (packet for social studies groups), 100 West 11th Street, Kansas City 6, Mo.

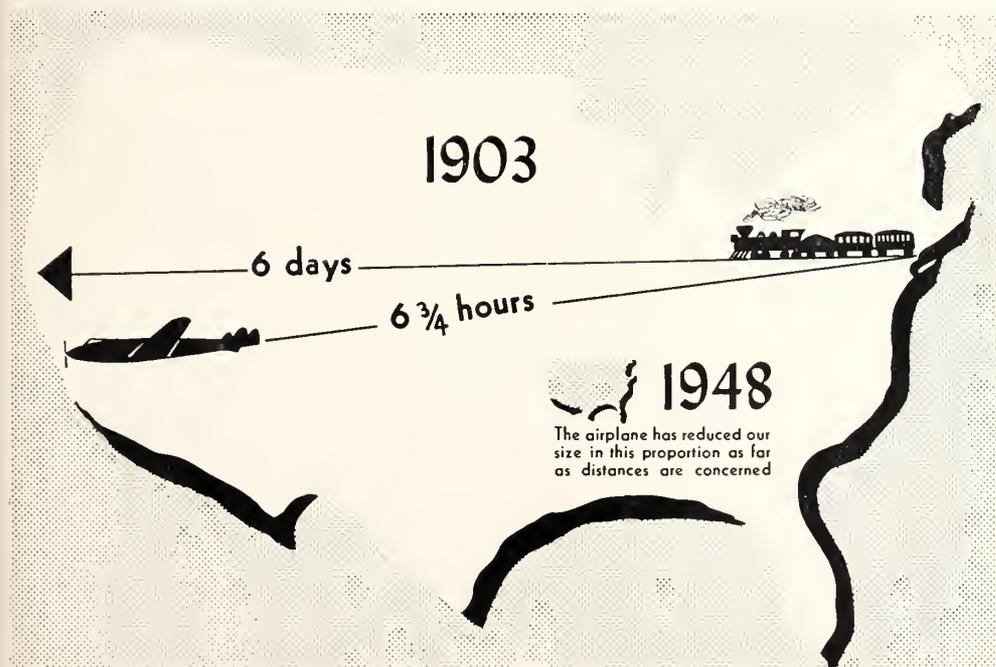
*Pan American World Airways* (list of materials for schools), 135 East 42d Street, New York 17, N. Y.

*Trans World Airlines* (list of materials), 101 West 11th Street, Kansas City, Mo.

*United Airlines, School and College Service* (catalog of materials), 23 East Monroe Street, Chicago, Ill.

Other airlines and aircraft manufacturers have some materials for school use.

## The airplane has reduced the size of our country as far as distances are concerned



## Education of Exceptional Children

### Trend Throughout the Nation

EDUCATION FOR exceptional children has grown rapidly in recent years. In the words of a recent Texas publication, "Special education, wearing overalls and aprons, has been officially admitted to the education family \* \* \* special education joins the family circle with due modesty, proud of its working status and grateful for its formal adoption."

There is much evidence to substantiate this trend throughout the Nation. Tangible evidence of the rapid growth of special education may be seen in the increase in: (1) The number of State directors and supervisors; (2) legislation for exceptional children; (3) teacher education facilities; (4) special conferences; (5) studies on the education of exceptional children; (6) new organizations; (7) other projects.

### Special Education Staffs in State Departments

The States have moved ahead rapidly in making provisions for leadership in this area. In January 1948, 32 States, the District of Columbia, and Hawaii each reported at least one person carrying some responsibility for the education of exceptional children. This means that the number has more than doubled since 1940, when only 16 States had special personnel in this area. Even these figures do not tell the full story. Many of the States which had relatively small staffs in 1940 have now expanded their divisions. Wisconsin, for example, employs a director, 10 supervisors and consultants; Ohio has a director and 9 supervisors, 7 of whom are on a full-time basis; California reports 8 specialists; and the State department of public instruction in Illinois, where expansion in special education has been very rapid since 1941, now maintains a director of exceptional children, 3 assistant directors, and 2 staff psychologists.

### Legislation for Exceptional Children

Another evidence of the acceptance and stabilization of education of exceptional children is seen in legislation. In recent years a great many new laws have been passed by States which insure better and more extensive provisions for these children. In order to get a comprehensive understanding of the trends in present day enactments for the physically and mentally exceptional and for the socially and emotionally disturbed child, a study on Legislation for the Education of Exceptional Children has been undertaken by the State directors and supervisors of special education in cooperation with the U. S. Office of Education. It is planned that the results of this study will be published.

### Teacher Education

The provision for education of teachers for exceptional children is increasing. For example, San Francisco State College has been officially designated to carry on a program for the training of teachers of exceptional children. The summer offerings for 1948 will include the area of the physically handicapped, the mentally retarded, the visually handicapped, the hard of hearing, and speech defectives. Ohio State University, which has given courses in special education for years, will have, along with its theoretical courses, demonstration classes for mentally retarded children and for those with low vision. Florida is expanding facilities for special teacher education and will have offerings in four colleges during the summer of 1948. Further development of teacher education will continue in many other States which have previously conducted college courses and workshops on exceptional children.

### Special Conferences

The National Foundation for Infantile Paralysis in conjunction with the

American Association of School Administrators held a conference on Education of Hospitalized Children late in February. Those attending represented 30 States and included many professional leaders, such as physicians, educators, physical therapists, occupational therapists, and social workers. All were concerned with improving the education of children in hospitals and with the finding and using of existing resources in order to accomplish this task.

Before the war the International Society for the Welfare of Cripples sponsored conventions which brought together leaders from American and European countries. The Society will sponsor the first inter-American conference on Rehabilitation of the Crippled and Disabled. This will be held in Mexico City, July 18-24. According to the preliminary program, attention will be given to medical problems, to education, to vocational placement and employment, and reports will come from each of the nations represented in the conference.

An international conference on mental hygiene will meet in London in August 1948, and will consider such topics as Child Guidance, Child Development, and Psychiatric Care of Children.

The convention of the International Council for Exceptional Children will be held in Des Moines from October 25-28. The program will include meetings devoted to broad topics, such as Present-Day Status and Problems, Teacher Education for Exceptional Children, and many other specialized topics suitable for section meetings.

### Studies on Education of Exceptional Children

A number of significant studies are now under way. The National Society for the Study of Education is preparing a yearbook for 1950 on the Education of Exceptional Children. The chairman, Dr. Samuel A. Kirk, professor of education, University of Illinois, and a number of specialists are working on materials for this.

A much needed study now in progress is the one on Opportunities for the Preparation of Teachers for Exceptional Children. This has been jointly under-

taken by the National Society for Crippled Children and the U. S. Office of Education, with the cooperation of selected colleges and universities in various parts of the country.

Typical of the very specialized studies now under way is one conducted by Ohio State University on School Exclusion. Reports of children excluded from school were examined to try to find out (1) why the children had been excluded and (2) whether or not special provisions could be made for their continuance in a suitable school.

Many specialized publications are now coming from the State departments of education. Typical of these is New Jersey's bulletin, "The Classroom Teacher Can Help the Handicapped Child."

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## New Organizations

The first meeting of the newly formed voluntary society, officially known as the American Association for Gifted Children, was held in New York City late in 1947. Now that details of organization have been arranged, the members are turning attention to the needs of children gifted by high intelligence and unusual talent.

A new and unique organization known as Supervisors of Special Education and Heads of Teacher Training Departments met in Syracuse last October. At this meeting committees were formed to conduct special studies on: Teacher preparation and recruitment; curricular adjustments for the handicapped; meeting needs of exceptional children in rural areas; problems of psychological and educational diagnosis of exceptional children; coordination of special education, guidance, and rehabilitation programs; and relationship of educational program in residential schools to public schools.

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## Other Projects

The National Tuberculosis Association has appointed a committee of which Dr. Charles C. Wilson, professor of education and public health, Yale University, is chairman, to revise the pamphlet "The Physically Below Par Child." The revised pamphlet, to be

published by the National Tuberculosis Association, will be entitled "Children with Special Health Problems."

Another significant project which is under way is the preparation of materials on the education of children in hospitals. The Office of Education is cooperating.

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## First Annual Meeting

The National Association of State Directors of Elementary Education held its annual meeting in Cincinnati, February 18 to 20, and changed its name to National Council of State Consultants in Elementary Education. This new name expresses the membership's conception of relationship to schools and school people as they work in their individual States.

One day was devoted to business and conference sessions. Reports of six working committees,<sup>1</sup> which have been developed over a period of 2 years, were given with special emphasis on newer techniques in reporting. New problems, concerned with various aspects of evaluation in relation to school programs and with the total area of child study, were introduced for discussion. Kodachrome slides were shown of children of migrant workers in New Jersey, engaged in the summer educational program developed cooperatively by the State departments of education, labor, and health in that State.

At a dinner meeting Charles P. Taft gave a challenging talk on the responsibility of the school in educating pupils to meet changes as they come about in modern society—whether they are changes in methods of work, in food habits, in treatment of disease, or other types of change that affect daily living.

The second day of the sessions was devoted to visits, made possible by members of the Cincinnati school staff, to two Cincinnati schools which work on a community-centered basis and to the Riverview Neighbors House, where seventh- and eighth-grade children had planned the noon meal for the group within a given budget, had set the tables and decorated them, purchased the food, prepared it, and served it.

As a summary of the visiting experience, State consultants, Cincinnati

school supervisors, administrators, principals, and teachers participated in a supervision clinic where significant situations in the school day were singled out for comment and evaluation.

New officers of the Council for 1947-48 are Anne Hoppock, New Jersey, president; Mrs. Verna Walters, Ohio, vice president; and Helen K. Mackintosh, U. S. Office of Education, secretary-treasurer. These, together with Jennie Campbell, past president, Utah, constitute the executive committee of the organization.

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## Educational Meetings

*American Association for Adult Education*, May 10-12, Des Moines, Iowa. Director MORSE A. CARTWRIGHT, 525 West One Hundred and Twentieth Street, New York 27, N. Y.

*American Association on Mental Deficiency*, May 18-22, Boston, Mass. Secretary, NEIL A. DAYTON, M. D., Mansfield Depot, Conn.

*American Council on Education*, May 7-8, Chicago, Ill. President, George F. Zook, 744 Jackson Place NW., Washington 6, D. C.

*American Hearing Society*, May 19-23, Pittsburgh, Pa. Executive vice president, HARRY P. WARHAM, 1537 Thirty-fifth Street NW., Washington 7, D. C.

*American Industrial Arts Association, National Education Association*, May 6-8, Washington, D. C. Secretary, D. ARTHUR BRCKER, 216 East Ninth Street, Cincinnati 2, Ohio.

*American Nurses Association*, May 31-June 4, Chicago, Ill. Secretary, ELLA BEST, 1790 Broadway, New York 19, N. Y.

*American Student Health Association*, May 7-8, Detroit, Michigan. Secretary, GEORGE T. BLYDENBURGH, M. D., Ohio Wesleyan University, Delaware, Ohio.

*Association of Business Officers in Schools for Negroes*, May 9-11, Florida A. and M. College, Tallahassee, Fla. Secretary, L. H. FOSTER, JR., Tuskegee Institute, Tuskegee Institute, Ala.

*National Congress of Parents and Teachers*, May 23-26, Cleveland, Ohio. Director, RUTH A. BOTTOMLY, 600 South Michigan Avenue, Chicago, Ill.

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<sup>1</sup> See SCHOOL LIFE, May 1947 issue, for list.

# Approaches to Teaching Elementary Science

by Paul E. Blackwood, Assistant Specialist for Elementary Science

THE BULGING hornet's nest was almost as big as Donald's head. He handed it eagerly to Miss Swift who lifted it up for the other second graders to see.

"Are there hornets in it?" came from a chorus of voices.

"Not now," Donald assured them.

"Studying this nest will make an interesting science lesson," Miss Swift said.

"But today we were going to have some experiments about water," Jane said.

"You mean for our erosion study," corrected Jim.

"Well, maybe we can work it all in today and tomorrow," Miss Swift suggested.

"Why don't we ask the third grade to come in and see our hornet's nest?" Billy asked.

"Or take it to their room," someone else added.

Two delegates were sent with their invitation to the third-grade room.

"Oh, I'm very sorry," said Miss Avery, "but in science we are now studying rocks."

The 2 delegates left the room and 30 crestfallen third graders who didn't want to study just rocks.

This school scene illustrates some different possible approaches to the selection of science experiences. Sometimes teachers are not really aware of the particular basis on which science content has been selected. Since the way content is selected has a great deal to do with the method employed in teaching science, it is important that teachers recognize some of the more common approaches.<sup>1</sup> An unsatisfactory basis for selecting content will not readily lead into what is commonly considered to be a good method of teaching elementary

science—namely, using the problem-solving method. Any approach which involves the scientific method in selection of content leads more readily into a good science-teaching procedure. If a teacher recognizes various common approaches, she is in a position to choose one most appropriate to the purposes of science instruction.

In elementary science, where so much of the value lies in the method of working, it seems particularly necessary to select content in a way which permits the scientific method—the method of problem solving—to function.

The following examples will identify and characterize some of the approaches to the selection of elementary science content.

## **"Subject Matter" or "Classified Knowledge"**

"We should have a little chemistry and a little physics in our science this year." The teacher who approaches her planning with such a statement is probably thinking in terms of the traditional subject-matter approach. A science course outline including such topics as "geology," "chemistry," and "physics" leads typically into a subject-matter approach. Likewise outlines based on topics such as "flowers," "trees," "animals," and "machines" may indicate a subject-matter approach, though these latter topics are more apt to be handled in a creative way by teachers than are the former kind of topics. The subject-matter approach to selection of content is all too common in schools where elementary science is taught. It leads too easily into a kind of memorizing of content whether or not it is related to any questions or problems of the children.

## **"Opportunistic" or "Incidental" Selection**

A fourth-grade class decided one day to reserve more time than usual for reading and research related to their unit of study—"Understanding our State." The children had just begun to work

when Nancy—a little late that morning—came hurrying into the room, somewhat breathless, but nevertheless proudly exhibiting a live turtle which she had captured on the way to school. Twenty-five fourth graders, and the teacher, abandoned their planned schedule to see the turtle. The turtle needed to be properly housed and fed, and in a few minutes some group planning was under way to provide these needs. Considerable discussion and reading about the habits and needs of turtles, together with a general study of reptiles, were undertaken in connection with this incident. Activities which enabled the children to learn more about reptiles took considerable time for a day or two. Then the group again directed its attention to the study of the unit topic. The teacher of this class was opportunistic in using an unexpected incident to help the children learn more about their world. Sometimes a special interest of a child in the class becomes the basis for study by a group. Such interests of children as raising tropical fish, taking pictures, running toy steam engines, or raising rabbits may with some teacher encouragement develop into class interests.

Study growing out of such "incidental" situations or interests may bring about real and important learnings in science. A skillful teacher will use the incidents to extend and enlarge on ideas previously encountered by the group. She will use them to illuminate further generalizations which she has begun to develop with the group by helping them see the relatedness of the incident to previous experiences. Moreover, she may use incidents to set the stage for future experiences which she wishes to provide for the children.

However, a satisfactory science program will not develop if it is based only on "incidental" science experiences. At least the chance is small that the mere addition of science incidents throughout the year would produce a sequence of learnings which would be as meaningful as a planned science program would produce. Even so, to the extent that planning is done by teachers and children to study a question raised by an incident, this approach may be preferable to uncritical acceptance of the "subject matter" approach.

<sup>1</sup>A series of articles dealing more fully with methods, objectives, and activities in elementary science may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. It is entitled *Elementary Science Series*, U. S. Office of Education SCHOOL LIFE Reprint, by Glenn O. Blough. Price 10 cents.

## Studying Areas of the Environment

A group of fifth graders were observed one morning actively exploring the soil in the grove of trees near their school. They were looking for humus and evidence of soil formation. This study, as it turned out, was just one of many activities they had planned in their study of "The Earth's Surface." An inquiry into their plans revealed that they were basing the major part of their science on a study of *areas of the environment*. The program was based on the concept that science must

more moisture than cold air. This approach has the distinct advantage of permitting comprehensive planning and selection of the areas of the environment to be emphasized throughout the year or over a period of years. Since so many of the questions of children do concern their environment, this approach tends to result in selection of content of interest to children.

### Important Generalizations

Miss Oakes, the enthusiastic teacher of a third grade, was overheard in a hallway conversation (the kind all teachers

It is true that different people select different concepts as being important for children to understand. However, after ascertaining what these concepts are, it is possible to provide a science program to develop an understanding of them. The generalizations chosen give direction in selecting the area of the environment for study, or the topic to study, or the problem to identify and study. They give direction to the selection of subject-matter content, reading material, demonstrations and experiments.

Just having children learn the generalizations would in no sense constitute a good science program. But the extent that the generalizations chosen are of significance to children, this approach can result in a vital study, for usually children will raise questions in connection with the generalizations, and the study can proceed as a genuine science investigation.

### Problem Approach

Mary is a third grader in a school near a busy street corner of a large city. One evening after school she hurried out to the street to climb into her father's car to go home. She stepped into the street, and before she could get to the open car door, she was severely bumped by an approaching car.

Next morning when Mary appeared in the classroom with her black and blue spots and a couple of bandages, she was the center of concern of her classmates.

How was she hurt? Where was she hurt? Was she hurt much? When they learned that Mary was bumped by a car directly in front of the school building, they were somewhat resentful. They realized the potential danger to other children. Here, on their own doorsteps, was a significant problem. They began at once to study the traffic and accident problem with the specific purpose of doing something to decrease the danger of injury to themselves and other children of the school.

They gathered many pertinent facts such as these: Most of the children in the school were brought to school and unloaded on a busy street in front of the school; no loading zone was blocked off by the city; no patrol or police protection was available at rush hours; the school administration had not been able to get a loading zone established.



These fourth grade children are getting first-hand experience with simple but real electric currents.

help children correctly interpret their environment so, for purpose of study, the physical environment had been divided into several parts—"The Sky," "The Atmosphere," "The Earth's Surface," and "Inside the Earth."

The preceding year, when they were fourth graders, the group had studied "The Atmosphere" and "The Sky." Through a study of areas of the environment the children, with conscious teacher direction, were developing an understanding of important ideas (generalizations) about the total environment. For example, they learned such things as: Plants and animals are interdependent; the universe is very large; plants and animals adapted to an environment succeed best in that environment; living things vary; hot air holds

know so well!) saying to Miss Dunn, "It seems to me that every child ought to know that the earth is very old and that the surface of the earth is constantly changing. Every child also ought to know that plants and animals depend upon each other."

"And that different weather is caused by changes in the physical environment," chimed in Miss Dunn who, having caught the spirit of the discussion, added a generalization which she thought important.

Miss Oakes and Miss Dunn believed that children ought to develop an understanding of certain big ideas about their world. And that content should be selected in order to establish an understanding of these ideas. There are many educators who agree with them.

What further information should they have in order to make an intelligent proposal? There were questions about traffic and parking regulations, rules for safety in driving, rules for safety in walking, and even some questions about first aid—because, you must recall, Mary was a bundle of bruises!

Thus, many elements of real concern emerged from Mary's accident. The situation constituted a significant problem. And it was a real problem to the children because in the situation were difficulties which, if resolved, would benefit the children. They could see their relation to it and were eager to solve it.

Without giving a detailed description of the work of the group, it is important to emphasize that they employed a scientific method of working. They clearly stated their problem, proposed alternative solutions, collected information related to their questions, studied this information, and finally proposed a solution.

Where did the science come in? Though a considerable amount of "science" information was studied, the important point here is that an intelligent method of studying the problem was employed. The "scientific method" was used; and because it was used, this study was an ideal *science* study.

Are you wondering what the third grade really did to prevent further accidents? They wrote to the city board of directors and traffic commissioner but found several administrative difficulties in the way of quickly obtaining a restricted parking loading zone in front of the school. As an immediate program, they located positions near the school where children could be unloaded or picked up so they would not need to cross streets or traffic. Maps were drawn to show these points. A letter which included one of the maps was then sent to each child's parents urging them to use these designated safe places.

Such an approach to the selection of content might, it seems, properly be called a problem approach. Some of the problems may be based on questions of children as individuals: "What makes me grow?" "How do I feel and hear?" "Where do living things come from?" and "Why am I smaller than the other boys?" Some of the problems may be more of a social or community nature

as illustrated by these questions: "How can we improve the health of the community?" "Where does our food come from?" "How can we improve our playgrounds?" "What can we do to prevent soil erosion in our community?"

A selection of science content in terms of its relevance to significant problems is a satisfactory means of helping children (and adults) to appreciate the functional value of science.

### Unit of Work

Many elementary schools build a large part of their study around *units of work*. In such an approach, the teacher and pupils through planning together introduce into their daily activity experiences or types of learning which contribute to a fuller understanding of their unit of work. In judging the appropriateness of a unit some teachers consider, among other things, whether there are "science experiences" which would contribute to the unit. If, for example, a fourth grade were to select one of two units of work which seem to have equal appeal and importance, it might well select the one which a little exploration showed had more possibilities for science activities. This approach, just as the "problem approach," draws on science content and activities. The children have an increased understanding of some phase of their unit because of having had some science experiences related to it.

For example, a third grade was studying "Our City Helpers." It planned numerous science activities—experiments and demonstrations on air, burning, and fire extinguishers in connection with study of the fire department; a study of water, how to purify it by filtering, by boiling, and by chemical treatment, in connection with study of the city water supply; a study of spoilage agents (bacteria and mold) and of pasteurization of milk in connection with the dairies of the city. This unit of work was, of course, rich in science possibilities.

Sometimes units are not so rich in possibilities or the possibilities are not so evident. For example, a unit on *Life in Mexico* or *Life in South America* tends to follow a social studies pattern. Yet if a group of children are given opportunity, encouragement, and help in selecting the aspects of "Life" which they

could study, they will invariably think of aspects of life in which science is basic. "How do the people communicate? How do they travel? What do they eat? What are their industries? What are their natural resources? What causes the weather to be so hot? Why is it rainy there?"

Such questions as these suggest how science experiences can contribute to the development of a *unit of work*.

### Summarizing

It is true that almost any question or interest of children may take on the character of a problem and become a fertile field for a "problem approach." A unit of work may even be made up of a series of problem situations. And a science program initiated as a "subject matter" course may, as a matter of fact, take a turn and become a vital problem-centered program. As stated previously, the method of teaching is not inherent in nor determined by the approach to the selection of content. That is, there is a possibility for a similar method of instruction to go on in spite of the kind of initial approach made to the selection of science content. However, one cannot count on a desirable method just automatically happening, though a live scientific inquiry may result more naturally, for example, when a problem is being studied than when classified science subject matter is being learned.

The fact remains that the distinction between various approaches is sometimes blurred. This confusion is found in courses of study, sequences of suggested learning experiences, and in science textbooks. Each may be based on one or a combination of approaches. If the teacher is aware of just what approach or approaches have been employed, she is in a better position to use the materials intelligently. And for this reason it seems important for every teacher to ask herself: "On what basis is science consciously introduced into my program?" But no matter what the approach to the selection of science content, there are a few characteristics of a good science program that should always be kept in mind:

1. It promotes the scientific method so that children through the program will grow in their ability to make

thoughtful inquiries, relevant hypotheses, and sound conclusions.

2. It develops children who become more scientific in their attitudes.

3. It helps children accurately interpret their natural environment.

4. It helps children understand increasingly more complex concepts about their world. It is a program that grows from year to year as children mature.

5. It provides experiences whenever possible to meet the immediate needs and interests of every child.

6. It is consistent with and supplements a good, over-all elementary school program; it contributes to the social growth of every child.

If a teacher recognizes a number of approaches—several of which have real merit—and keeps in mind the large purposes of teaching science, she will feel freer in proceeding with confidence to teach elementary science.

### Films of Foreign Lands

*The United Nations in Films*, a catalog recently published by the Department of Public Information of the United Nations, lists many films of foreign nations available to schools. (Both 16- and 35-mm. films are included.)

Films on the Australian bushland, modern (prewar) Czechoslovakia, and Chinese painting are on the list. Famine in the postwar world and pictures of natural beauty in various countries are among the films. There are films on folk dances, psychiatry, and especially films on the United Nations organization in addition to those about many of the member States.

This is a stopgap list, says the introduction. In most cases many more titles are available than are listed for each country. For some countries, no list has yet been approved. Supplements will be issued from time to time, and later a more complete catalog will be published.

The catalog may be obtained from United Nations Film and Visual Information Division, Room 6300 C, Empire State Building, New York City. The films themselves may be obtained only from the sources listed in the catalog. Some are free. Others are available at a rental charge which for the most part runs from \$2 to \$3.

# Teacher Improvement Policies and Practices

by Grace S. Wright, Research Assistant, Secondary Education Division

*Following is the second of two articles on improvement of teacher status. The first, dealing with improving provisions for teacher welfare, appeared in the March issue of SCHOOL LIFE.*

**S**CHOOL PEOPLE have been active in campaigns to raise salaries and to secure better welfare provisions for their personnel. At the same time they have given attention to that equally important phase of improvement of teacher status, improving teaching. The National Conference for the Improvement of Teaching held in Oxford, Ohio, July 1947, a follow-up of the Chautauqua Conference of the previous summer, stressed such goals as the elimination of emergency permits or certificates, selective admission to teacher education institutions, improvement in pre-service and in-service education of teachers, improvement of school-community relationships, and improvement of the educational program. Examples of what some State departments of education, local school districts, and individual schools are doing with some phases of an improvement-of-teaching program are cited below.

### Selective Recruitment

Of primary importance in the improvement of teaching is the recruiting of a sufficient number of capable young persons to make possible the elimination of war emergency certificates and the filling of the ranks with professionally trained persons of ability and desirable personal qualifications. Emphasis is on "selection." If the status of the profession is to be improved, quality must not be sacrificed in recruiting to fill shortages.

The California Teachers Association has had under way for the past year an intense campaign to induce qualified young people to train for teaching. Posters have been distributed to high schools, colleges, and universities; booklets and bulletins have been prepared for students; news releases on the need for more teachers have been widely pub-

lished throughout the State. Radio spot-announcements have been used by most stations, and several stations last year broadcast a panel discussion on the subject by prominent educational leaders. In accordance with its statement of guiding principles, appeals to students are made only to selected groups of high school seniors and college underclassmen and not to general assemblies.

Florida State Department of Education has appointed a consultant on internship and teacher recruitment to assist administrators and teachers with both long- and short-time programs of recruitment. During visits to high schools the consultant is available to talk with pupils in conferences, vocational civics classes, and assemblies, and with honor societies and Future-Teacher Clubs. She will supply recruitment information for press and radio, for PTA, civic and patriotic organizations.

Among the 20 suggestions promulgated for principals and teachers who participate in the selective recruitment program, the following are significant:

1. Select a teacher, dean, or committee to direct a long- and short-time recruitment program in your school.
2. If necessary, build up teacher morale so that every teacher helps to support the program.
3. Identify which pupils from the upper third of their class are outstanding in personality, leadership, character as well as scholarship. Talk with each about his qualifications for teaching.
4. Permit prospective teachers to accompany the county general supervisor in visiting good teachers in the county.
5. Use students as substitute teachers or assistants to regular teachers.
6. Help each promising candidate for teaching to choose the college which is best for him.
7. Hold a Senior Leadership Day when seniors serve as principal and teachers. Hold "open house" for patrons.

*Scholarships.*—Scholarships given under authority of State law to outstanding students who intend to teach in the public schools of the State make

it possible for many competent young people, who might otherwise be lost to the profession, to pursue teacher preparatory work. In 1941, the last year for which such data are available in the Office of Education, five States—Connecticut, Illinois, Indiana, New Jersey, and Utah—were offering such scholarships. At least two other States, Florida and Virginia, have since that time been added to the list.

Under the Florida plan, amended in 1947, selected college students preparing to teach can receive scholarships of \$400 a year for a total of 5 years. The State also provides a number of senatorial and representative scholarships of \$200 a year awarded to an equal number of men and women residents of the several counties and senatorial districts who intend to make teaching in Florida their occupations. These scholarships are awarded upon a competitive examination to those of "good moral character, capacity and willingness to make a success of school privileges and of teaching \* \* \*." In both instances promissory notes must be executed by the persons receiving the scholarships. The notes are canceled one by one at the expiration of each school year of service as a teacher in the public schools of Florida.

Virginia's law, which is in effect for only 1 year, provided 300 scholarships for the summer of 1947, in the amount of \$100 each and 1,000 \$300-scholarships for the school year 1947-48 to students in the junior and senior years of college who agree to teach in the Virginia public schools. The \$300 scholarships are limited to elementary school teachers because of the greater shortage in that field. All candidates are selected on the basis of personality, character, and demonstrated scholastic ability. The notes which must be signed by each recipient can be canceled by stipulated numbers of years of teaching in the Virginia public schools.

*Local programs.*—El Monte Union High School in California is seriously attacking the problem of, first, discovering those pupils who might be interested in teaching and, second, selecting from among them those whose aptitude, personality, and grades would seem to qualify them as future teachers. The school has planned for the current year a program with study groups, outside

speakers, and a professional approach toward teacher-training, with the possibility of an activity period scheduled for Future Teachers "in order that the program might function unhampered by competitive activities."<sup>1</sup>

In Kanawha County, W. Va., many high schools have Future Teachers of America clubs in which teaching as a profession is discussed.<sup>2</sup> Last spring, following the discussions, the high-school seniors were asked whether they would like teaching. All those who answered "Yes" were later invited to a 1-day conference, where an attempt was made to answer for students such questions as, "Am I suited for teaching?" "Is teaching interesting?" In the afternoon the students were divided into groups and taken to three elementary schools where they were given an opportunity to observe teaching, so that they might better determine whether they were suited for teaching.

Central High School, Low Moor, Va.,<sup>3</sup> in which there is an active "Future Teachers" club, admits students from all four grades of the high school who show personality and academic promise. It is expected that each member, in the period of time available to him for membership, will be further encouraged to continue to prepare for the profession or discouraged from entering it if he finds he is not fitted for such a life work. In addition to hearing discussions on the advantages and disadvantages of teaching, the group is acquiring actual experience through helping with the grading of workbooks and papers and through planning activities with teachers and pupils.

*High-school students as teacher assistants.*—Richmond, Michigan, and Decatur, Ill., are giving high-school seniors an opportunity to learn about teaching by actually participating in teaching. At Richmond<sup>4</sup> the program is offered to eleventh- and twelfth-grade students who are selected on the basis of interest in teaching and personal qualifications rather than on academic record. Each is assigned to an elementary teacher in the system for 50 minutes each day during one of his study-hall periods. Students assist with a wide variety of activities, ranging from the simplest routines to working with fast groups in reading, while the regular teacher devotes more time to those needing special help. They

are assigned responsibilities in connection with art and music, teaching games, and telling stories to the smaller children.

Once a week student assistants have conferences with the advising teacher or with the superintendent, during which problems are discussed and information is given them about teaching as a profession. At the close of the semester, each student is given a personality and mental analysis test, and these tests are made a part of his record. They will be used to help determine the student's general fitness to enter the teaching profession.

Last spring Decatur offered to a group of 35 second-semester high-school seniors a course in vocational exploration in group work with children, one purpose of which was to identify young people who should be encouraged to go into teaching.<sup>5</sup> Enrollees reported at an elementary school classroom for 1 hour each day to observe and work under the direction of trained school personnel. They were given an opportunity to explore with different age levels of pupils and with different content. They located and arranged materials for bulletin boards, reference reading, and visual aid machines; they engaged in remedial work with individual students in spelling, arithmetic, and reading, following diagnosis and recommendations of the teacher; they worked with groups of children in directing games and in telling stories.

Although enrollees for the course were selected largely on the basis of expressed interest, provision was made for evaluating their work on such items as personal appearance, performance of assigned tasks, initiative, ability to work with children and adults, and use of language and voice. Near the end of the semester enrollees were asked to evaluate the worthwhileness of the activities in which they had had an opportunity to participate as well as the effectiveness of the course in giving them a true picture of the advantages and disadvantages of group work with children. It was the unanimous opinion

<sup>1</sup> *Sierra Educational News*, October 1947, p. 44-45.

<sup>2</sup> *West Virginia Education Bulletin*, June 1947, p. 11.

<sup>3</sup> *Virginia Journal of Education*, May 1947, p. 413.

<sup>4</sup> *Michigan Education Journal*, March 1947, p. 391.

<sup>5</sup> *Illinois Education*, April 1947, p. 228.

that the course had been helpful and that it should be continued. According to advice received from the Elementary Supervisor, it is expected that the course will be repeated.

### **Elimination of Emergency Permits or Certificates**

According to estimates of the National Education Association, prepared in October 1947, approximately 7,500 fewer emergency certificates are in use this year than in 1946-47, although the estimated number for the current year is still in excess of 100,000. While serious efforts are being made to reduce the numbers of such certificates, a shortage of teachers does still exist, especially in the rural elementary schools and in the special subject fields in the high school; and until the supply of qualified teachers is more nearly equal to the demand, emergency permits will be issued. In general, the movement to abolish emergency permits, although widespread, has so far resulted merely in first steps. A few examples are cited:

An act of the Illinois Legislature raised the qualifications for the issuance of emergency certificates in that State. The Michigan State Board of Education at its meeting last August approved policies for the issuance of special certificates for the 1948-49 school year which raise the minimum semester hours of college credit to 60 for elementary school teachers and to 90 for high-school teachers. Montana took an initial step this year in denying certificates to teach to those with less than a year's training beyond high school.

The Commission on Teacher Education and Professional Standards for Oklahoma, formed in the spring of 1947, recommended that no more emergency certificates be issued and that no teaching certificate be issued on fewer than 60 semester hours of college work. These recommendations were supported by various educational associations and were adopted by the State board of education. The Oregon State Board of Education adopted a recommendation to strengthen present emergency certification standards.

The Kansas Legislature placed all certification of teachers in the State department of education and extended the authority of the State department to waive standards until 1949. By an

ensuing regulation issued by that department, all emergency teachers must obtain 8 hours in additional credit for a certificate valid for 1948-49 regardless of the basis on which this year's emergency certificate was issued. In Mississippi, while the State board of education authorized the issuance of emergency certificates for the school year 1947-48, the number issued at the beginning of the year was greatly below that of the previous year, an estimated reduction of 83 percent.

### **In-Service Education**

Like other professions to which knowledge is constantly being added, teaching requires a continual keeping-up with new developments in the field. Teachers' institutes and meetings have helped to keep teachers informed, but the amount of carry-over from such meetings to the actual teaching situation is always in doubt. The Nevada State Department of Education last summer decided that the type of institutes heretofore conducted had outlived their usefulness and that a new type of program should be substituted.<sup>6</sup> As a result three working conferences which concentrated upon three carefully selected major areas of knowledge—health, use of audio-visual aids in the development of the modern curriculum, and character education and guidance—replaced five teacher institutes. Teachers designated their choice of the conference in which they wished to participate, and each teacher remained with the same section for the entire conference period of 3 days and thus received specialized training from experts in one of the three areas of knowledge.

Supervision has been effectively used as one form of in-service training in the elementary schools of many school systems for a number of years. Secondary schools, with their traditional college-preparatory programs deeply entrenched, have had a considerably less well developed improvement-of-instruction type of supervisory program. This year Tennessee is launching a program which will equalize supervision at the two levels. Its new 12-grade school program, which was authorized by the 1947 legislature, will provide a unified and continuous curriculum from grade 1 through 12 with one set of standards for the entire school organization.

The new plan provides for a State and local program of supervision which "will accord equal emphasis to all grade levels. The State's supervisory program is inclusive and coordinated. No grade from 1 through 12 will be neglected and no unit from the primary grades to the senior high school will receive a disproportionate share of supervision. A school system with a unified program of supervision will have a student body which can proceed from one level of development to another with a minimum of adjustment and with a minimum of interruption."<sup>7</sup>

*West Virginia's county programs.*—West Virginia counties as well as the State's institutions of higher education have developed programs of in-service training directed especially at the State's large number of emergency elementary school teachers but including other teachers as well.

In Mingo County committees of selected teachers working without compensation are set up in the several zones of the county to conduct noncredit programs of in-service training. Last year the groups met at specified centers once a week for 6 weeks for 2 hours each evening to discuss pertinent problems, under each of the following topics: (1) Planning schedules for schools of different sizes; (2) reports and registers; (3) marks and promotions; (4) discipline and class organization; (5) methods of teaching, including use of aids and devices, and providing for individual differences; (6) plant care and maintenance. All emergency teachers were required to attend these meetings as well as regularly certificated teachers who the supervisory staff thought needed help. The Superintendent reported that a great deal of interest was evidenced by regular and emergency teachers.<sup>8</sup>

As a further aid to emergency and regular teachers, the supervisory staff in Mingo County provided centers for all-day demonstrations. In most instances the regular teaching staff of the school which was to serve as a demonstration center was used. Teachers with special training came in to conduct demonstration classes in specific sub-

<sup>6</sup> *Nevada Educational Bulletin*, September 1947, p. 5.

<sup>7</sup> *Tennessee Education*, September 1947, p. 13.

<sup>8</sup> *West Virginia Educational Bulletin*, September 1947, p. 25.

jects such as art, reading, music, and arithmetic.

A professional library was located in the County Book Room. Much interest in procuring and making use of the books was evidenced by the teachers, particularly by those regularly certificated. This year plans are made to add materially to this library.

Of special significance in West Virginia is the field service work coming from the colleges to the County as a coordinated plan of in-service growth for teachers. Marshall College conducted workshops in a number of counties last year on the request of the superintendents. It is reported that "The program has been flexible enough to permit study of practical school problems sure to be encountered by almost every teacher. The teacher load has been kept low in these workshops to enable

the instructor to give as much individual attention as possible . . . Demonstration with a group of elementary pupils is an integral part of the work." In addition, many members of the Marshall faculty met with teacher groups scattered throughout the State to discuss teaching problems and procedures.

Fairmont State College is expanding its services to the surrounding counties by including in its field service the organization of county workshops and other in-service activities that are desired. Other colleges in the State are conducting similar programs.

It is felt that all of these programs, intended primarily for emergency teachers but serving regular teachers as well, will do much to improve the quality of teaching in West Virginia's schools.

ideals and aspirations and the appreciation of national problems.

## **Grant for Educational Reconstruction**

The Australian Government has allocated 90,000 pounds (about \$300,000) for educational work in at least eight Southeast Asian countries. The funds are earmarked for scholarships and the purchase of educational supplies.

## **UNESCO in the Schools**

Harlow Shapley, Harvard, was guest of the UNESCO Council of the Boulder (Colo.) Public Schools for a week recently. He discussed science and international problems in high school and college meetings during that period.

The UNESCO Council at Boulder was started last year when several teachers brought the faculties of all the schools together to see what could be done. The faculty named a group designated as the UNESCO Council to lead the way. The Council now has committees on curricula, community cooperation, finances, and other committees.

The Board of Education in Boulder appropriated \$3,000 for the Council. Teachers raised an additional \$2,000 for the first year's operations. Junior UNESCO councils have been organized in some of the schools. In February, representatives of 25 civic groups met in the Boulder high school to plan for community-wide participation in the UNESCO program.

Ten persons from Boulder attended the meetings of UNESCO in Mexico City; they included six teachers, two high school students, and two housewives. On their return from a 2-week's trip, they reported to a faculty assembly of the entire school system. The students talked before high school assemblies of neighboring communities.

School Superintendent James H. Buchanan was selected by the Colorado Education Association to direct a series of 1-day workshops on UNESCO in other cities in the State.

Details on these and other activities and plans projected for the future are described in the February 1948 bulletin of the Boulder public schools.

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# **News About UNESCO**

## **UNESCO Summer Seminars**

Key educational leaders from the 41 member States of UNESCO will participate in three educational seminars this summer. The first, on teacher education, will be held in London; the second, on childhood education, in Prague; and the third, "Teaching about the United Nations and its Specialized Agencies," at Adelphi College, Garden City, near Lake Success, New York. Some 60 educators will attend each seminar. A fourth seminar is projected for 1948, in cooperation with the Pan American Union. The subject is: "Educational Problems in South America."

The seminars have a dual purpose: To raise educational standards throughout the world and to bring together influential persons in education and thereby to strengthen international understanding. They follow the pattern of UNESCO's first seminar, the one held in 1947 in France. The subject for that one was "Education for International Understanding."

## **UNESCO Fellowships**

UNESCO will award 48 "Reconstruction" fellowships this year. They will

go to students and research workers in several war-devastated countries, namely, China, Czechoslovakia, Poland, Denmark, Greece, Netherlands, Norway, and the Philippines. Each fellowship will be of 6 months' duration with all expenses, including travel, paid by UNESCO.

Four additional fellowships will be awarded to two Chinese and two Indian candidates to study mathematical computing machines in the United States or the United Kingdom.

This total of 52 fellowships is in addition to 62 scholarships and study grants, donated by Member States and international organizations, which have been allocated this year.

## **Study of Tensions**

A. Hadley Cantril, Princeton University, recently began his work in Paris as director of the UNESCO project, "Enquiry into the Tensions Affecting International Understanding." Through this study, UNESCO will promote studies of the distinctive character of various national cultures. The aim of the studies is to stimulate sympathy and respect of nations for each other's

## The Demonstration Service Bill

Senate Bill 48, a bill to provide for the demonstration of public library service in areas without such service or with inadequate library facilities, was passed by unanimous consent of the Senate during the Second Session of the Eightieth Congress (see *Congressional Record*, February 25, 1948). The testimony received before the Senate Subcommittee on Education on May 16, 1947, is available in the publication *Hearing Before a Subcommittee of the Committee on Labor and Public Welfare, United States Senate, Eightieth Congress, First Session, on S. 48* (Washington, U. S. Government Printing Office, 1947). The Senate Committee's favorable recommendation that this bill be passed without amendment is contained in *Senate Report No. 580*.

Hearings on House Bill 2465 (with the same text) were held during the Special Session of the Eightieth Congress, on December 9-10, 1947. The Subcommittee on Education of the House Education and Labor Committee has reported H. R. 2465 favorably to the full Committee.

Section 3 of this bill authorizes States to submit plans to the United States Commissioner of Education in order to receive payments of funds made available for the purposes of the bill.

Section 7 provides that these plans may be of two kinds: (1) A basic plan requiring \$25,000 a year to be provided by the Federal Government, and (2) an expanded plan by which the Federal Government will match a sum provided annually by the State, ranging from \$25,000 to \$75,000. The sums under each of the plans are to be available for 5 years only.

"States" as defined in the bill means the States of the United States, and Alaska, Hawaii, and Puerto Rico.

The main objective of the Library Demonstration Bill is to stimulate State and local interest in libraries. It provides for supervision of the program by the State Library Agency, carrying out the demonstrations in a manner best suited to the needs of each State. The Appendix of the hearing before the

Senate Subcommittee on Education contains a summary of State plans to establish library demonstrations taking advantage of the bill when passed.

In carrying out his duties under this Act, the U. S. Commissioner of Education would be required to make annual reports to the Congress and to prepare a final report for public distribution outlining the results of the demonstration.

## S. L. A. Convention

The Washington, D. C., Chapter of Special Libraries Association is in charge of plans for the annual Convention week in the National Capital, June 6 to 12, inclusive. The announced theme is "Future Indicative."

The Federal Library Institute, directed by Luther H. Evans, Librarian of Congress, will be open for all those attending the Convention, June 7 and 8. The opening day's program will be divided between the Library of Congress and the Government Printing Office. On the concluding day the Institute will feature "The Federal Document" and "Down the Broad Avenues" with programs arranged at Army Medical Library, U. S. Department of Agriculture, the Smithsonian Institution, U. S. Department of Commerce, and the Federal Security Agency.

"Information at Source" is the subject to be discussed at the special subject group programs, June 10. These meetings are designed to effect the greatest possible opportunity for groups and visiting subject specialists to question officials responsible for accumulating the mass of statistical data acquired through Federal questionnaires and reports, and to investigate research originating in Washington whether privately conducted or publicly supported.

## A. L. A. Conference

The sixty-seventh annual conference of the American Library Association will be held in Atlantic City from June 13 to 19, inclusive. The program will be built around the Four Year Goals

and the theme will concern "Libraries and Public Opinion."

## Library School's Annual Institute

In announcing that the theme of the thirteenth Annual Institute of the Graduate Library School of the University of Chicago (August 16-21) will be Education for Librarianship, Dean Bernard Berelson comments:

"Recent years have witnessed an increasing interest in the problem of education for librarianship on the part of practitioners and educators alike. Several library schools are currently subjecting the content of their curricula and their methods of instruction to searching examination, and a new pattern of library education is probably developing."

The Chicago Institute will deal with such topics as the place of professional education in the university, the relationship between education for librarianship and education for other professions, the preprofessional background of librarians, the content of basic library training and training in special fields, and the state of advanced training and research in librarianship.

## Library Training Conference

A regional conference on library training sponsored by the College and University, Public, and County and Regional Libraries Sections of the Southeastern Library Association was recently held in Atlanta. Joint discussions of library school curricula by those who employ library personnel and those who train that personnel were made possible by a grant from the General Education Board through Emory University, the educational host for the conference. Invitations were sent to municipal, county, regional, and college and university librarians from each State in the Southeast and from Louisiana, Texas, and Arkansas.

Nora E. Beust, Specialist for School and Children's Libraries, U. S. Office of Education, was among consultants who participated in the conference. Others represented the region's library schools and State library agencies and divisions of the American Library Association.

# The Story Hour: A Significant Program of Children's Departments in Public Libraries

by Nora E. Beust, Specialist for School and Children's Libraries

**T**HE STORY HOUR<sup>1</sup> has long been a significant program of children's departments in public libraries. It is natural that this activity has developed in libraries as the children's rooms are an ideal setting for the story hour. They are stocked with a variety of reading suited to the abilities and interests of children of all ages and are housed in pleasant quarters that are decorated and furnished for children's enjoyment.

These rooms are open to the boys and girls after school hours, on Saturday, and during vacations for reading, browsing, and other activities related to pleasure with books. The work of the children's department is in charge of a librarian whose basic training has stressed the importance of introducing boys and girls to the best of the literature of childhood.

The objectives of the story hour may be briefly stated as: to acquaint children with the best stories in the field of children's literature (folk and fairy tales and modern stories) and to give the children opportunity of listening to well-told stories.

The Children's Department of the Enoch Pratt Free Library expresses its philosophy of the story hour as, ". . . that pleasant time when the group and herself (the storyteller) are in absolute accord and sharing with great zest—an adventure."

The story-hour program in the library usually begins in the fall, soon after the opening of school, and continues until spring. In The New York Public Library the "season" begins with the high festival of Halloween. The old Dutch school bell at the Harlem Branch Library "rings in the witches" with all their fascinatingly scary paraphernalia, the fires burn low on the hearths of the Reading Rooms, and "The Boy Who Drew Cats" and "The

Hobyahs" and "Baba Yaga" stories are told to the boys and girls all over the boroughs of Manhattan, the Bronx, and Richmond.

## In New York Public Library System

Stories are told weekly in all of the branches, after Halloween, and monthly in the sub-branches of the New York Public Library System. Story hours last from 45 to 60 minutes and are held in some quiet room in the library set aside for that purpose. The children go to the room in procession. They are greeted by the storyteller who has the books from which she will tell the stories on a table with a bowl of flowers and the story-hour wishing candle. This is blown out at the end of the story hour with a wish going into the candle flame from each child.

There are no interruptions during a story hour, no staged participation, no questioning and quizzing afterwards by the story teller to discover reactions. Children often tell voluntarily what a story has meant to them, and frequently

a remark made weeks or months after a story hour reveals what the child took from the story told. A story may, at the moment of telling, have no meaning for a child; but a time may come when an experience will give it meaning for him, and he will draw it from his subconsciousness to fulfill its cultural, spiritual, or humorous role.

The story-hour season closes with the celebration of Marie Shedlock's birthday in May. It was her telling of fairy tales of Hans Andersen that inspired Anne Carroll Moore, then superintendent of work with children in the New York Public Library, to conceive the idea that storytelling is a legitimate and necessary part of library work with children.

The regular story hours are for children from approximately the third to the sixth grade. Folk and fairy lore are the backbone of these story hours. The only mediums used at any of the library story hours consist simply of books and storytellers. The stories told are selected from approved books in their reading room collections. Imaginative stories are told in the words of the author. The essence of the folk tales is preserved in their telling. Stories are told simply, with due regard for authenticity. They are told because a children's librarian wants to share



Young book-borrowers at the Carnegie Library, Pittsburgh.

Courtesy Carnegie Magazine.

<sup>1</sup>Material for this article was furnished by the children's departments in the public libraries of the following cities: Baltimore, Charleston, S. C., Chicago, Cleveland, Denver, Detroit, Indianapolis, Long Beach, Calif., Los Angeles, Minneapolis, New York, Pittsburgh, St. Paul, Seattle, Tacoma, Wash., and Washington, D. C.

them with her boys and girls. The supervisor of storytelling says, "That liking and the desire to share it is the twofold secret of a successful story hour."

### **In Carnegie Library of Pittsburgh**

Story hours are also a regular activity of the children's department in the Carnegie Library of Pittsburgh. It is through this means that the literature

for younger children, and for a shorter period another story hour is conducted for older boys and girls. Myths and folk tales which have been told since primitive times, along with some stories of more recent origin, are told to the younger group. A high standard is always maintained in the selection of these stories by the children's librarians. The older children are told idealistic, heroic literature, such as the King

### **In Other Cities**

Staff and housing shortages requiring adjustment of programs still exist in libraries. Minneapolis and St. Paul have worked out innovations. In Minneapolis the staff of the central children's room, which has no easily accessible place for stories, cooperates in the Saturday morning program of the Science Museum Society throughout the winter months. The program includes films on some aspect of natural science, a story, and a treasure hunt. The attendance sometimes reaches 400 children, but carefully selected, well-told stories hold their interest. In other parts of the library, stories are often read, rather than told, due to the shortages of staff members, because it is, of course, better to have a story well read than poorly prepared and badly told.

St. Paul is using book-browsing hours at both the main library and the branches. A series of these programs is held three or four times a year for the period of a week. Minnesota authors are featured. The young people meet them and hear them talk or tell stories. Junior books of authors and the works of illustrators are featured as well as folk tales. The book-browsing groups range in age from the third grade through junior high school. The children's department turned over the space formerly used as a story-hour room and auditorium to the development of work with adolescents, because the library staff felt the importance of providing this service, and it was impossible to carry on story hours regularly because of staff shortages.

The preschool story hours are a comparatively recent development in libraries and are still thought of as experimental in some instances. The staff of the Long Beach (Calif.) Public Library believe that the discussion groups carried on with parents at the time of the preschool story are as important as the work with little children. Books on child care, books of general interest, and children's reading are stressed. Pittsburgh began its preschool story hour in 1947. Mothers bring their children (ages 3-5) for a half-hour story hour every other Wednesday. While the children are enjoying their own stories, the mothers in an adjoining room are having a program planned and exe-



Story hour at the Tacoma, Washington, Public Library.

Courtesy Public Library.

of the world is introduced. For the first time the child may hear of the wondrous adventures of Ulysses, the ring of Thor's hammer, the bravery of Beowulf, or the friendship of Roland and Oliver. He hears the tales that circled the world before man could write, the stories so old that no one knows their age: Cinderella, Sleeping Beauty, Jack the Giant Killer. Newer innovations are tried from time to time, puppet shows, pictures, plays, each successful in itself, but never taking the place in the child's heart of the story that is told. Always there is someone to remark, after some other form of entertainment, "Now, please tell us a story."

### **In Cleveland Branches**

In the branch libraries of the Cleveland Public Library, story hours are held once a week from fall until spring

Arthur legends, the Volsunga Saga, the Cuchulain saga, stories from the Persian heroes, the adventures of Robin Hood, and heroic tales such as that of Ulysses.

Show methods are avoided and careful preparation is stressed. The storyteller brings to the listeners an interpretation which grows from a sympathetic understanding and background of literary appreciation.

A number of libraries report that they, too, are continuing their programs of telling the best versions of old folk tales and carefully selected modern stories. In Cleveland the story hour was curtailed along with many other activities during the war years. When the stories were resumed, hundreds of children stood patiently in line awaiting their turn to go into the story-hour rooms.

cuted by the librarians from the adult department.

Tacoma, Washington, resumed its story program in 1947 with the pre-school age group, as it was felt that there was an immediate need to interest adults in the library and its use. The small children are in many cases accompanied by their parents. Stories for the picture book hours also require less preparation in the matter of learning than stories for older children, and with an insufficient staff any time-consuming efforts were avoided.

Detroit began preschool story hours approximately 15 years ago. The form it takes depends upon the experience, personality, and philosophy of the individual who conducts it. Chicago, Cleveland, Los Angeles, Minneapolis, New York, and Washington, D. C., are also including some separate programs for young children.

Indianapolis has a radio library story hour once a week over a local station. This is given on Thursday afternoons from 1:30 to 1:45, and is part of the Indianapolis Public School Radio Program. The children listen in the classroom during school time. The radio story hour has been carried on since 1936. The estimated audience is 7,000 children.

An effective radio story hour is one activity in the cooperative program with the Board of Public Education and the Carnegie Library of Pittsburgh. Two mornings a week their storyteller goes to a school classroom to make a wire recording of the story that is to be broadcast later in the day to each school in the city. The school children have a chance to see the broadcast made and to participate with songs and verses. In this manner each child in the primary grades throughout the city has an opportunity to hear and see a library storyteller. In all cases the children's librarian at the local branch accompanies the storyteller so that the children link "their" library to the radio storyteller. Most of the parochial-school pupils, as well as many in the county schools, also listen to the broadcasts.

Minneapolis, Tacoma, and Seattle also use the radio.

The puppet show is another medium that children enjoy. Denver, St. Paul, Los Angeles, Chicago, and Washington,

D. C., tell of effective "shows." Records are used to supplement the story in Seattle, Chicago, Minneapolis, Indianapolis, Washington, D. C., Long Beach, and Los Angeles. Slides, motion pictures, and children's own dramatizations are used in Chicago, though the motion picture programs based on popular children's books at the main library children's room have been temporarily discontinued due to lack of facilities. Slides were also listed as being used in Minneapolis. A magic show and at times children dressed in native costume of countries when the stories have a foreign setting give children an opportunity to contribute to the story hour in Seattle. Dramatization and magic shows are also used at times in Los Angeles.

Many of the libraries cooperate with the recreational departments in conducting summer story hours or reading groups on the playgrounds. Stories are also told to such groups as Boy Scouts, Girl Scouts, and church summer schools. In all the libraries the close cooperation between public library and school library indicates the importance that teachers place on the contribution which children's librarians are making to boys and girls in their appreciation of literature.

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## AASA

**SUPERINTENDENT** Willard E. Goslin, of the Minneapolis schools, is the newly elected president of the American Association of School Administrators for the current year. He succeeds Superintendent Herold C. Hunt, of the Chicago schools, who had been AASA president for the past year and who presided over the Atlantic City Convention in February.

Resolutions adopted by the AASA included statements concerning the following: Preservation of democracy through education; national security; world understanding; United Nations; UNESCO; teacher exchange among nations; education in occupied countries; atomic energy; conservation of natural resources; teachers' salaries; teacher preparation; cooperative planning by administrators and teachers; boards of education; continuity of the educational program; radio in educa-

tion; reorganization of school districts; school housing; public funds for public schools; federal aid without federal control; national board of education; platform of AASA. A tribute to the late Sherwood Dodge Shankland, executive secretary emeritus of the Association, was made a part of the resolutions.

Reports of the Convention are available from the National Education Association headquarters, 1201 Sixteenth Street NW., Washington 6, D. C.

## Education Week Theme Set

*Strengthening the Foundations of Freedom* has been chosen as the theme for the 1948 celebration of American Education Week, November 7 to 13, inclusive. Topics for each day in the week, beginning with Sunday, November 7, are: Learning To Live Together; Improving the Educational Program; Securing Qualified Teachers; Providing Adequate Finance; Safeguarding Our America; Promoting Health and Safety; Developing Worthy Family Life.

American Education Week is sponsored by: National Education Association, United States Office of Education, American Legion, and the National Congress of Parents and Teachers.

## What Are National Agencies Doing for Children?

This is the title of a circular recently prepared by the Association for Childhood Education and the U. S. Office of Education. It summarizes reports by 26 national organizations on their current organization and programs—their yearbooks, journals, and other publications; their research activities; conferences, workshops, and field services; and teaching aids they provide for school use. It also states some problems the representatives of these organizations listed as important in improving the education and welfare of children.

The circular is available for 25 cents a copy from the Association for Childhood Education, 1201 Sixteenth Street NW., Washington 6, D. C.

# Service Personnel May Attend Civilian Schools and Colleges

The following information is presented to SCHOOL LIFE readers by Harry C. Eckhoff, lieutenant colonel, GSC, Executive Officer, Education Branch, Troop Information and Education Division, Special Staff, United States Army.

**T**HROUGH the facilities of the Army Education Program, Army and Air Force officers and enlisted men may further their education by attending nearby civilian accredited schools and colleges during their off-duty time. Although this phase of the Army Education Program was instituted little more than a year ago, over 5,000 members of the Army and Air Force have already enrolled in schools and colleges in various parts of the United States.

The Army Education Branch of the Troop Information and Education Division, Department of the Army Special Staff, provides 75 percent of the tuition costs per course per semester for courses taken by military personnel at a nearby school or college during their off-duty time. The maximum amount payable per course per semester is \$25.00. Students pay 25 percent of the cost of tuition, plus cost of books and any matriculation fee that may be charged, to insure good faith on their part.

More than 220,000 Army and Air Force personnel are currently participating in some phase of the Army Education Program in various parts of the world.

A second educational opportunity provided by the Army Education Program is the opportunity for study in classes organized by commanding officers at local posts, camps, and stations in the United States and overseas. There are in operation some 1,100 Army Education Centers, of which over 800 are overseas. Enrollment in this phase of the Army Education Program is more than 60,000. Classes are for the most part conducted on off-duty time. Duty-time classes are authorized in certain instances for subjects deemed nec-

essary for the accomplishment of the mission. Examples of such subjects are: Clerical subjects necessary for training typists and clerks in the Army; language of the country in which a soldier may be stationed; and literacy training for illiterates.

A third educational opportunity is for self-study. Approximately 400 correspondence and self-teaching courses in elementary, high school, vocational, technical, and college fields are available to servicemen through the United States Armed Forces Institute. Arrangements are also in effect whereby servicemen may take correspondence courses with any of 59 American civilian colleges currently cooperating with the United States Armed Forces Institute through a contractual agreement. These colleges make approximately 6,000 additional courses available to members of the armed forces. More than 145,000 Army and Air Force personnel are presently taking advantage of this opportunity for self-study.

The United States Armed Forces Institute, which has its headquarters at Madison, Wisconsin, is considered the core of the Army Education Program.

The services of the Institute are utilized jointly by the Army, Navy, Air Force, Marine Corps, and Coast Guard. Similar services are provided overseas by branches of the Institute. Branches are currently in operation in Alaska, Antilles, Hawaii, Germany, Panama Canal Zone, Japan, Philippines, and Guam.

The Army Education Program does not give academic credit for courses completed, nor does it suggest to civilian schools how much credit to grant individuals for educational attainment in the service. However, through the efforts and cooperation of the Commission on Accreditation of the American Council on Education, high schools, colleges, and State departments of education of the 48 States of the United States are most cooperative in granting academic credit to individuals for educational attainments accomplished through the Army Education Program.

## KINDERGARTEN OF THE AIR

"To give children in isolated rural areas, who are too young or too far from a school or kindergarten, creative stimulus which will help them to develop constructive play, observation and self help—

"To serve as a pattern and guide for mothers in playing with and teaching their own children—"

These are the expressed aims of Canadians who have been sponsoring a *Kindergarten of the Air* over a Toronto network. This is a new program for Canada; in fact it is claimed to be the second one of its particular kind in the world. The first one was a byproduct of the war and originated in Perth, West Australia, according to a report from that part of the world.

The Junior League of Toronto had some money earmarked for a "kindergarten session" when its committee learned about the Australian program. The League and the Ontario Federation of Home and School, together with the Canadian Broadcasting Corporation, saw a way to achieve a new goal. So, on September 22, *Kindergarten of the Air*, a joint project of these organizations, to be heard 5 days a week, was announced. Content of the program includes: An introductory theme; hygiene or health habit (cleaning teeth, etc.); exercises (stretching, etc.); language exercises (use of vowels, etc.); songs, story handwork; or suggestions for an outdoor activity. This outline was elastic and music and folklore became an integral part of each broadcast.

During broadcasts parents are asked to clear a space at home for the child in front of the radio so that there is room to march, dance, and play; also to provide a workbox containing blunt scissors, paper, crayons, saucepan, etc.

"Crowning glory for all those who conceived the idea of *Kindergarten of the Air* and brought it to a successful production is a resolution passed by the Toronto Board of Education," says a childhood education specialist.

The broadcasts, begun in November, continue with funds from the Junior League for a period of 30 weeks. "A democracy can have what it wants if its people are willing to work for it and willing to work together," states a report of an observer.

# EDUCATORS' BULLETIN BOARD

## NEW BOOKS and PAMPHLETS

### Charter of United Nations

*Guide to the United Nations Charter.* Prepared and published by Department of Public Information, United Nations. New York, 1947. 53 p. Illus. 50 cents. (Order from: International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y.)

Part I describes the steps to the Charter and Part II explains the Charter.

### Education and Community Living

*The School and Rural Community Living in the South.* Report of the Education Committee, Second Southern Rural Life Conference. Nashville, Tenn., The Southern Rural Life Council, George Peabody College for Teachers, 1947. 41 p.

The Southern Rural Life Council is an organization representing various groups and interests concerned with the improvement of rural community living. In this study, the Committee on Education aimed at discovering some of the activities used successfully by schools to improve community living, the possible contributions leadership could make, and the barriers leadership is experiencing. It suggests procedures for constructive programs which should be helpful to communities and organizations.

### Equalizing Opportunities

*Equalizing Educational Opportunities Beyond the Secondary School.* By Ordway Tead. Cambridge, Harvard University Press, 1947. 53 p. (The Inglis Lecture, 1947) \$1.

Reviews the present inequalities of educational opportunities and outlines proposals for an equalizing program. Suggests that the time is ripe for a national educational policy in which the aspect of higher education would necessarily take its important place.

### General Education

*Cooperation in General Education.* A Final Report of the Executive Committee of the Cooperative Study in General Education. Washington, D. C., American Council on Education, 1947. 240 p. \$3.

Reports the 5-year program of more than a score of colleges which combined to study

aims, structure, and content of an ideal 2-year curriculum. Summarizes the major projects in the humanities, the social studies, student personnel work, and in the sciences. Considers the questions involved from both a philosophical and a practical viewpoint.

### Improving Instruction

*Better Teaching Through the Use of Current Materials.* A Report on an Eighteen-Month Study in English, Science, and Social Studies Classes by the California Council on Improvement of Instruction, January 1946 to June 1947. Prepared by Lucien Kinney and Reginald Bell. Sacramento, State of California Department of Education, 1947. 24 p.

Describes an experimental study made by a group of teachers of English, science, and the social studies to determine which of the variety of current materials could best be used in the classroom and to develop new teaching techniques to make the most of these new tools.

### Intercultural Understanding

*Aids in the Teaching of Intercultural Understanding.* A Selected List of Films, Film-Strips, Recordings and Radio Scripts, Compiled by Joseph P. Maguire. Hartford, Connecticut Interracial Commission, 1946. 51 p.

Presents a selected, annotated list of visual aids, recordings, and radio scripts, compiled as a help to schools, colleges, social workers, parent-teacher associations, and others interested in bettering relations between groups—racial, national, and religious. Each item is marked to suggest the age groups for which it is most suitable.

### Professional Ethics

*1947 Report of the Professional Ethics Committee of the National Education Association.* Washington, D. C., National Education Association, Headquarters Office, 1947. 64 p. Single copy free upon request.

Summarizes the activities of the committee during 1946-47 and presents 26 codes which will be of value to students and leaders interested in developing a more perfect code for the profession as a whole or for specific groups. Includes the statement on strikes and ethics released to the press October 19, 1946, and a selected bibliography of articles on professional ethics published during the year 1946-47.

## Lay Participation

*Laymen Help Plan the Curriculum.* By Helen F. Storen. Washington, D. C., Association for Supervision and Curriculum Development, National Education Association, 1947. 75 p. \$1 single copy.

Discusses the place of lay participation in planning the school program. Describes some instances of cooperative planning that have been tried in schools and communities which may serve as a guide to communities considering such a program. Cites problems involved and suggests solutions.

### Preventing Vandalism

*The Problem of Vandalism.* Baltimore, Md., Department of Education, 1947. 16 p. Illus.

Presents the problem of defacement or destruction of property and equipment, both public and private. Outlines a cooperative plan of action for pupils, teachers, and administrators and suggests how home, school, and community can help solve this problem of vandalism.

### School Libraries

*The Library in the School.* Fourth Edition Completely Revised and Rewritten, by Lucile F. Fargo. Chicago, American Library Association, 1947. 405 p. Illus. \$4.

Prepared as a basic text in school library work; deals with principles, attitudes, institutions, administrative and financial backgrounds, and fundamentals of method.

### School Plant

*Good Housekeeping in Schools.* Los Angeles, Calif., Los Angeles City Schools, 1947. 51 p. (School Publication No. 433)

Intended to give teachers, principals, and supervisors practical help in improving the appearance of the school plant. Includes specific suggestions, floor plans for arranging classroom furniture, and a check sheet for principal and teacher.

### School Support

*Winning School Support at the Polls.* Washington, D. C., Educational Research Service, National Education Association, 1947. 43 p. (Educational Research Service Circular No. 7, 1947.) \$1 single copy.

Offers practical suggestions from successful campaigns for school bonds and special tax levies. Based on descriptions of actual procedures contributed by superintendents and other local school officials.

## U. S. Government Films

*U. S. Government Films for School and Industry.* New York, Castle Films (30 Rockefeller Plaza), 1947. 37 p. (1947 catalog.)

Lists more than a thousand visual aids for schools and industries, sound motion pictures, and filmstrips, both silent and sound, produced by seven different agencies of the U. S. Government. They may be purchased from local visual aid dealers or directly from Castle Films under U. S. Government contract awarded annually on a competitive bid basis by Procurement Division, Treasury Department. The films may also be rented through many local educational film libraries.

## RECENT THESES

*A Study of the Cultural Material in First Year Latin Textbooks Used in Secondary Schools.* By Lillian Corrigan. Doctor's, 1946. New York University. 191 p. ms.

Describes the historical background of the problem and discusses procedures and techniques used in assembling and organizing data and selecting criteria. Presents analyses by individual tables for each book and summary tables for all books.

*A Study of the Extent to Which Textbooks Teaching English to Foreign-Born Hispanic Adults in New York City Help Them Comprehend the Daily English Newspaper They Read.* By William Wachs. Doctor's, 1946. New York University. 304 p. ms.

Analyzes the vocabulary of certain types of articles in several editions of the *Daily News*, the newspaper read by the largest number of Spanish-Americans in New York City. Indicates the grammatical constructions with which these readers have the most trouble. Reviews 10 textbooks used in teaching English language to Hispanic adults. Indicates subjects that should be stressed in their instruction.

*A Study To Determine Content Appropriate for Inclusion in a Rural School Management Textbook.* By Ernest Hilton. Doctor's, 1946. New York University. 2 vols.

Presents a textbook written for use in a rural school management course, and dealing with problems of rural society which influence, and are related to, problems of rural schools.

*Textbook Administration.* By Harold A. Haynes. Doctor's, 1946. New York University. 312 p. ms.

Attempts to establish a set of principles essential to the administration of free textbooks in city school systems; to set up a list of sound practices in terms of these principles. Submits a plan for the administration of free textbooks in a large city school system.

*Training Welders for National Defense.* By James A. Waln. Master's, 1942. Pennsylvania State College. 137 p. ms.

Examines the philosophies and practices in the schools which operated courses in welding under the auspices of the Defense Training Division, U. S. Office of Education.

*Transcription Units of Instruction for Colleges Based Upon Actual Business Correspondence.* By Mildred H. Tuttle. Master's, 1945. University of Cincinnati. 219 p. ms.

Presents units containing informative material on one or more of the activities which make up the transcription process.

*What Postwar Changes in Business Education are Planned by the Public High Schools of the State of Washington?* By Donald B. Roberts. Master's, 1946. Armstrong College. 111 p. ms.

Describes the development of a questionnaire on postwar plans for business education which was mailed to 137 junior and senior high schools and junior colleges. Finds that many schools have made no special postwar plans.

## 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 source indicated.)

Amarillo, Tex. Amarillo Public Schools. *Fine Arts. A Tentative Course of Study for the Junior High School Grades 7 and 8.* 1946. 50 p. processed. (Curriculum Bulletin No. 250.)

Cleveland, Ohio. Board of Education. *Personal Regimen Course of Study for Cleveland Senior High Schools, Revised, 1944-45.* 1945. 125 p. processed.

East Greenwich, Rhode Island. Public Schools. *Experimental Units on Western Pacific Area for Grades 1 to 6.* East Greenwich, R. I., 1945. 68 p. processed.

Florida. State Department of Education. *A Brief Guide to Teaching Spanish in the Secondary Schools.* Tallahassee, 1946. 120 p. (Bulletin No. 52.)

Ithaca, N. Y. Public Schools. *Course of Study in Arithmetic—Kindergarten—Grade 6.* Ithaca, N. Y., 1945. 104 p. mimeo.

Kansas. State Policy Committee on Health Education. *Health Education in Elementary and Secondary Schools.* Topeka, Kansas State Printing Plant, 1945. 81 p.

Michigan. Department of Public Instruction. *Planning and Working Together. A Guide to Curriculum Development in Michigan Secondary Schools.* Lansing, 1945. 191 p. Bulletin No. 337)

Minneapolis, Minnesota. Public Schools. *Guidebook for Common Practices in All School Work.* Minneapolis, 1945. 89 p.

## Voice of Democracy Contest Announced

THE OFFICE OF EDUCATION announces the second annual *Voice of Democracy* contest for high school students throughout the Nation. With the same theme as for 1947-48, "I Speak for Democracy," the contest for 1948-49 will reach a climax during National Radio Week, November 14-20. It is planned that local winners will be chosen during that week.

By means of transcriptions, the local winners will later compete successively in State contests and in the national contest. Four regional winners in the national contest will receive \$500 college scholarships and other awards, as well as a trip to Washington.

The contest is sponsored by the Radio Manufacturers Association, National Association of Broadcasters, and by local chapters of the U. S. Junior Chamber of Commerce, and is endorsed by the Office of Education.

The four winners of 1947-48 were presented their awards by Attorney General Tom Clark and met the President and various Congressional and Government leaders during their visit to Washington early this year. About 20,000 students in 500 communities competed in the contest. This year the sponsoring groups plan to have contestants from many more cities.



## 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

**Higher Education.** By Henry G. Badger.

Washington, U. S. Government Printing Office, 1947. (Educational Directory, 1947-48, Part 3) 30 cents.

Lists names of institutions with location, accreditation, control, student body, and names of the following officers: President or chancellor; dean; chief business officer; admissions officer, registrar, or recorder; librarian; chief personnel officer, dean of women, or dean of men; dean or director of each professional school or college; dean of the graduate school; and director of the summer session.

**Public Library Statistics, 1944-45.** By Willard O. Mishoff and Emery M. Foster.

Washington, U. S. Government Printing Office, 1947. (Bulletin 1947, No. 12) 58 p. 20 cents.

Statistics of public libraries have been collected and published by the U. S. Office of Education periodically since 1870. Its first comprehensive collection of data from public libraries in the United States, however, was made in 1938-39. The present compilation for 1944-45 is the second in the new series designed to set forth at regular intervals the status of public library service throughout the Nation.

**U. S. Office of Education—Part Two of Annual Report of the Federal Security Agency for the Fiscal Year 1947.**

Washington, U. S. Government Printing Office, 1948. p. 169-248. 20 cents.

Describes activities of the U. S. Office of Education in the following fields, for the fiscal year 1947: Elementary education, secondary education, vocational education, higher education, veterans' educational facilities program, central services, international educational relations, auxiliary services, school administration, and surplus property utilization.

### New Publications of Other Agencies

#### DEPARTMENT OF AGRICULTURE

**A Handbook for Better Feeding of Livestock.** Prepared by Paul E. Howe, Harold M. Harshaw, and T. E. Woodward, Bureau of Animal Industry and Bureau of Dairy Industry.

Washington, U. S. Government Printing Office, 1947. 71 p. (Miscellaneous Circular 12, revised) 10 cents.

Covers the principles of the practical feeding of livestock and includes brief descriptions of the proper feeding practices for different kinds of livestock.

#### DEPARTMENT OF STATE

**Paris Peace Conference, 1946—Selected Documents.** Washington, U. S. Government Printing Office, 1947. 1442 p. (Publication 2868; Conference Series 103.) \$6.

A selection of the documents setting forth the deliberations and recommendations of the Paris Conference (July 29-October 15) attended by representatives of the five major Allied Powers—the United States, the United Kingdom, the Union of Soviet Socialist Republics, France, and China—and of all other members of the United Nations which had actively waged war with substantial military force against European enemy states.

**The Program of the Interdepartmental Committee on Scientific and Cultural Cooperation.**

Washington, U. S. Government Printing Office, 1947. 41 p. (Publication 2994; Inter-American Series 37) 20 cents.

Reprinted from the *Department of State Bulletin* of September 28, October 12, October 19, October 26, and November 16, 1947.

Contains an article on the Assembly of Librarians of the Americas and one on the Biblioteca Benjamin Franklin.

#### LIBRARY OF CONGRESS

**Guide to United States Government Motion Pictures.** Compiled by the Motion Picture Division.

Washington, U. S. Government Printing Office, 1947. 104 p. 40 cents.

Vol. I, No. 1, June 1947 is the only issue available. This annotated list of all Government films available for public use is arranged according to subjects. Directions are provided for ordering films from each Government agency.

#### SMITHSONIAN INSTITUTION

**Annual Report of the Board of Regents for the Year Ended June 30, 1946.**

Washington, U. S. Government Printing Office, 1947. 440 p. \$2.25.

The General Appendix, p. 137-440, contains copies of lectures and addresses, such as "Atomic Energy as a Human Asset" by Arthur H. Compton; "Anthropology and the Melting Pot" by T. D. Stewart; "National Responsibility for Research" by J. E. Graf; and "Toward a New Generation of Scientists" by L. A. Hawkins.

#### SUPERINTENDENT OF DOCUMENTS

**Home Builders or Home Owners.**

Washington, U. S. Government Printing Office, 1947. Free.

A leaflet containing an annotated list of 19 selected U. S. Government publications concerning the building, care, and maintenance of homes and grounds. Included are references to pamphlets on planning, construction, remodeling, landscaping, etc.

**List of Posters and Charts.**

Washington, U. S. Government Printing Office, 1948. 11 p. Free.

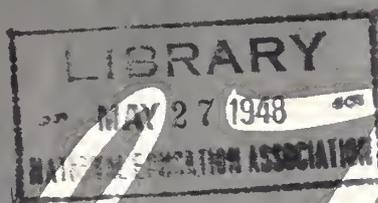
Price list of items sold by Superintendent of Documents. Arranged by subjects, such as industrial safety, mosquitoes, nutrition, and soya flour.

**Plants.** Price List 44, 41st Edition.

Washington, U. S. Government Printing Office, 1947. 22 p. Free.

This price list shows by subjects the availability of the stock at the U. S. Government Printing Office of Department of Agriculture bulletins, leaflets, and circulars on numerous fruits, vegetables, and flowers—radishes, ragweed, raspberries, etc.

# School Life



OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION

Volume 30, No. 9, June 1948

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# School Life

Published monthly  
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## 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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## Editorial Offices

Olga A. Jones, Editor in Chief,  
U. S. Office of Education,  
Federal Security Agency,  
Washington 25, D. C.

TO EDUCATORS, perhaps more than to any other group of persons, the critical international situation which exists today is distressing. Many of us are still keenly mindful of those lads—so often the very finest—who left our classes at the call of their country and who never returned from the far-flung battlefields of a global war. As their teachers, we know that each had some distinctive individual quality which was precious and that many were capable of making rich contributions to our peacetime culture. We have resolved that their sacrifices shall not have been in vain.

Those of us who had followed with perception the course of international events between the two world wars will always feel that the path which led to Pearl Harbor was opened in the early thirties, when to most "practical" statesmen of the time Manchuria and Ethiopia seemed far away and unimportant to our security. They were destined soon to learn better, but only after we were called upon to pay a gigantic price in blood and treasure. The grim unanimity with which Americans finally rose to smite the aggressors and the overwhelming support which we gave to the establishment of the United Nations are evidence of the immense distance in political understanding which we had traveled in a decade.

But now, even as the world still suffers from its recent devastation, we face the fact that the peace which we had believed to be securely won is in jeopardy. What we have come to call "the democratic way of life" is menaced by an aggressive ideology which, in the guise of improving the welfare of the common man, actually makes him the slave of an omnipotent State. Propagated by agents trained in every method of spreading dissension, this ideology has made such undeniable headway among war-weary peoples who are cold, hungry, and confused that the world is rapidly becoming split into two dynamic, antagonistic groups. Charges and countercharges fill the air, a jockeying for position goes on apace, and to teachers as to millions of other citizens there comes the haunting fear that upon our aching generation will be unleashed atomic bombs and guided missiles of frightful destructiveness.

## No Nation the Gainer

"Is another war inevitable?" is a question heard with increasing frequency. Without ignoring the fact that local wars are already being fought and that explosive materials are strewn about the international landscape, I am wholly unable to accept the premise that any such man-made situation as war is "inevitable." Believing, as all informed persons must, that another global war would come perilously close to destroying our civilization and that no nation could emerge from it the gainer, I believe that intelligent statesmanship can and will find a way to prevent it. If we and the other democratic nations which look to us for resolute leadership will stand firm, with moral and physical power to support the peace; if at home we can constantly strengthen the understanding and extend the practice of the democratic principles which have made our nation great; if we will make the necessary sacrifice to help the war-devastated nations reconstruct their shattered economies; if we will give support to truly democratic groups abroad and avoid the temptation to appease,

# TEACHERS AND THE INTERNATIONAL CRISIS

by Kendric N. Marshall, Director, International Educational Relations Division

for strategic reasons, those who are contemptuous of our democratic philosophy; if we will continue to nurture through the United Nations and its specialized agencies the new techniques of international cooperation, so that even a few of the world's problems are alleviated; if we can do these things without succumbing to fear, I believe that we can avoid war. And if we do, I am confident that sooner or later the peoples behind the Iron Curtain will decide that freedom is preferable to slavery. When that moment comes, this newest despotism will go the way of those other tyrannies which have strutted their little time on the stage of history.

## **Leadership of American Teachers**

But the conditions briefly summarized above are not easy to fulfill; they will be met only through the determination of the alert, awakened people of our country. It is here that a great opportunity is opened for leadership on the part of American teachers. This opportunity is twofold; teachers must join other community leaders in interpreting the present crisis to their fellow citizens through various programs of adult education, while at the same time they are developing in their students those attitudes which are conducive to international understanding. The first objective is short range, to give our people the immediate facts upon which they may clearly act through the democratic processes involved in formulating and carrying out an appropriate national policy. The second objective is long range, concerned with the training of a new generation whose social concepts may be more adequate to our new position of world leadership, and whose improved social techniques may be more consistent with the scientific developments which have revolutionized our material environment.

In recent meetings with teachers and students, I have been impressed by their urgent desire to do something concrete,

something personal, toward the alleviation of the miserable conditions in war-devastated lands, both because they realize that those conditions play into the hands of our enemies and because they are genuinely moved by unnecessary deprivation. It is this growing feeling of personal responsibility which I consider among the most hopeful developments of our day, although one must frankly recognize that there are still too many Americans whose interests and sympathies are narrowly provincial. For while programs of fundamental economic assistance are administered by our Government, the role of individual friendliness in international affairs is a vital one. Many of the letters reaching the International Educational Relations Division from abroad contain such statements as this from a German lad, "We need food—but more than anything we need spiritual goods."

## **Foundations of International Understanding**

The enthusiastic support given by American communities to the "Freedom Train" indicates the eagerness of our people to carry out constructive projects of international assistance. Teachers and students in all parts of our country are today engaged in an effort to build those foundations of international understanding upon which a real peace must rest. Some are actively informing their communities about the aims and program of UNESCO; some are sending food, clothing; and school supplies to the students of European schools which were destroyed. The graduating classes of many American high schools are presenting "memorial" gifts in the form of financial contributions to assist in educational reconstruction abroad. Several school systems are donating their outdated but still useful textbooks to war-devastated schools which have no books at all. Teachers' associations are raising funds to bring teachers from Europe and Asia, to at-

tend special summer sessions where they will learn of educational developments which occurred during the years of the black-out. Tens of thousands of American boys and girls are presently carrying on correspondence with their fellows in many parts of the world and are finding that the common interests shared by youth of all nations and races far outnumber the minor points of difference. Incidentally, the Division of International Educational Relations has received over 60,000 letters from German boys and girls who are anxious to learn about American democracy through correspondence with our students. It requires no imagination to realize the great opportunity which this presents to our schools.

The above are only a few of the diverse international projects now being conducted by our teachers and students. To any teachers who are interested in organizing such a project, I am glad to offer the assistance of this Division in making the preliminary arrangements. We will also be eager to learn at any time about similar interesting activities which are being undertaken in the schools of this country.

Certainly none of us is naive enough to believe that our gifts to the innocent victims of war, or exchanges of correspondence between youths of different lands, are alone going to bring about enduring peace. We do believe, however, that they represent stalwart links in the growing chain which must bind the peoples of the world together in mutual respect and understanding, if the efforts of statesmen are to succeed. That world order toward which humanity has been groping will come into being only when there are enough men and women whose minds and spirits can transcend geographical and racial limitations. To develop such true citizens of both their nation and the world community is the challenge to every real teacher everywhere. No effort is too great, no progress is too insignificant. And not a moment is to be lost!



Ethel Nordling, Minneapolis, Minn.

## WHAT ARE GOOD TEACHERS LIKE?

by Frances V. Rummell, Specialist  
for Service to Organizations

"I LIKED her because her voice was so soft, I guess," Jack said. "Even on the bad days she never hollered at us."

I was in Morgantown, W. Va., and Jack Kern was talking about Ruth Myers, a fragile, graying blonde who had taught him in the first grade 7 years before. He had brought two other ninth-graders along to meet me, and it was perfectly clear that Ruth Myers, who was now teaching their little brothers and sisters, remained one of their favorite people.

"Miss Myers helped us build a bird feeding station," Billy Heathcote said. "We kept suet and sunflower seed all the time. She taught us all about lots of different birds." Marvin Vest, eager to add a word about his first-grade experience, said, "She'd get excited as any of us when we sang well, or when we read our first book by ourselves.")

An article about Ruth Myers appeared in a recent magazine (See "The Richest Woman in Morgantown," by Blake Clark, *Reader's Digest*, April 1948), and additional articles about other outstanding teachers I visited within the past several months will appear from time to time in other magazines. Right now, then, let us leave Ruth Myers, ever so reluctantly. And let us meet these other gifted teachers who have not yet been so fully introduced. All of them were selected by their State and local administrators as "distinguished examples of the best professional talent in the Nation's classrooms today."

Let me say in an aside that these teachers firmly reject any idea of their being spotlighted as box-office stars, so to speak, of their profession. Without exception, they reminded me that thousands of our Nation's teachers are doing distinguished work. Several of them most earnestly suggested that I interview colleagues of theirs, instead of themselves.

These teachers are "cooperating" teachers. They were willing to cooperate with the Office of Education in its desire to bring heartening news about

teaching both proudly and significantly done.

### **She Came—and Stayed**

■ IN SPOKANE, back in 1909, a young woman just out of normal school applied for a teaching position in a rural school. She was offered \$20 a month. She turned it down and took a job singing in a night club. A trained mezzo-soprano, and blessed in looks and charm, she started at \$75 a week.

Thirty years later, Tolosa Cooke, third-grade teacher in Des Moines' Perkins School, was invited back to Spokane as curriculum consultant to assist in conducting a workshop in the social studies. "I couldn't resist looking up my old night club," she said. "I felt that I'd achieved some sort of professional climax."

It must have taken courage to give up \$75 a week as "artiste extraordinaire"—"plus supper," as Miss Cooke always added!—to take a job which, in 1910, paid her \$360 a year. But teaching had won out—perhaps because she is an extraordinary artist with children. She went to Des Moines and has taught there ever since.

Young children have plenty of vigorous talents that remain submerged

because many adults do not have the knack of awakening them. Tolosa Cooke was to spend her life literally bringing the talents of children to the surface. She had the knack, and it meant her children's joyous release. Rhythmic body movements, songs "made up," experiences revealed through paintings and plays, verses well or clumsily turned—these and other freedoms to show independence of thought and action have become the avenues down which her children travel. For Miss Cooke sees that their mode of expression is an open index for her to consult in studying their needs and potentialities and that, further, the index also gives her the means for guiding them to self-discipline and self-realization.

From the beginning of her teaching career, she went on studying and trying to grow in skill and understanding. She lived frugally, saved, borrowed on her insurance, and went to school summer after summer, to Drake University, to Columbia, to Ohio State, where she

"This is a good example," he told me, "of the effective way Tolosa works with pupils in releasing creative ability. The pupils had written the music and the words for the songs. But the conversation had not been frozen into a script to be memorized. In every performance the children played different parts and there were no set speeches. Since the emphasis was on meaning, each child simply created as he went along. The children paid Tolosa the ultimate tribute by putting on a happy and natural performance. Contrast this sort of genuinely creative work, if you will, with the old drudgery of nerve-wracking rehearsals and frightened performers."

Wherever children were concerned, Tolosa Cooke was never to be held back by outdated custom. She dared to be ahead of her time. Let me illustrate: Some years ago, when she spent a summer teaching in a correctional institution near Chicago, she was horrified to come upon a boy virtually in stocks; he

fall of 1921 when she stunned her colleagues in Des Moines by returning from Paris with a smart new bob. "Nice" Iowa ladies were at that time still in hair nets, and at least some of them thought that bobbed hair, however fashionable in Paris, was certainly not for school teachers. Without mentioning any names, one of the newspapers took note of the considerable controversy by publishing a slightly amused, slightly disapproving editorial.

Asking nothing better of the whole field of education than being permitted to teach children, Miss Cooke once heeded urgings to become the assistant director of curriculum revision. By now, a specialist with several summers of experience in demonstration work at Rutgers University and in the laboratory school of the University of Cincinnati, she was given the formidable responsibility of helping to revise the courses of study in the elementary schools of Des Moines.

She says of this curriculum experience. "It was challenging but I think I pined the whole time for teaching. After 6 years of such work, I fled back to my 8- and 9-year-olds."

I was interested in learning why this age child had particular appeal for her. "The child of 8 or 9," she explained, "is in an emotional no-man's-land. He's no longer a baby with a baby's protection. Too much is too suddenly expected of him. He's warm, complex, contradictory, and just as awkward emotionally as he often is physically. Above everything else, he's infinitely appealing. Like all children, he needs affection, a sense of belonging, a sense of achievement. The day a child indicates to me, 'I feel good when I'm in your room,' for that day at least I know I've arrived as a teacher."

And her artistry in freeing children's creativeness? Let us listen to a moving incident as she tells it in her own words: "A teacher hurt me very deeply when I was 9," she says simply. "I had written some verses and was intensely proud of them. In fact, I kept a beautiful notebook filled with my own so-called poems. You see," she smiled, "I was going to grow up and be a poet. But one day this teacher saw my notebook on my desk. In front of the whole class she tore up the pages, bit by bit. Something lovely—at least to me—was



Tolosa Cooke, Des Moines, Iowa.



Robert Dahle, Ferron, Utah.



Mary B. Womack, St. Louis, Mo.

took her master's degree. But there were delightfully compensating respites during these years. For several summers she traveled in Europe with a long-time friend of the family. "She was a fairy godmother," Miss Cooke says. "She opened a bright and exciting world of cultural advantages I might never have known without her."

Today, and for some years past, Tolosa Cooke has received the highest salary on Des Moines, long-time single salary schedule; that salary is now \$3,840.

Walter Trott, director of elementary education in Des Moines, went to see her third-graders put on an original opera, "The Elves and the Shoemaker."

was in the center of the school grounds for all passers-by to shame. His arms were painfully extended and he was guarded by an older student. "The boy told me the head master himself had put him there," she told me. "I released him," she said, "and talked with him about the behavior for which he was being punished. Needless to say, I was reprimanded by the head master." She added, "In fact, I didn't fit in there very well at all. I was also reprimanded because I didn't make the boys empty their pockets the minute they came into class."

Sometimes Tolosa Cooke dared to be ahead of her time socially, as well as educationally—such as the time in the

made shameful and humiliating." She added, "I wrote few verses after that." But there are many different kinds of poets. Tolosa Cooke, in the fullest sense of the word, is a poet with her children.

### ***It Sounded in Character***

■ I HAD HEARD a little about this whizz of a science teacher in the State of Washington—Dorothy Massie, who teaches in a consolidated high school deep in the woods 12 miles south of the Canadian border. Her village, Deming, has a population of 75. When I tried to call her, the telephone operator said she thought Miss Massie might be out with some boys and girls picking huckleberries for pies. That sounded in character.

The State department of education is proud of Dorothy Massie. Prior to the governor's recent survey of education in Washington, she served as chairman of the committee to develop the teaching of science throughout the State. Dr. George D. Strayer, who headed the survey, called the committee's science guide both "excellent" and "practical." And in view of Dorothy Massie's leadership, it is not in the least surprising that one suggestion is this: If teachers don't have the proper equipment for teaching, they can perhaps make it themselves.

That, too, sounded in character. Her own laboratories in the Mt. Baker Junior-Senior High School—a school of about 450—are literally stocked with equipment made by her students under her supervision. Among other things they had made I saw: A 6-foot model of an airplane control linkage demonstrator, a 14-inch model of an eye, an electric furnace for firing pottery, an incubator with a thermostat (which has hatched chickens), a superheterodyne radio set with both standard and short-wave broadcast bands, and a wind tunnel with which aeronautic "bugs" can study air pressures, drag, and other principles of flight.

Let me give the case history of a need that was met by one teacher's ingenuity. "Nobody got anything done," Miss Massie says, "when a whole class of 30 or 40 students had to huddle around 6 microscopes. So we just decided to photograph the slide under the microscope and with an opaque projector throw the photomicrograph on the screen.

Then everybody could see." Another method more often used was the transformation of a plywood box, a 150-watt bulb and switch, and a compound microscope into a microprojector for throwing pictures of microscopic specimens on a large screen.

Dorothy Massie is at heart a pioneer whose happy philosophy seems to be, "If you don't have it, make it; if you don't know, learn." During the war, with her boys going into service, she felt the terrible necessity of teaching something besides physics and chemistry, something they could use immediately. She learned the Morse Code in order to teach it and practiced with her boys to get them up to 10 words a second; 6 were required for service. She set out to learn about radio by doing extensive library research in nearby Bellingham, by talking with the police radio experts there, and by taking a night radio course in Western Washington College.

To learn aeronautics she again did a prodigious amount of research, topping it off by frequent visits to Seattle where, at the Boeing plant, she learned all she could about everything from meteorology to repair work. Radio and aeronautics, both war-born courses, are in the school to stay.

A graduate of the University of Washington, she took her master's degree at the College of Puget Sound in Tacoma. Her present salary is \$3,400.

From early childhood Dorothy Massie grew up *doing*. She says, "I always had a good horse, a good dog, and a good .22." She estimates that her horse threw her "upwards of 100 times." "I never had any use for a horse that wasn't spirited," she says. "I never had a saddle until I was 14 or so. It was considered real sissy." Bareback, she shot many a rattler from atop her horse.

Miss Massie is still as much at home catching her own trout or winging her own pheasants as she is building an induction coil or, for that matter, a house. Several years ago, she paid \$500 for a "shell" of a clapboard house and together with a carpenter, laid the floors and put up the plywood walls. Then, single-handed, she sanded and varnished the floors, plastered the chimney from floor to ceiling, and finished off the whole house by giving it three coats of paint.

She makes all her own clothes, and her mother's as well, skillfully and attractively. "It takes me about a day to make a dress," she says. Casually she added, "It takes a little longer to make a suit or a coat." She raises her own chickens, grows her own vegetables, cans them every summer.

Some 4 or 5 nights a week students come regularly to her home—for advanced study in aeronautics that cannot be worked into the school day. Or for choir practice. Or for a ride in her car to some local doings. Or for their regular Christian Endeavor meeting. "I've never lived any place," she says, "where there was a resident pastor. It just seemed natural for me to fill in." She explained, "There's an awful lot of religion in a physics book, you know, or on a slide underneath the microscope."

Only a few times in her life has Dorothy Massie ever complained about teaching. Once when a better-paying position offered itself, she was mailed a contract to sign. "It had a no-dancing clause in it," she said. "I didn't even answer the letter that came with it." She'd never danced in her life, she said, but she added, "Imagine anybody's telling me I couldn't!"

In another complaint, Miss Massie was joined by her administrators. She was literally swamped by students wanting to get into her classes. "I tried working them so hard the first of school they'd get scared and drop out." She smiled. "But they caught on." The demand continued to be so crushing that the school authorities were forced to limit the number of students who may select science as their major.

Nothing stops Dorothy Massie from doing what she wants. Naively it never occurs to her that other people may be less resourceful, less self-reliant. What is the source of her philosophy? Her energy? She was frankly puzzled when I questioned her, but she tried to explain herself.

"Well, I spend 15 minutes in devotions every morning," she said. "Prayer sure helps. It gives me more patience and more energy and more calm. And besides, it keeps my Irish temper bottled up."

I understood. She is able to make religion work for her the same way she makes everything else work. It is be-



Ruth Myers, Morgantown, W. Va.



Dorothy Massie, Deming, Wash.

cause religion is so natural a part of her that she can discuss God in the same voice she discusses making a condenser. "Physics *are* God's laws," she says.

When I left Miss Massie's comfortably cluttered house I stepped over several cats sleeping on the porch. I remembered a colleague in the State department of education had said Dorothy Massie was the warm-hearted kind of woman every homeless cat in those parts found out about.

### No Cheap Teachers for Elementary Children

■ I HAD READ so much about how important it is for teachers to establish "emotional rapport" with their children that it sometimes seemed a bookish formula loaded with pedagogical compounds. But in St. Louis I found it, a refreshing and alive thing.

Let me tell a simple story simply. Mary B. Womack is a first grade teacher in the George Dewey School in St. Louis. It is Christmas time. Her children are a-buzz with excitement as they begin opening each other's gifts around the tree. Suddenly, unnerving everybody, Tommy begins to cry. He is diabetic—and a friend had given him a real candy Santa Claus. Somehow, on such an important time as this, Tommy simply cannot take the rigors of his diet. Sugar *looks* so innocent.

Only another first grade teacher would have any idea where Mary Womack immediately found a magnificent little fire engine that clanged to shatter the rafters. And of course it had Tommy's name on it.

After the children had all gone home, Mary Womack found a candy Santa Claus forgotten on a window sill. At that moment *she* knew what emotional rapport is. For it had reached the heart of a child.

Mary Womack has known what it is for a long time. She has teaching in her bones. She began her teaching career in Missouri's rural schools. Then came hard years of study—in Harris Teachers College in St. Louis, in the University of Missouri, and in Washington University in St. Louis, where she took her master of art's degree. She continued to take more work at Columbia, Harvard, and Cincinnati Universities. Since 1909 she has taught in St. Louis and today, having climbed high in her profession, she earns \$4,000 a year. A short time ago, before St. Louis adopted a single salary schedule, she was receiving \$2,700.

"Working to add to the prestige of the elementary teacher," she says, "has been my hobby." Mary Womack had the energy and the spirit to spare for elementary teachers throughout the State. "A doctor doesn't have to apologize because he's a pediatrician," she kept saying over the years. "You don't get an expensive doctor for a high-school boy and a cheap doctor for an elementary child."

Hard as she has worked throughout her community and State to get this idea across, it is only one of many ideas, for Mary Womack is not a factionist. Back in the 1920's, with a number of coworkers, she began to work for the amendment to a State law that made a

teacher retirement system illegal. Right through the depression she worked—her house as headquarters—sparking committee meetings and writing hundreds of letters. Thanks certainly in part to her efforts, the State law was amended about 1934.

But just *permitting* the establishment of a teacher-retirement system was only half the battle; actually establishing it was the winning half. Mary Womack continued to work with others. Eventually, in 1941, she was elected to serve on the executive committee of the Missouri State Teachers Association. This was a milestone. First, she was the only elementary teacher on the committee; second, the committee was engaged in drawing up the educational provisions to be included in a new State constitution. It was Missouri's first completely rewritten constitution in 50 years, and when in 1945, it was adopted by the people, no obstacle to retirement remained. The next legislature passed a bill that must have made Mary Womack's heart swell with pride: there was a brand new teacher retirement *law*. Miss Womack had more than done her part.

Surely her colleagues cheered when, in 1946, she became president of the Missouri State Teachers Association—the only elementary teacher ever to hold the presidency.

When, during her presidency, a wealthy manufacturer deeded a 2,000-acre resort center in Missouri's beautiful Ozarks to the M. S. T. A.—an outright gift worth \$50,000—the St. Louis Grade Teachers Association celebrated in

Mary Womack's name. She was, at one time, its president. The association gave \$3,000 to the M. S. T. A. to build the "Mary B. Womack Lodge" on the site. It will be for the use of all Missouri's teachers. It is all but complete now; just one finishing touch remains—an inscription over the huge fireplace. It is an inscription of Mary Womack's own choosing. It will read, "Whoso would kindle another, must himself glow."

### **You Can't Measure in Money Alone**

■ EMERY COUNTY, Utah, in the beautiful Wasatch Range, comprises what is fondly known as Castle Valley. Flat-topped mountains swoop skyward all of a sudden here and there to flaunt such turretlike spires and pinnacles that the valley does indeed seem to be commanded by castles. Wildly purple, orange, and red, they overshadow the tiny village of Ferron. It is only a dot on the most considerate map; most maps take no notice at all. But surely, if Robert Dahle sticks around Ferron much longer, they *all* will.

Bob Dahle, graduate of the Utah State Agricultural College in Logan, came to Ferron to teach vocational agriculture in the South Emery High School just about 15 years ago. He found a county that had two ways of making a rather thin living—coal mining and farming, particularly cattle raising. He didn't pretend to know much about coal mining, but one good look at the livestock situation and he launched a crusade that at one time caused plenty of heated questions. Very fortunately he had his FFA boys to help him spread his message, and fortunately—for Dahle's crusade, that is—the county had no veterinarian. It was not until Dahle rather spectacularly saved from certain death a cow belonging to the local president of the livestock association that the farmers became more receptive about listening to his scientific ideas.

This is what he said, in effect, to his students, to his friends, to every cattle raiser he could get to listen to him: All of you sell your calves in the fall of the year, when they're 6 months old. You sell them in lots, 40 or 50 to a lot, like a bunch of asparagus. Maybe they average out to \$50 apiece. Maybe they don't. Now, instead, imagine feeding those

calves through the winter and selling them by the pound in the *spring*. A calf that goes for \$50 in the fall would bring at least four times that in the spring. And he always added his clincher: Since this is not a great feeding area and our resources are limited, we might as well feed the best. Let's start some purebreds, hardy enough to stand this rugged climate.

His FFA boys startled the whole county by paying \$1,000 for a purebred bull, and then in a few years they bought another. His boys were with him.

What was he to say to the farmers' protest that they had no feed to keep cattle through the winter, no matter how hardy the breed? They couldn't raise hay. The soil was too poor. Dahle said this: "This soil can be treated. My FFA boys can tell you how." And once again his FFA introduced something unprecedented in Emery County—this time, fertilizer. Dahle took his class out to a given farm where they put in a 25-foot square of alfalfa together with about 15 pounds of phosphate—the first fertilizer ever to be used in Emery County.

Then when the alfalfa had shot up he and his boys took all the skeptics in the community along with them to see. This is what they saw: Hardy, tall, dark green stalks rose so stoutly above the scrubby pale green stalks that the spectators could actually make out a definite pattern. The hardy dark green alfalfa spelled out a word and the word was D-A-H-L-E. For weeks the dramatic lesson stayed in the field, a reminder to all passers-by. There wasn't enough phosphate in all Utah to supply the eager demand.

Purebred cattle followed—hundreds of thousands of dollars worth. Bob Dahle's Future Farmers have captured a parcel of so many State and national prizes at livestock shows that they cannot be enumerated here. A cattleman told me that on one occasion about 4 years ago at the Intermountain Junior Livestock Show he and Dahle's students heard some spectators say, "This winner is from Emery County. That winner is from Emery County. Hooray for Emery County. But where the heck is it?" One of the judges called in reply, "I don't know where it is. But if anybody in the world asks me to tell him where to get some show cattle, I'll tell

him to try locating Emery County in Utah."

The several cattlemen I talked with told me about one FFA boy who got his start with Dahle in 1937 when, as a sophomore in high school, he exhibited a high choice steer at the Ogden Livestock Show. Now 27 years old, the young cattleman has made, according to their estimate, \$75,000 on his choice Herefords.

One of the leading farmers of Emery County, Cliff Snow, president of the Ferron Livestock Board, told me, "Ferron has grown along with Bob. I've got 54 head of purebred cattle myself and enough feed for all of them. I guess I was one of the first around here to start raising hay crops." Snow's eyes twinkled in recollection. "You can say for me that last year I guess we farmers in this part of Emery County alone must have shipped out \$100,000 worth of hay." Snow kept repeating, "You can't measure in money alone all that boy Bob has done for this county."

Purebred cattle and the hay crops to feed them: they were Dahle's first contribution. There have been many others. For example, fruit growing in Emery County had never amounted to much before Dahle taught his boys, and in turn the farmers, how to overcome the deficiencies of the soil and the shortage of water, and what air drainage, pruning, and plant propagation could do. The apple industry came in fast, and today Emery County ships apples to coal camps and coal centers in Utah. As for peaches and apricots, they are reddish healthy and both are as big as oranges. Last year Claud Funk, who studied fruit growing from Dahle about 6 years ago, turned down an offer of \$10,000 for his 5-acre apricot orchard and home.

In 1946 Dahle's Future Farmers of America achieved the highest distinction that can come to a local chapter; it was one of 16 in the United States to receive the Gold Emblem award. Dahle himself, who now receives \$5,010 a year, was one of four teachers of vocational agriculture in the United States to receive the degree of American Farmer. In 1947 one of his FFA boys, Paul Crawford, who owned \$6,000 worth of purebred cattle, was selected Utah Star Farmer—the only one in the State to be selected for this honor.

As Cliff Snow made clear, Dahle's story is more than the story of a teacher and his school, for Dahle's work is the story of an entire community.

### "They Finally Got It Planned"

■ THINGS HAPPEN educationally in rural Hennepin County, near Minnesota's Twin Cities. That is, things certainly happened at the Earle Brown School last year when 25 eighth graders, their teacher, Ethel Nordling, and their principal, Marvin Prokasky, traveled 1,200 miles by bus from the Twin Cities to Cloquet, Duluth, the north shore, through the iron range country, Itasca State Park, and Minnesota's lake region. The trip took 6 days. Chartering the bus cost \$400. The P. T. A. raised the money by putting on an outdoor carnival and paid the bill. All but two students had earned enough money during the school year—by delivering papers, working on farms, or baby sitting—to pay anticipated expenses, exclusive of transportation. Room and board, all contracted for in advance, cost each child \$20. The classroom on wheels was such a glowing success that Miss Nordling and Mr. Prokasky are not only repeating this spring, but are dreaming of the day when they can take the students over the border and into Canada.

The P. T. A. encourages the dream. Mothers and fathers worked hard on that gala carnival last year to earn close to \$1,100. There were not only all sorts of contests and vaudeville acts, but there was a lucrative Food of All Nations sale booth, where the bountiful supply of home-made Polish cabbage rolls, Dutch coffee rings, and Norwegian *fattigmand* still wasn't bountiful enough. In short, the half-dozen P. T. A. mothers and fathers I talked with were already deep in their plans to make even more money this spring.

Ethel Nordling told me, "The trip went with remarkable smoothness. The only part of our program that broke completely down was letter writing. The children were to write a note home everyday. That schedule lasted 2 days." Mr. Prokasky added, grinning, "We heard the patter of little feet occasionally after 10 o'clock, too, which was official bedtime." But both agree that the children cooperated wholeheartedly.

It took careful planning to make sure

that the children were ready to make the educational most of everything before they ever boarded the bus in front of the school that exciting morning in May 1947. As Marcille Luchsinger, an eighth grader, bluntly wrote in her notebook about the trip, "Miss Nordling and Mr. Prokasky had been planning our trip for 2 years. They finally got it planned. We left."

Marcille could hardly have been expected to describe the planning in terms of integrated or motivated learning! But in getting boys and girls intellectually ready for the trip Ethel Nordling made their subject matter live throughout the entire school year. Take arithmetic, for example, and the way it could be related to the coming trip: Since each child earned at least \$20 to pay for his meals and overnight stops in tourist cabins and hotels, he banked his money first thing every Monday morning in school. Marvin Prokasky gave the depositor a receipt. One eighth grader, elected treasurer, then deposited everybody's money in a local bank under an account marked "Eighth Grade Tour." For the first time in their lives, children learned to keep money straight and, furthermore, they gained some idea of the value of a dollar. In addition, they studied insurance and each child decided to take out a 50-cent policy, which insured him against accidents to the amount of \$500. Further, each child kept a strict accounting on the trip of all money spent. Since everybody had as much as \$5 extra for "fun" and "emergencies," all notebooks I saw soberly recorded many such expenditures as: "Popcorn—\$.05, gum—0.01, movie book—\$.15."

Geography, history, and science were similarly related to the children's own experience and observations. In studying geography, for example, "glaciation" was no longer simply a prehistoric word to the children: they were told that they could actually see where glaciers, in tearing the top from soil, had brought Minnesota's famed iron ranges close to the surface. And they did. In Duluth they saw where Sieur Daniel Greysolon Du Luth landed and bargained for furs with the Indians. Children stood on the great ore docks and learned why Duluth was bound to be second, after New York, in the tonnage shipped out of its harbors. They saw

huge trains going empty to the ore mines and returning laden to the docks. They saw Minnesota's great fishing industries; they talked with fishermen and saw them processing their catch by smoking, or drying, or pickling. In the great forests they saw towns that had all but vanished in forest fires; they climbed fire towers and talked with forest rangers; and they learned the vast meaning of "conservation."

What better way could they learn their country's history than by visiting what they called the "beginning" of the Mississippi river in Lake Itasca, and even wading across it? What better way could they learn practical English in class than by writing their own letters, in advance of the trip, for hotel and cabin reservations? Or by writing "thank you" letters after their return?

In class, these children even prepared the rules of conduct to be observed throughout the trip. Their notebooks duly record such thoughtful etiquette notes as: 1. In the bus be careful. Do not push or shove. 2. If you get some candy or chewing gum, don't throw the paper on the floor. Don't stick gum underneath the seats. 3. When we get to a cafe, don't run. 4. Boys should not shout and try to show off in front of girls. They should act like gentlemen.

Ethel Nordling said, "The children learned a great deal about manners and poise. Many of them had never used napkins at their family dinner table; they had to learn how. They had to learn how to meet and talk with people."

Such wonderful educational advantages as come to these children are made possible by the vision and perseverance of two teachers—Ethel Nordling and Marvin Prokasky. They miss no chance to relate education to life itself.

And let us not forget the spirit at work behind them. It was refreshing to meet with Mrs. Paul Nylander, then president of the P. T. A., Mrs. Fred Bunce, past president of the P. T. A., and Robert Brown, treasurer of the School Board, and to hear them say in these exact words, "We want a happy school here. We want our children free of nervous tension. We feel that personality development and real-life experience are a part of good education."

(This is the first of two articles on outstanding teachers. The second will appear in the July issue of SCHOOL LIFE.)

## HIGH-SCHOOL ENROLLMENTS 1945-46<sup>1</sup>

The following table presents the first tabulation of number and enrollment in public high schools by type available since the study of 1937-38.

The present tabulation includes the high schools with fewer than 10 pupils, which were not included in 1937-38. The number of small high schools has been decreasing so that in 1945-46 there was a total of only 24,310 high schools of all types and sizes as compared with 25,467 in 1937-38.

There were about 877,000 fewer children in high school in 1945-46 than in 1937-38, the decrease undoubtedly due to some extent to the long period of decreasing birth rates previous to 1940. The total enrollment in 1937-38 was 8,019,255 compared with 7,141,873 in 1945-46.

Type of organization	Number of schools	Enrollment
Regular high school.....	13,841	2,697,100
Separately administered junior high school—		
↓ Followed by 2-year senior high school.....	186	64,471
↓ Followed by 3-year senior high school.....	2,140	1,140,348
↓ Followed by 4-year senior high school.....	328	78,505
Separately administered senior high school.....	1,203	1,053,838
Junior-senior high school—		
2-4 plan.....	1,322	361,803
3-3 plan.....	1,543	655,353
Other.....	157	68,630
Undivided high school.....	3,341	703,722
Senior high school with junior college.....	116	95,241
Ungraded (vocational and evening).....	133	222,862
<b>Total.....</b>	<b>24,310</b>	<b>7,141,873</b>

<sup>1</sup> Preliminary data subject to slight corrections.

## REASSIGNMENTS IN SCHOOL ADMINISTRATION

*Henry F. Alves* has been appointed assistant director, School Administration Division. He has been associate chief, County and Rural School Administration, in that Division since late in 1946. For a year prior to that time, he was director, Division of Surplus Property Utilization. He has been with the Office since 1935. *Edgar Fuller*, State commissioner of education in New Hampshire, was recently named as the new director of the Division.

*Nolan D. Pulliam*, specialist for State school administration, has been named associate chief, State School Administration in the same division. Mr. Pul-

liam came to the Office last year from Arizona, where he was State superintendent of public instruction.

## EXCHANGE FELLOWSHIPS RENEWED

Programs of exchange fellowships and grants for graduate study in other American Republics have been resumed after a wartime lapse. The programs operate under the provisions of the Buenos Aires Convention. They are administered in this country jointly by the Office of Education and the Department of State. United States students who are selected will leave for Central and South America beginning July 1.

The exchange fellowship program provides for the exchange of two graduate students each year between each of the nations that ratified the Convention. So far, eight nations have indicated that they will be able to receive United States students beginning July 1 of this year.

Travel and maintenance grants are supplementary. They are awarded to

students going into any of the other American Republics. Amounts of the grants vary with individual need.

Additional information may be obtained from the Division of International Educational Relations, Office of Education, Washington 25, D. C.

## LONG-TIME OFFICE STAFF MEMBER HONORED

James Frederick Rogers, M. D., for many years consultant in health education in the Office of Education, was recently honored for his long service in and many contributions to his field. He was awarded a Certificate of Honor by the Society of State Directors of Health, Physical Education and Recreation. It was inscribed "In grateful recognition of his inspiring leadership and outstanding service to our profession." Because of Dr. Rogers' inability to attend the Society's meeting held in Kansas City, the presentation ceremonies are scheduled to be repeated in the Nation's Capital. Dr. Rogers retired from the Office in 1941.

## VISUAL AIDS TO EDUCATION

### Government Films on Health and Agriculture Released

TEN motion pictures on health and nine on agriculture have recently been released by the Institute of Inter-American Affairs for educational use. The health films deal with hookworm, typhus, dysentery, typhoid, smallpox, and other subjects; those on agriculture, with soil and water conservation, dairying, land use, livestock feeding, and modern farming methods.

These educational films were prepared especially for the Institute of Inter-American Affairs, an agency of the United States Government, for the purpose of creating an active interest in the improvement of living conditions. All of them are 16-mm. color sound films and are available with English, Portuguese, or Spanish narrations. Four of them are animated with Walt Disney characters.

The films may be purchased from the Institute of Inter-American Affairs at the prices listed below. Write to the Institute, 499 Pennsylvania Avenue NW., Washington 25, D. C., for a catalog and purchase application form.

#### Health

*Environmental Sanitation.* 10 min., \$43.

Discusses the sanitary facilities and practices necessary to protect the health and lives of people living in crowded cities. (Disney animation.)

*Hookworm.* 11 min., \$47.

Tells how a family is reduced to weakness and poverty by hookworms and how they rid themselves of their sickness. (Disney animation.)

*Insects as Carriers of Disease.* 10 min., \$44.

The fly, mosquito, and louse are presented as carriers of dysentery, malaria, and typhus. (Disney animation.)

*Kill the Louse.* 8 min., \$40.

The louse spreads the deadly disease of typhus and brings sadness and suffering to many people.

*Prevent Dysentery.* 7 min., \$40.

Explains how dysentery spreads and how it can be prevented from spreading.

*The Sanitary Market.* 9 min., \$40.

Analyzes the danger that a filthy market may cause to the people who get their food there and shows the sanitary condition in which markets should be maintained.

*The Typhoid Carrier.* 9 min., \$40.

Demonstrates the transmission of the typhoid bacillus through food by way of the cook's fingers, but emphasizes also that milk, water, and flies may be the means by which typhoid fever is carried from one person to another.

*Vaccinate Against Smallpox.* 8 min., \$40.

Documents the story of mass protection against a disfiguring and killing disease by individual vaccination. The multiple pressure technique of vaccination is demonstrated.

*Wise Parents—Healthy Babies.* 11 min., \$45.

Analyzes the role of prenatal services in safeguarding the mother and the coming child and in protecting the happiness of the home.

*Your Health Center.* 8 min., \$40.

A presentation of the varied services which are available in a health center and their importance in preventing diseases and in generally protecting health.

## **Agriculture**

*Better Eating.* 7 min., \$40.

Encourages use of idle land around the rural home for growing a variety of vegetables for the table. Shows how much healthier a family is when eating a variety of vegetables and how these can be grown by simple gardening methods and at little cost.

*Better Farming—More Milk.* 10 min., \$45.

Shows that much more milk can be obtained from a cow when it is clean and healthy. Gives suggestions that any farmer can carry out to provide a cleaner place for his cows to live and more feed for them in order to have a greater supply of milk for his family.

*Extra Feeding Pays.* 8 min., \$40.

Stresses the need of storing feed for the cattle for use when pasture is no longer green, as hungry animals are not productive. Suggests use of trench silo, haystack, irrigated pasture and forage for increasing the feed and storing it.

*From Small Beginnings.* 7 min., \$40.

Stresses the importance of using the right tool to do the job, and instills an interest in learning about better tools.

*Insect Enemies.* 7 min., \$40.

Shows that much more food can be grown if insects are not allowed to feed on the crops, which enables the farmer to get more money for his produce. Practical measures available to any farmer are given to control the insects.

*Planning for Good Eating.* 10 min., \$43.

Explains why man needs a variety of foods to be healthy. Shows the variety needed can be grown on a small plot of land. (Disney animation.)

*The Land Must Eat.* 9 min., \$40.

Stresses the need of putting plant food back into the soil because depleted soil grows poor crops. This film, a sequel to "Your Soil—Your Future," places emphasis on increased use of barnyard manure, compost, green manure crops, and crop rotation.

*Water on the Land.* 9 min., \$40.

Creates an interest in irrigation by showing the value and demonstrating some simple irrigation methods.

*Your Soil—Your Future.* 8 min., \$40.

Encourages soil conservation by showing some things that every farmer should do to his land to halt or prevent erosion. The film shows how rich land can be robbed of all its top soil so that good crops no longer grow and how this can be prevented by contour plowing, rotating crops, and letting trees stand to hold moisture and top soil.

## **How To Prepare and Use Educational Exhibits**

WRITE TO the U. S. Department of Agriculture, Washington 25, D. C., for a new publication, M. P. 634, on the preparation and use of educational exhibits. This manual illustrates different kinds of exhibits, discusses different appeals to be used and gives practical suggestions on construction. Included are brief explanations of the use of such visual aids as photographs, transparencies, maps, graphs, charts, and projectors.

## **Filmstrip Catalogs**

IN RESPONSE to the growing need for comprehensive catalogs of filmstrips—similar to those available for 16-mm. motion pictures—the H. W. Wilson Company is now publishing a separate section of its *Educational Film Guide* devoted exclusively to filmstrips. This service is being tried out on an experimental basis to determine whether its usefulness warrants making it a permanent catalog service. Write to H. W.

Wilson Company, 950-972 University Avenue, New York 52, N. Y., for further information.

McGraw-Hill also has a filmstrip catalog scheduled for spring publication. Announced as a 600-page book, *Filmstrips—A User's Guide and Descriptive Index* will contain a discussion of the educational uses of filmstrips and descriptive reviews of some 3,000 filmstrips. For further information write to McGraw-Hill Book Company, 330 West Forty-Second Street, New York.

## **Motion Pictures for Adult Education**

WITH THE publication of the winter issue of *Film Forum Review*, the Institute of Adult Education has announced completion of an evaluation project 18 months ago to select 16-mm. motion pictures suitable for adult discussion purposes.

During this time, over 500 films were screened and evaluated, and of this number 176 were found acceptable for use in adult film forums. Many films were rejected by the Institute since they were not produced for adult education and could not be easily adapted to this purpose; others, produced during the war, were disqualified for out-of-date-ness.

Each of the 176 films was evaluated upon a discussibility index and placed in one of three categories—acceptable, recommended, and highly recommended. They came from three major sources: Government sponsorship—particularly Canada, Great Britain, and the United States; miscellaneous organizations—labor unions, industry, religious, educational, and health organizations; and theatrical motion pictures, principally those of the *March of Time*.

The 176 films for adult education are grouped by subject-matter categories and are reviewed in the four 1947 quarterly issues of *Film Forum Review*. The spring issue features films in the field of international relations; the summer issue, films on child care, education, recreation, and delinquency; the fall issue, films dealing with inter-group relations, housing, and health; and the winter issue, films on industrial, agricultural, and political problems. Single copies, 75 cents each; 10 or more copies,

50 cents each. Address Film Forum Review, Institute of Adult Education, Teachers College, Columbia University, 525 West One Hundred Twentieth Street, New York 27.

### New Film Shows Work of Department of Agriculture

VOCATIONAL opportunities in the U. S. Department of Agriculture are shown in a new USDA film, "A Decision for Bill." Built around a college student's indecision as to what phase of agriculture to follow, the film shows a dean of men in a land-grant college giving Bill an overview of the work of the Department of Agriculture. Subjects mentioned include forestry, soil conservation, research, animal husbandry, entomology, plant industry, agricultural chemistry, home economics, marketing, agricultural economics, and extension work. Throughout the film emphasis is placed upon the theme of public service in agriculture. The film, 16-mm. sound color, was produced by the USDA Motion Picture Service with the cooperation of the Association of Land-Grant Colleges and Universities. Prints can be purchased from Castle Films, Division of United World Films, Inc., 445 Park Avenue, New York 22.

### Shortage of 16-mm. Film

THE FOLLOWING explanation of the 16-mm. film shortage—which is causing delay in the filling of 16-mm. print orders—is given by *Film Daily*, a trade publication of the motion picture industry: "Sixteen-mm. film industry is running into a shortage of raw stock. Manufacturers generally are said to be holding production to last year's output, with available raw stock being distributed on an allocation basis.

"As a result, newcomers in the 16-mm. field are finding it difficult to obtain raw stock, while established companies with expansion plans are handicapped.

"Laboratories are reported running up to 2 months behind on 16-mm. orders.

"Trade sources say there is slight hope for an improvement in the situation before 1949 when Eastman Kodak will have two new 16-mm. coating machines in operation."

## LIBRARY SERVICES

### Library Statistics Studied

A Conference on Public School Library Statistics was held under the auspices of the Service to Libraries Section, Office of Education, March 15-16. As a result of the discussions, the public school library statistical blank, Form 8-070 (1942), has been tentatively revised according to the suggestions of the conferees. The form will be discussed further at a meeting of the American Association of School Librarians at Atlantic City in June.

This conference was called in connection with the planning by the Office of Education for the third comprehensive collection, 1947-48, in the present series of public school library statistical studies.

It was the consensus of the conferees that the following factors be considered in revising the statistical form:

1. Significance of the items to administrators and librarians
2. Availability of the data
3. Definition of terms
4. Importance of data for basis of comparison with previously published data
5. The length and simplicity of the form
6. The interrelation of school library data with other statistical data obtained through Office studies.

In addition to members of the Office of Education staff, consultants included: Louise F. Rees, chairman of the statistical committee of the American Association of School Librarians and State school library consultant, Lansing, Michigan; Mattie Ruth Moore, chairman of the State supervisors of school libraries and State supervisor of school libraries, Austin, Texas; and Anna Clark Kennedy, State school library supervisor, Albany, N. Y.

### UNESCO Library Program

The library program of the United Nations Educational, Scientific and Cultural Organization in relation to the UNESCO program as a whole was the subject of a brief report prepared by

Luther H. Evans, Librarian of Congress, for the January 1948 issue of *D. C. Libraries*, published by the District of Columbia Library Association.

The six chapters of the program adopted at the Second General Conference in Mexico City last November and December are concerned with: (1) Reconstruction, (2) communication, (3) education, (4) cultural interchange, (5) human and social relations, and (6) natural sciences.

In connection with reconstruction, there is, Mr. Evans points out, a specific library item "concerned with the provision of books to areas suffering from the war and the stimulation of exchanges among the libraries and similar institutions all over the world."

"The UNESCO program recognizes that libraries, particularly public libraries, are important parts of the whole scheme of mass communication," Mr. Evans says. The second chapter also covers such problems as bibliographical control of the publications in which knowledge is recorded and an international system of copyright relations.

Librarians will be interested in the projects related to cultural interchange including the promotion of an international pool of literature and the investigation of a proposal for international cooperation between museums.

The Director-General of UNESCO is instructed to assist in organizing a world center of scientific liaison, the activities of which would include the abstracting and indexing of scientific writings.

### Hearings Available

Testimony presented on December 9 and 10, 1947, by witnesses supporting the Public Library Service Demonstration bill has appeared in the printed document, *Hearings before Subcommittee No. 1 of the Committee on Education and Labor, House of Representatives, Eightieth Congress, First Session, on H. R. 2465* (Washington: U. S. Government Printing Office, 1948).

(Turn to page 21)

# Education for the Thirteenth and Fourteenth Years

Each year SCHOOL LIFE publishes reports of the Planning Committee of the Study Commission as adopted by the National Council of Chief State School Officers. The following is one of the reports adopted at the last annual meeting of the council. It deals with responsibilities of State educational authorities for expansion of educational services in the thirteenth and fourteenth years.

**T**HE PROBLEM given the committee was "To formulate a statement of the State's responsibilities and opportunities for the expansion and improvement of educational services in the thirteenth and fourteenth years."

The committee presents a brief summary of the historical development and present status of the junior college movement, descriptive statements of present practice and recent proposals, a list of some of the major issues, a series of proposals of policy, an outline of the research needed in any State as a basis for establishing or extending programs, suggestions for legislative implementation, some problems for further study and a selected bibliography.

To facilitate discussion, the committee presents in order the issues, the proposals of policy, and an outline of the research needed as a basis of State action. The remainder of the report serves as background for consideration of the proposals.

## Issues To Be Considered in Establishing Educational Programs for the Thirteenth and Fourteenth Years

Any State proposing to develop a program of public education for the thirteenth and fourteenth years will face certain fundamental issues. In fact, those States which have already established such programs will need to reexamine the same in the light of these questions:

1. What groups of persons are to be served?
2. What should the new organization of programs or institutions be called?
3. Under what auspices should the

new institutions be established and operated?

4. In locating these new institutions, should the emphasis be on placing them within commuting distance of the largest possible portion of the State's youth, or on establishing institutions with broad programs on a regional basis?

5. How should they be related to existing school districts, that is, districts for administering elementary and secondary education?

6. How should the program for the thirteenth and fourteenth years be related to the supporting high-school programs?

7. What criteria should determine the location of the new institutions?

8. Who will determine what programs or curriculums shall be offered and in what places?

9. How should the new institutions be articulated with existing institutions of post-secondary or higher education?

10. What qualifications—education and experience—will be required of teachers?

11. Will these new institutions be free and available to all the youth of the State? How free? How available?

12. How should these new programs be financed?

## A Tentative Statement of Policies

The following proposals are submitted for discussion and study. They will admit of varied applications to meet the diverse conditions obtaining in the several States.

1. *In developing a State program of public education for the thirteenth and fourteenth years, programs should be provided for the five groups of students identified by the Educational Policies Commission,<sup>1</sup> namely:*

(a) Students wanting preparation for various technical and semiprofessional occupations which require all the training that high schools can give and 1 or 2 years in addition.

(b) Students wanting advanced training beyond that which can be offered in the years of high school in the

occupation for which the high schools provide the basic preparation.

(c) Students wanting to prepare for admission to professional schools and the last 2 years of technical and liberal arts colleges.

(d) Students wanting to round out their general education before entering employment or becoming homemakers.

(e) Adults and older youth, mostly employed, who wish to continue their education during their free hours.

2. *These new institutions should be named community colleges or community institutes to indicate the broad functions they are designed to serve.<sup>2</sup>*

The name junior college has become a distinct liability. It implies diminutive and unchallenging connotations. It does not constitute an accurate description of the nature and functions of the institution. It tends to concentrate the thinking of students, faculty, and patrons alike on the university preparatory curriculum to the exclusion of the terminal function. As a result of these effects the entire population is given a distorted view of the real character of the institution.

3. *Public community colleges or institutes should be under the general supervision of the State department of education.*

In general, the same supervisory controls should apply to the community colleges as to elementary and high schools. They should not be under a separate State authority for higher education. When they cannot be established in districts under the board of education responsible for all elementary and high schools of the area, the State department of education will need to give special consideration to articulating the program of the college or institute with the programs of all the supporting high schools. Through research and conference the State department of education should establish standards governing the location and maintenance of community colleges and the development of their curriculums.

4. *With due regard for quality of program and economy of operation, a*

<sup>1</sup> Attention is called to the full statement concerning the five groups in *Education for All American Youth*, p. 246-247, Washington, D. C., National Education Association, 1945.

<sup>2</sup> The Educational Policies Commission uses the name "Community Institute," pp. 39, 227, 265, 353.

*community college should be located within commuting distance of all youth of the State.*

Research indicates that commuting beyond a distance of 6 to 10 miles, except where transportation at public expense is provided, is a handicap to attendance and that there is relatively little commuting beyond a radius of 25 miles. Exception to this rule will be necessary for sparsely populated areas and for curriculums in vocational and technical fields providing limited outlets for employment. (See policy No. 11.)

5. *Such reorganization of school districts should be obtained as will give units of sufficient size to justify the organization of a community college or institute.*

Local school districts of small size and diverse boundary lines constitute almost insurmountable obstacles to bringing community college education within the reach of all American youth. Through a process of consolidation and reorganization this obstacle may be removed.

It is recognized, however, that in some States certain transitional steps may be necessary before the complete attainment of desirable district reorganization can be accomplished. The following alternatives may be considered: (a) Creating a union or federation of contiguous districts to provide the program through cooperative effort, (b) creating a super district as in Mississippi or some California units, or (c) establishing the program in the most favorable school center of the area with provision for the attendance of students from other districts.

6. *The law should provide for the integration or close articulation of community college program with the supporting high-school programs.*

Much of the State enabling legislation for the organization of public community colleges has been directed to the thirteenth and fourteenth years only. Under such legislation it is difficult, if not impossible, to develop an integrated high school and community college program. The latter form of organization is thereby placed at a distinct disadvantage. State legislation should recognize the fact that the thirteenth and fourteenth grades are an upward extension of the secondary program,

and should expedite the operation of a program of uninterrupted growth and development on the part of the students through provision for an integrated organization.

The Educational Policies Commission recommends the reorganization of the public school program on a 6-4-4 basis. This plan is in successful operation in a number of school systems. Where such reorganization is not feasible, steps should be taken to provide close articulation between the community college and the supporting high-school programs to the end that youth may obtain the best possible educational opportunities.

7. *The State through its State board of education (or State department of education) should establish criteria governing the location of community colleges.*

The standards established should take into consideration the number and distribution of students, other educational opportunities in the community or area, the distribution of occupational opportunities, and the desire of the people of the area for a community college program.

Where the program for the thirteenth and fourteenth years is properly integrated with the work in grades 11 and 12, a minimum enrollment of 175 to 200 students is needed in the upper 2 years for college preparatory and terminal general programs. To provide advanced occupational training on an economical basis for students who obtain the basic preparation in high school will require somewhat larger enrollments. Provision of a broad program of vocational-technical education will require 800 to 1,000 students, although technical programs in some fields may be given effectively and economically in institutes with smaller enrollments.

In general, the State will avoid duplicating available satisfactory educational opportunities.

8. *The State department of education should establish standards governing the approval and placement of curriculums.*

While it is desirable that the local authority take the initiative in determining the courses and curriculums to be offered, the State has a responsibility for helping communities make their decision with due regard to educational

values and economical operation from the viewpoint both of the community and the State as a whole.

Curriculums and courses designed to help youth achieve competence in occupations of semiprofessional, technical, or skilled trade types should be located in areas where the occupations for which preparation is given are concentrated.

State standards should give local authorities the widest possible latitude in developing programs for adults and older youth. These may be courses given in afternoons and evenings, on or off campus, and, in some cases, may be short programs for part-time or full-time students.

Curriculums and courses designed for families of occupations in which the State's annual replacement need is 15 or less would, as a rule, be established or approved in not more than one center, or would be cared for through "on-the-job" training. Some such standard would be applicable to all highly specialized programs.

9. *The development of a program of public community college or institute education should give due regard to the existing privately supported institutions which the State has chartered to develop programs of secondary education.*

For example, the extension of public facilities may serve a group of young people who cannot be accommodated in private institutions for lack of space, or may provide types of instructional programs not maintained by private institutions, or may provide education at low cost or at no cost to the student and thus serve a group whom the private institution cannot reach. The State should have full and up-to-date information about the kinds and quality of services rendered by its privately controlled institutions, so that their place may be duly appraised and respected in developing the system of public education.

10. *The State should foster and encourage a program for the preparation of teachers for service in public community colleges and institutes.*

The vast expansion of adult education contemplated, the integration of general education with vocation-technical education in terminal programs, the close articulation of these programs with the total occupational life of the commu-

nity—these call for a type of teacher that is not available either in high school or college. Moreover, many of the teachers in public community colleges have not had the proper type of preparation. This is particularly true in the terminal curriculums of vocational and general education. The State department of education in cooperation with teacher-training institutions and community college faculties should encourage the study of the type of training required on the part of community college teachers, and make adequate provision therefor. The need is urgent and the time is short.

11. *The community college or institute should give free tuition and as far as possible should remove or reduce the economic barrier to education.*

While some student fees collected on a uniform basis may be necessary, rigorous control should be exercised to prevent the collection of fees from thwarting the concept of free tuition.

The concept of free transportation for youth living more than 2 miles from high school is now widely accepted. Subject to equitable standards, free transportation should be provided for full-time students in the community college. For those students living beyond reasonable commuting distance, a subsistence allowance or scholarship at least equivalent to the average transportation cost per student should be provided. These standards would apply to full-time students regardless of length of course.

Somewhat different standards will govern the fees and transportation of adult education students.

Colleges or institutes serving considerable numbers of nonresident students will need dormitories and other comparable facilities.

12. *Enabling legislation should encourage, through adequate financial support, the establishment and maintenance of community college or institute programs.*

The community should contribute to the financial support of the program in terms of its ability.

The State aid program should be on an equalization basis and should be related to the total State aid in terms of the actual cost of current expense and capital outlay per weighted pupil in the college or institute programs.

Subject to reasonable controls, students should be permitted to attend any college or institute program of their choice, and both State and local aid should follow the student.

Any available Federal aid would be apportioned according to regulations established and agreed upon by Federal and State authorities.

The development of a community college program should look to the strengthening of the elementary and high schools. It should in no way subtract from their adequate financial support.

### **Legislative Implementation**

To establish a system of community colleges or institutes as envisioned in the foregoing proposals, it will be necessary to enact enabling legislation which will provide for:

1. Centering responsibility in the State board of education or comparable authority,

2. District organization assuring integration or close coordination of community college with supporting high school programs,

3. State aid on an equalization basis adjusted to actual costs and ability of districts to support the total public education program,

4. Free tuition, strict limitation of fees, and reasonable allowance for transportation or subsistence costs, and

5. Empowering the State board of education or comparable authority to establish regulations pertaining to their establishment, maintenance, and operation.

### **Information Needed To Establish New Programs or To Extend Existing Programs**

The educational needs to be served by the community college or institute are so varied and so urgent that the State can no longer wholly entrust the development of these programs to private enterprise and local initiative. The problems are so complex that the State can ill afford to launch a program without adequate information.

To establish new programs or to extend existing programs, a State should conduct studies as follows:

1. A survey of the population, ages 16-20, to determine—

(a) Their distribution by counties or other comparable political units.

(b) Trends in the number and percent of high school graduates continuing their education.

(c) The distribution of youth by high school districts to determine trends in the numbers of graduates, and of drop-outs.

2. A survey of existing educational institutions providing educational services to high school graduates or older youth to determine for each community or college area—

(a) The services or programs available, and

(b) The number of students from the community, area, or State admitted to each service or program.

3. Extensive occupational surveys for the States as a whole to determine the distribution of workers by—

(a) Counties or other comparable units.

(b) Industries or occupational fields.

(c) Type of workers, as skilled, technical, professional.

4. The formulation and application of criteria to determine location of community colleges or institutes with regard to—

(a) School and district organization.

(b) Location of existing programs and institutions.

(c) Distribution of industries and occupation.

(d) Distribution of youth population, and

(e) Their availability to older youth and adult workers.

5. An estimate of costs and a survey of financial resources.

The survey should determine the total resources available, funds potentially available from the Federal Government, the portion of the cost to be borne respectively by the local districts and the State, the provision to be made for youth in sparsely populated areas, and the best method of financing the total program.

### **Historical Development and Present Status of Public Education Programs for the Thirteenth and Fourteenth Years**

The beginnings of advocacy of a development along junior college lines reach back to the middle of the last century. The actual establishment of units designated as junior colleges came around the turn of the century, with

the first unit under private auspices emerging a few years before 1900 and the first local public unit in 1902. After a slow growth over a decade or more following these earliest junior colleges, the numbers increased at an accelerated rate, so that by 1922 the total number was in excess of 200, enrolling approximately 16,000 students. At this date, private junior colleges far outnumbered both local public and State units combined, and local units far outnumbered units operating directly under State auspices. In another 20 years, the number, according to counts made for the American Association of Junior Colleges, had arisen to about 600. The number fell off to some extent during wartime but picked up again on cessation of hostilities, and the total reported to this agency as operating in 1946-47 was about 650. The total enrollments of regular and special students in the institutions is about 400,000. It may be stated that counts of numbers of junior colleges by other agencies have been somewhat smaller, differences being explained by criteria used in identifying junior colleges.

Something of the rapidity of the growth reviewed may be sensed by comparing it with the growth in the number of 4-year colleges and other higher institutions, including teachers' colleges, since the establishment of Harvard something more than three centuries ago. Within a half century, the number of junior colleges has risen to more than half the number of these higher institutions.

In the more recent growth of junior colleges, both public and private have increased in number, although the public have gained on the private so that there are approximately equal numbers of each.

In the beginning, the curriculum of junior colleges usually consisted entirely of courses given in the first 2 years of contemporary colleges and universities. As enrollments rose in individual junior colleges, the conviction grew that this preparatory curriculum was not suited to the interests and abilities of many students and efforts were directed toward developing terminal offerings. In the main, the new courses were aimed at preparation for subprofessional and technical occupations but more recently efforts have been toward

developing a complementary program of terminal general education. In some junior colleges the students in terminal programs far outnumber those in preparatory programs.

Another development has been in the direction of courses meeting the needs of older youth and adults in the community who can devote only a part of their time to education.

In the growing effort to serve youth who are not primarily concerned with completing a 4-year college program there has developed some dissatisfaction with the name junior college. The Educational Policies Commission has proposed that they be called community colleges or community institutes. Either of these titles indicates the broader purpose of these new institutions.

### ***Diversity of Development in the Several States***

Six States are selected to illustrate the diversity of programs at the present time. While something may be learned from each, it is apparent that no State has yet achieved a fully desirable program.

#### ***California***

The total number of junior colleges of all types in California is 75. Of these, 26 are public district, 36 public departmental, and 13 are private junior colleges. Of the 62 public junior colleges, 11 are evening junior colleges attached to regular day institutions.

In San Jose, Fresno, and San Diego the junior colleges constitute the lower divisions of State colleges operated on a contractual basis with the local boards of education. Nine of the public junior colleges combine the four grades 11-14 as a single administrative unit.

The latest available data indicate average enrollment figures as follows: District type 2019, departmental type 1195, private type 150.

Public junior colleges are developed under the auspices of local boards of education operating under State law and the rules and regulations of the State department of education. Private junior colleges are, for the most part, nonprofit institutions developed under the auspices of religious denominations.

Public junior colleges are recognized in the law as secondary schools. They have developed along four major lines:

1. District junior colleges are organized in legally authorized junior college districts. In the larger communities the high school and junior college districts are coterminous.

2. Departmental junior colleges are organized as departments of high schools over which the high school principal is the chief administrative officer.

3. Union junior college districts are formed by the union of two or more high school districts with separate administrative staffs and boards of education.

4. Four-year junior colleges have organized the upper 2 years of the high school with the thirteenth and fourteenth years as a single institution under a single teaching and administrative staff.

In the departmental and 4-year types there is very close relationship and articulation with the high schools. In the remaining types there is less relationship and articulation.

Under the California law, students from nonjunior college areas may attend any public junior college of whatever type in the State, and the district of attendance is reimbursed to the extent of full operating costs per unit of A. D. A. (average daily attendance) plus \$65 rental per student, and this cost is raised by a county tax levied on that portion of the county of residence not included in any junior college district or a high school district maintaining a junior college. In all cases junior college attendance is free to the student.

In all types of public junior colleges the State requires the completion of courses in physical education and health and a course in American institutions for graduation. State board rules also require the completion of 20 units of work in a single department to qualify for graduation. The remaining portion of the student's program may be selected on the student's own volition subject to requirements imposed by all local boards of education. By action of local boards of education all public junior colleges require the completion of core programs of general or cultural education consisting of English, social service, home and family living, and other courses.

In general, public junior colleges are financed by local taxation supplemented by State grants and in the case of cer-

tain vocational courses by Federal grants. Departmental junior colleges, being integral parts of local high schools, receive from the State the same support received by the high school which may be not less than \$90 per unit of A. D. A. District junior colleges receive a blanket sum of \$2,000 per year per institution plus \$90 per student in A. D. A. A State equalization fund is set up based on a base operating cost of \$200 per student. In districts in which a tax levy of 35 cents per \$100 of assessed valuation does not yield \$110 per student, the district will participate in the equalization fund to the extent of making up the balance.

### **Iowa**

The first public junior colleges in this State were established before 1920, but the main growth took place between 1920 and 1930. The greatest number of these units in any one year was 28, when about 2,000 students (or an average of fewer than a hundred students) were enrolled. The increase in institutions was practically stopped by passage of legislation setting a minimum population of the district in which new junior colleges might be established. The law requires the district to make a tuition charge equal to the cost of instruction. Support in the main is from tuition income and the local district levy. The curriculum has been almost wholly preparatory, being made up of the courses given in the first 2 years of colleges and the university. All but a very few of the junior colleges have been operated in association with the local high schools. The development in Iowa has included also several private institutions.

### **Mississippi**

The Mississippi plan for establishment of a system of junior colleges has the following characteristics:

1. State-wide in coverage with definite district lines—one to eight counties in each district.

2. Four years in length—two years of upper high school plus two years of college.

3. State and district supported.

4. Each college has a separate board of trustees varying in size from 6 to 30, depending on the number of counties in the districts.

5. The administrative organization within the colleges is usually a president, a dean, a registrar, a business manager, a principal of the high school, a dean of women, a dean of men. In the set-up there is usually a farm, laundry, a counseling unit, and a clinic.

6. The college is not highly departmentalized. Instructors may teach in more than one field and may teach in both the high school and the college.

7. Each institution is free to serve the needs of its own district without being forced to fit into a State-wide pattern.

8. The junior colleges have a full-time supervisor on the State level. This supervisor is an employee of the State department of education.

### **New York**

New York has 6 State agricultural and technical institutes established as State agricultural schools prior to 1916; and 5 new institutes of applied arts and sciences established on an experimental basis in 1946. The total full-time enrollment of the first group for the year 1946-47 was 2,448. For the second group the enrollment is limited to 4,500 for the period of the experiment.

Six of the institutes provide programs in agricultural education, four in home economics education, nine in industrial-technical education, and one in retail management. Curriculums are terminal in character. They are planned to help youth achieve competence in a family of occupations through a well-balanced program of general and vocational-technical education.

Programs for full-time students are planned for the thirteenth and fourteenth years and are open to high school graduates and other mature persons who have demonstrated capacity to succeed in a field of work served by the program selected. Each institute provides educational programs for adults and older youth in fields related to the institute's program for full-time students.

Each of the new institutes is under the general control of a local board appointed by the governor and representative of the area served. Each new institute will have an advisory council representative of the educational, labor, and industrial interests of the area. Supervisory and administrative control of the institutes is chiefly in the State

education department. The institutes are financed entirely by the State. Tuition is free to residents of the State, but the institute may assess fees under regulations established by the commissioner of education. It is expected, when the system of institutes is fully developed, that 75 percent of all youth will live within commuting distance, and that nearly all youth will live within 50 miles of an institute.

### **Texas**

In 1945-46 there was a total of 62 junior colleges in Texas. Thirty-one of these were public and 31 were private institutions. The public colleges enrolled 21,360 students and the private ones enrolled 8,380. Of the public colleges two were under State control, 11 district and 18 local. One was a 4-year college and 30 were 2-year institutions.

The two State colleges are agricultural institutions and are feeders for Texas A & M College. They are 2-year institutions consisting of grades 13 and 14 and are separate from high schools. They are administered by deans who are responsible to the board of regents of A & M College and the president of that institution.

The municipal and private institutions are largely college preparatory in nature. Few terminal courses are offered. Some offer a little shop work.

In the State institutions the State furnishes \$60 per pupil enrolled. In addition a small tuition fee of \$25 per semester is collected from students.

### **Washington**

The laws of 1945 provided for the extension of high schools and the merging of junior colleges with extended high schools.

Approval of the State board of education is required to establish an extended secondary program. Such program may provide for both high school graduates and adults, and include both general and vocational education. The State board has authorized two types of programs: (1) The junior college type accredited for lower division college work, and (2) terminal general and vocational programs for which no college credit is allowed. The junior college type is not approved for communities in which a 4-year, State-supported college is located.

To date, nine programs have been

established in the larger population centers. An approved program is operated by one district (usually the most populous of the area) and serves pupils from the other districts of its service area. Nonresident pupils are admitted on the same basis as resident pupils. School tax rates are the same in all high school districts, whether or not they maintain an extended program. State support of thirteenth and fourteenth year programs is merged with State support of elementary and high school programs in a comprehensive equalization program. No tuition may be charged and fees are subject to the approval of the State Board of Education.

### Recent Proposals in the States

Digests of recent proposals for junior college development in three States (Illinois, Maryland, and Wisconsin) are here presented. At the date of this writing none of these proposals has yet been implemented through legislation.

#### Illinois

The proposal for increasing the number of junior colleges in Illinois emerged in the report, the *Facilities for Higher Education*, prepared by a Commission Survey, authorized by the General Assembly in 1943. Investigation of the junior college problem was included as one of the projects of the survey. The report made to the Commission reviewed the slow growth of junior colleges in the State and looked into some aspects of the need for these institutions. Another investigation of the need was sponsored by and made at the University of Illinois and arrived at recommendations almost identical with those in the report to the Commission.

The junior college policy urged in the closing portions of the reports included the following elements:

1. The policy should be one of encouragement rather than the existing one of mere permission to establish and maintain.

2. Because the great majority of students do not continue beyond the junior college level, the offerings should include both terminal occupational and terminal general as well as preparatory programs.

3. The junior colleges established should be local rather than regional.

4. The units should, in order to encourage close articulation, be established only in districts already maintaining high schools.

5. They should be established only in districts likely to yield a minimum enrollment of 175 to 200 students.

6. Tuition in these junior colleges should be free.

7. The policy of encouragement would call for a generous program of State aid. The Commission recommended flat aid of \$50 per student with equalization, after a stated minimum local tax, in an amount to bring up the total per student to \$140 per year. Subsequently, committees encouraging passage of the junior college bill proposed doubling the amount of flat aid and raising the minimum per student available to \$200.

8. The agency of State supervision recommended should be the office of the State superintendent of public instruction.

#### Maryland

A proposal for a State-wide system of public junior colleges was included among the recommendations made early in 1947 by the Maryland Commission on Higher Education. The aspects of the junior college program investigated in preparation of the report for the commission are the need for junior colleges, their location, their organizational relationship to lower schools, the costs involved in maintaining them, and their authorization and control.

Following is a digest of the junior college policy recommended:

1. The proportions of youth of junior college age attending school and of high school graduates continuing their education was found to be so small as to urge free tuition opportunities at the junior college level near the homes of prospective students.

2. The county unit district system in Maryland, together with the relatively compact distribution of the population, seemed almost made to order for establishing the junior college as the upper 2 years of the local school system.

3. Exceptions to complete application of a policy of localism for white students would be the maintenance of a single junior college for two counties in two instances and, because of lack of feasibility, omission of junior college units

from two other counties. The smaller numbers of prospective Negro students prevents complete application of the principle of localism for this group of the population. Students at noncommuting distances from junior colleges should be subsidized for subsistence when living away from home while attending.

4. The programs should include both preparatory and terminal curriculums and the terminal work should be both general and occupational.

5. A working minimum enrollment of 175 to 200 was assumed for the report.

6. Projected enrollments of junior colleges in all counties are of such a size that all should be developed in association with high schools on a 3-2 or 4-2 basis or in integration involving 4-year junior colleges including grades 11-14 in systems operating on the 6-4-4 plan. Progress of junior high school reorganization in Maryland would make the 6-4-4 plan a natural next step in developing the system.

7. Recommendation for establishment of local public junior colleges extends to Baltimore City.

8. To encourage establishment of junior colleges they should share in basic State aid just as do the lower schools and beyond this, they should participate in equalization funds by being made a part of the State's minimum school program.

9. A section of Maryland school law, authorizing provision for "continuing education," appears to provide authorization for junior college development in the county systems and the same section of the law appropriately places the State department of education in control. In this control the respective functions of county boards of education and of the State department of education would not be different for the junior college level than for elementary school and high school levels.

#### Wisconsin

Early in 1947 a report was made to the Regents of the University of Wisconsin by a Committee on Junior College Needs in Wisconsin. This report, after presenting a rather wide variety of evidence bearing on the problem, closes with a chapter of "Summary and Conclusions" from which are drawn the fol-

lowing elements indicative of the nature of the proposal.

1. After taking into account the location of other institutions public and private offering programs at the junior college level, the report identified seven "cities or areas" in which establishment of junior colleges is feasible and a few others where establishment might become feasible.

2. The junior college is defined as a 2-year institution, admission to which is open to those who have graduated from high school or can show evidence of equivalent training, offering one or more of the following programs:

(a) Two years of liberal terminal education.

(b) Two years of work which is a combination of liberal terminal and semiprofessional or vocational terminal education.

(c) The freshman and sophomore years of work of a 4-year college of letters and science.

3. A minimum enrollment of 150 is accepted as the basic criterion for the establishment of a junior college.

4. It is recommended that the new junior colleges be established and operated by the University of Wisconsin through its Extension Division. Nothing is said in the report with respect to policy on tuition.

### Some Unresolved Problems

The movement toward establishing State programs of community colleges or institutes is still in its infancy. The development of these institutions thus far has been largely the result of local initiative and private enterprise.

As yet no State has made such a program free and available to all the youth of the State, nor has any State yet moved to establish a broad program of adult education. Yet, there are notable beginnings.

A notable service could be rendered through the formulation of methods and procedures for evaluating the various programs now in existence or in process of establishment. Rigorous application of the methods of research to the appraisal of these new ventures would enable the community college movement to achieve in 20 years what it has taken 100 years to achieve in developing secondary schools.

### A Selected Bibliography

The following sources were used in preparation of the report and will be useful to those interested in or responsible for planning or developing program of community colleges or institutes.

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### Project Committee Members and Consultants

#### Committee

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## Quality Counts in Physical Education

by Elsa Schneider and Simon A. McNeely, Specialists  
for Health Instruction and Physical Education

IT IS 10:15 on a beautiful, sunny morning. The program posted on the wall outside the door indicates that this fourth grade is scheduled for physical education from 10:15 to 10:45 every day. The door opens and the children are on their way to the playground. They know just where to go because they helped Miss Johnson, their teacher, plan the lesson.

The class has been divided into four teams or squads, each with a squad leader. They form new squads every 3 weeks or so and elect their own leader. They have experimented with several forms of squad formation. Sometimes the leaders are appointed by the teacher and children are grouped together on the basis of height, weight, and age. Sometimes boys and girls are grouped in separate squads. The children consult different references to find out other ways to organize the class effec-

tively. They discuss the qualities of leadership and good group membership that apply to group endeavor, and they frequently evaluate their own attitudes and conduct. Their joy in assisting with planning, organizing, and assuming responsibility for the conduct of the program is reflected in their enthusiastic and happy participation.

Today the class will begin with 10 minutes of relays. Then the "Red" squad will go to the horizontal ladder where the boys and girls will practice "walking" the length of the bar with their hands. Each child is going to try to improve his skill and try to travel a greater distance than he did before until he can go the whole length.

The "Blues" will work on self-testing activities in the space designated for that purpose. The leader has a list of activities to be practiced. This week's list includes two individual stunts,

"cork screw" which helps develop flexibility and "knee dip" which helps develop leg strength, and two couple stunts, "chinese push-up" which helps develop coordination and "wheelbarrow" which helps develop arm strength. They have all seen them demonstrated and the children know what skills are essential for successful performance. They know, too, that only with practice can they perfect these skills.

The "Greens" will practice soccer techniques in another space. They are to practice passing, using the inside of the foot, and then dribbling with an opponent coming in to attack. The "Purples" will practice running and changing directions quickly to the whistle signal given by the leader without bumping into anyone or falling down.

After 8 minutes of concentrated practice, Miss Johnson will give a signal, and all squads, will line up behind their leaders. Then each group will move to a different activity. The squad leaders with the teacher planned the system of rotation.

The squad leader will help those who need help, and Miss Johnson will rotate among the groups giving individual assistance when it is needed.

Tomorrow the class will begin with several circle games, and then the squads will complete the circuit begun the day before. The next day will be rhythm day and the next two will be devoted to playing the game of soccer.

The program is flexible, however. For example, last week in social studies, the children were talking about the meaning of democracy. Among other things, they discussed ways in which they could show through creative dance what democracy means to them. They were not self-conscious or restrained; they had learned to express through vigorous movement thoughts and ideas which were meaningful to 9- and 10-year-olds. The activity satisfied their creative desires; it was challenging; it satisfied their need for vigorous movement. They got so interested in composition that they chose to spend three consecutive physical education periods developing ideas.

Miss Johnson, the fourth grade teacher, plans and directs the activities. She hasn't always felt that she was capable of presenting a good physical

education program but last year she received a great deal of help from specialists in the field. The administration, with the assistance of the county supervisor, personnel from the nearby teacher-education institution and the State department of education, has considerably helped by providing a systematic and functional program of in-service training for all elementary school teachers. As a result, Miss Johnson has developed more confidence and during this semester is trying a simplified plan of organization to be modified and elaborated upon next year as she gains more experience.

### **Values of Physical Education**

Why be concerned about physical education and in-service training? The superintendent of schools, the school board, the teachers, and the parents know that a good program of physical education must be provided if the boys and girls of the community are to have the opportunities to participate in *the one phase* of the school curriculum which is definitely designed to help develop physical endurance, strength, coordination, flexibility, agility, and good body mechanics. They know that participation in vigorous physical activities in the developmental period of childhood and youth is essential for optimum body functioning and that vigorous exercise increases organic power and functional efficiency. They know that the future fitness of children is determined in part by the quality of "exercise program" in which elementary school students participate and that the attitudes, understandings, and skills developed will influence the things they do to maintain personal fitness when they must make out-of-school choices for themselves.

They know that physical education does more than develop physical fitness; that this field, along with other phases of the curriculum, helps children develop physical and emotional poise; gives them opportunities to experience the satisfactions of being an important and welcome member of a group, of being a leader, of developing sportsman-like responses in victory and defeat, and of developing many attitudes and skills basic to effective democratic living.

They know that physical education helps children understand the close rela-

tionship between proper nutrition, sleep, and rest and their ability and capacity to live energetically, effectively, and happily. They believe that children who have interests, knowledge, and skill in a wide variety of wholesome activities will be better prepared to use their leisure time wisely. They know that physical education does these and many more desirable things only when there are interested and understanding teacher guidance and administrative support, adequate equipment and facilities, and adequate time allotment every day.

### **Basic Considerations**

What is a minimum program of physical education for elementary school children? These essentials must be provided if the program is to contribute to growth and development:

1. *Complete periodic medical and dental examinations for all children given by physicians, dentists, and nurses who understand the educational implications*

The physical condition of a student determines the kind of physical education program in which he should participate just as it determines the extent and nature of his participation in the rest of the curriculum.

2. *Effective follow-up of the examination with provision for indicated protective and corrective measures*

Every child has a right to health. If he is suffering from remediable defects, all steps necessary to have them corrected should be provided by the home, the school, and the community. If a condition exists which cannot be corrected, the child should know that his way of life must be modified to fit this pattern and that when he makes the necessary adjustments, he can still be happy and successful.

3. *Opportunities for participating in and acquiring skills and interest in a wide variety of well-directed physical education activities*

The elementary-school program should include rhythms, story plays, mimetics, games, relays, sport skills and sports, stunts and other self-testing activities, and swimming and other aquatics, if at all possible.

#### 4. *Adequate time each day for physical activity*

The Joint Committee on Health Problems in Education of the National Education Association and American Medical Association says "Pupils in the elementary school should have sufficient physical activity (4-6 hours daily) to contribute to normal growth and development. Obviously, this amount of activity cannot be scheduled within the school day proper. Therefore, a minimum of two 30-minute periods, one in the morning and one in the afternoon, is recommended; one for instruction in physical education activities and one for supervised activity with an organization of the school day that will permit an adequate amount of free time for activity and play through the day."

#### 5. *Adequate equipment*

It is true, of course, that many desirable and vigorous physical education activities require little or no equipment but "tools of learning" in the form of special equipment are just as essential to a broad and varied program of physical education as resource materials are to the academic field.

Progressive boards of education provide adequate physical education equipment and make provision in the annual budget for maintenance of old and the purchase of new equipment. Good teachers and principals are concerned with organizing the school day and conducting physical education classes so that maximum use is made of the equipment.

#### 6. *Adequate facilities*

The "laboratories" of physical education are many and varied. The greatest necessity is *space* for the children to run, throw balls, and engage in other big-muscle activities, with a minimum of hazards to safety and health. Much can be done to adjust to and utilize fully the natural surroundings. In many localities it is desirable to have an all-weather play space for use when the ground is wet.

Indoor space can be improvised and used in almost any situation, though elementary school children should have a playroom or gymnasium. For children in the grades above the primary level, facilities for changing clothes and showering not only provide for more

comfort and for saving of their school clothes but also offer greater opportunity for applying some basic principles of healthful living.

A growing and meritorious practice is to plan neighborhood-park schools wherein facilities for good instruction in physical education are at hand for use during the school day and the same facilities are used in a broad program of recreation during nonschool hours.

#### 7. *Adequately trained and interested personnel*

Superintendents and principals should know the place and scope of health and physical education and support and encourage a sound program.

Classroom teachers should be prepared to organize, plan, and conduct a satisfactory program of directed physical activities. This emphasizes the necessity of including instruction and experience in physical education in the pre-service education of prospective elementary school teachers.

In addition, there is need for supervisors, consultants, and teachers with

special training in physical education who are capable of assisting the administrators and teachers in improving and extending the school program.

#### 8. *Greater use of community resources*

There is heartening improvement in many communities in the cooperation among school personnel and others who serve the public. The community-centered school makes effective use of the resources to be found in almost any community to the end that there are improved services and opportunities for the health and physical and social well-being of the boys and girls. Through intelligent coordination, the schools and other agencies supplement the work of each other and avoid unwise duplication of effort or expenditures. This encourages a rich and varied in-school and out-of-school program.

***What children will be, they are now becoming. Physical education will help them develop total fitness so that they may become strong, healthy, and effective citizens capable of meeting the challenges of contemporary society.***

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### **Library Services** (from page 12)

## **Librarianship Conferences and Workshops This Summer**

**by Nora E. Beust, Specialist, School and Children's Libraries**

TWENTY-SIX States have planned conferences or workshops for librarians during the summer. State supervisors of school libraries, library associations, secretaries of library commissions, and deans or directors of library training agencies represent the groups concerned with the various provisions planned for in-service education for librarianship.

The length of the conferences varies from 1 day to 6 weeks. Minnesota, Mississippi, Nebraska, and Wyoming reported 1-day district conferences for public librarians, principally in small libraries. Maine, Massachusetts, Michigan, Mississippi, New Hampshire, North Dakota, Vermont, and Wisconsin will hold similar conferences for periods of 3 to 6 days.

Conferences for school librarians will be held in Indiana, Kentucky, Michigan, Mississippi, North Carolina, Oregon, South Carolina, and Texas. Connecticut, New York, and North Dakota

plan to have librarians from public libraries and schools meet.

Connecticut, Massachusetts, and New York State are planning a conference on the subject of young people's books and reading for school and public librarians. The college and school supervisors of Connecticut, Massachusetts, and New York are the sponsors of this meeting.

College and university librarians are to have a 2-weeks workshop at the University of North Carolina. County, regional, and extension librarians and rural sociologists will discuss common problems and endeavor to work out cooperative programs in a workshop tentatively planned for a 2-week period at the University of Denver. A county librarian and headquarters assistants workshop is also scheduled in Louisiana.

Requisites for attendance are noted for a special workshop at Clear Lake Camp, Mich. Registrants must have previously attended two or more of the

regular workshops. This workshop will emphasize specific problems of the participants.

Registration at the workshop for trained school librarians at Boone, N. C., is open to persons who have had at least 24 semester hours in library science. The work is designed to help trained people get some instruction in the field of supervision at both the elementary and high school levels.

Florida is planning approximately 20 workshops in individual counties. These are intended for librarians as well as for other school personnel, but none of them will operate for librarians only. The State-wide conference is planned for general supervisors of instruction, special supervisors—including library supervisors—and teachers, librarians, or principals who are potential advisers. The purpose is to study the field of instructional materials to improve both the planning and use of libraries of all types in Florida.

Texas has planned for teachers and administrators as well as librarians at both of its workshops. The workshop at Texas State College for Women is on the subject of library service in the elementary school.

The New York conference at Geneseo also includes teachers, supervisors, principals, public librarians, and school librarians. Library service for elementary school children will be discussed. Another conference concerned with the elementary school is to be held at Denton, Tex., for elementary school librarians.

The interest in the problems of education for librarianship is reflected at the University of Chicago Institute, Education for Librarianship. Topics to be discussed include among others: The place of professional education in the university, the relationship between education for librarianship and education for other professions, the preprofessional background of librarianship, the content of basic library training and training in special fields, and the state of advanced training and research in librarianship.

Following is a list of meetings, conferences, and workshops, reported to the Office of Education, which will be held after June 1. (Some conferences reported for Illinois, Indiana, Minnesota, Mississippi, Nebraska, New Hamp-

shire, Oregon, South Carolina, Vermont, Virginia, and Wyoming were held in April or May and are not listed here.)

The American Library Association announces these special national conferences in connection with the annual meeting of the Association in Atlantic City, June 13-19:

*New Jersey College for Women, New Brunswick, June 10-12.* Library Legislation Institute.

*Atlantic City, June 12-13.* Personnel Institute.

———, *June 12-13.* Youth and Librarians Institute.

———, *June 14-18* (each morning from 8 to 9 o'clock). Children and Young People's Institute in Children's Reading.

Address: DONALD A. RIECHMANN, Assistant to the Executive Secretary, American Library Association, 50 East Huron Street, Chicago, Illinois, for information concerning the A. L. A. conferences.

The Special Libraries Association announces the following institute in connection with the annual conference of the Association in Washington, D. C., June 6-12:

*Washington, D. C., June 7-8.* (Registration. Hotel Statler). Federal Library Institute (for interested librarians). Address: JANE BREWER, 4108 Arkansas Avenue NW., Washington 11, D. C.

Locations and dates of State conferences and workshops follow. Additional information may be secured by writing to the persons indicated.

#### Arkansas

*Agricultural, Mechanical, and Normal College, Pine Bluff, June 7-26.* (For school librarians.) Address: Mrs. JOHN PALMER HOWARD, Librarian, A. M. & N. College, Pine Bluff.

#### Colorado

*University of Denver, College of Librarianship and the School of Education, June 21-July 30.* Teacher-Librarian Institute. (For teacher-librarians.) Address: HARRIET E. HOWE, Director, University of Denver College of Librarianship, Denver 2.

*University of Denver, August.* (Tentative date.) (For county, regional, and extension librarians and rural sociologists.) Address: Same as preceding.

#### Connecticut

*New Haven State Teachers College, June 28-August 6.* (For public and school librarians.) Address: ALICE THOMPSON, State Teachers College, New Haven.

See also New York for conference jointly sponsored with Massachusetts and New York.

#### Florida

*Florida State University, July 22-August 13.* Leadership Training Conference (an-

nual). (For general supervisors of instruction, special supervisors [including library supervisors] and teachers, librarians, or principals who are potential advisors.) Address: SARA MALCOLM KRENTZMAN, School of Library Training and Service, Florida State University, Tallahassee.

#### Illinois

*Giant City, June 28-July 2; Centralia, July 6-10; Paris, July 12-16; Jacksonville, July 19-23; Galesburg, July 26-30; White Pines, Aug. 2-6; Oak Park, Aug. 9-13.* *Mobile School.* (For library workers.) Sponsored by the Illinois State Library, Illinois Library Association, and the University of Illinois Library School. Address: HELENE H. ROGERS, Assistant State Librarian, Illinois State Library, Springfield.

*University of Chicago, Graduate Library School, August 16-21.* Education for Librarianship, Thirteenth Annual Institute. (For educators and practitioners in librarianship.) Address: BERNARD BERELSON, Dean, Graduate Library School, The University of Chicago, Chicago 37.

#### Indiana

*Indiana State Teachers College, July 26-August 6.* School Library Workshop. (For trained librarians, untrained school librarians but experienced teachers now engaged in library work, teachers and administrators interested in the library program.) Address: NELLE MCCALLA, Indiana State Teachers College Library, Terre Haute.

#### Kentucky

*University of Kentucky, Department of Library Science, June 21-July 10.* (For teacher-librarians and public school librarians with 6 hours or less of training.) Address: ROBERT H. DEILY, Head of the Library Science Department, University of Kentucky, Lexington.

#### Louisiana

*Northwestern State College, Natchitoches, August.* (Exact date not fixed.) (For county librarians and headquarters assistants.) Address: SARAH JONES, assistant in charge, Louisiana State Library, Baton Rouge.

*Southern University, July 11-31.* School Library Workshop. (For librarians in service in Negro schools.) Address: Mrs. CAMILLE SHADE, Librarian, Southern University, Southern Branch P. O., Baton Rouge.

#### Maine

*University of Maine, Orono, July 6-10.* Workshop. (For public librarians.) Address: RUTH E. LAWRENCE, Bates College Library, Lewiston.

#### Massachusetts

*Simmons College, June 28-July 2.* (For librarians of small-town libraries.) Address: CATHERINE M. YERXA, Department of Education, 200 Newbury Street, Boston 16.

See also New York for conference jointly sponsored with Connecticut and New York.

## Michigan

Waldenwoods near Howell, May 31-June 4; Camp Shaw near Chatham, June 28-July 2; Higgins Lake near Roscommon, August 23-27; Clear Lake Camp near Dowling, (Registrants must have attended two or more of the regular workshops.) August 8-12. (For public librarians in communities of less than 5,000 population and also other interested librarians.)

Waldenwoods near Howell, September 17-18. (For teacher-librarians and librarians of small schools.)

Address: IRVING LIEBERMAN, Michigan State Library, Lansing 13.

## Mississippi

Location and time not fixed. (One conference for school librarians and another for public librarians.) Address: For public librarians, Mrs. EUNICE ELEY, Executive Secretary, State Library Commission, Jackson; for school librarians, MANIE L. BERRY, Library Supervisor, Department of Education, Jackson.

## New York

New York State College for Teachers, Albany, July 19-30. Workshop Conference on Young People's Books and Reading. (For school and public librarians.) Sponsored by the college and school library supervisors of Connecticut, Massachusetts, and New York. Address: ESTHER STALLMANN, New York State College for Teachers, Albany 3.

New York State Teachers College, Geneseo, July 12-16. Eighth annual library conference, a discussion conference on library service for elementary school children. (For teachers, supervisors, principals, public librarians, and school librarians.) Address: Mrs. ALICE D. RIDER, State Teachers College, Geneseo.

## North Carolina

University of North Carolina, School of Library Science, July 26-30. (For college and university librarians.) Address: SUSAN G. AKERS, Dean, School of Library Science, University of North Carolina, Chapel Hill.

Appalachian State Teachers College, August 3-14. (For school librarians with at least 24 semester hours of library science.) Address: ELOISE CAMP, State School Library Adviser, Department of Public Instruction, Raleigh.

## North Dakota

State Teachers College, Minot, July 7-9. (For librarians of small public and school libraries.) Address: LILLIAN E. COOK, State Library Commission, Bismarck.

## South Carolina

South Carolina State A. & M. College, Orangeburg, June 21-July 24. (For partially trained school librarians.) Address: EMILY A. COPELAND, Head, Library Science Department, State A. & M. College, Orangeburg.

Winthrop College, June 28-July 17. (For teacher-librarians with 6 to 18 semester hours of library science.) Address: HERMAN FRICK, Director, Summer School, Winthrop College, Rock Hill.

## Texas

North Texas State College, June 28-July 16. Library Leadership Workshop. (For trained and experienced librarians, teachers, and school administrators.) Address: MATTIE RUTH MOORE, Director of Library Division, State Department of Education, Austin, or Dr. ARTHUR M. SAMPLEY, Director of Library School, North Texas State College, Denton.

Texas State College for Women, June 28-July 16. (For elementary school librarians, teachers, and administrators.) Address: MARY D. TAYLOR, Director, Department of Library Science, Texas State College for Women, Denton, or MATTIE RUTH MOORE, Director of Library Division, State Department of Education, Austin.

## Washington

University of Washington, Seattle, July 29-30. (For all librarians and library trustees.) Address: RUTH HEWETT, President, Washing-

ton Library Association, Seattle Public Library, Seattle.

## Wisconsin

Northern Baptist Assembly, Green Lake, May 23-28. (For librarians of small public libraries.)

Public Library Institute, Madison, August 23-25. (For chief librarians, assistants, and trustees.)

Address: JENNIE T. SCHRAGE, Traveling Library Department, B-103 State Office Building, Madison 2.

University of Wisconsin, Madison, July 15-17. School Library Service Institute. (For school librarians and workers with young people.) Address: Library School, 811 State Street, Madison 5.

No workshops or conferences were reported as being planned for California, Kansas, New Jersey, New Mexico, Ohio, Oklahoma, Tennessee, or West Virginia.

# EDUCATORS' BULLETIN BOARD

## NEW BOOKS and PAMPHLETS

### Social Studies Yearbook

*Audio-Visual Materials and Methods in the Social Studies.* William H. Hartley, Editor. Washington, D. C., The National Council for the Social Studies, A Department of the National Education Association, 1947. 214 p. (18th Yearbook, 1947) \$2 paper-bound; \$2.50 cloth-bound.

Provides a handbook of audio-visual materials and methods for the social studies teacher and indicates their value in the instructional program. Sets forth general principles and shows how these principles have been applied in a specific teaching situation; includes examples from both elementary and secondary schools.

### Debate Materials

*Compulsory Federal Arbitration of Labor Disputes.* Compiled by Julia H. Johnsen. New York, The H. W. Wilson Co., 1947. 316 p. (The Reference Shelf, Vol. 19, No. 6) \$1.25.

Aims to present, impartially, material on both sides of the question as well as background material. Bibliographies suggest additional references for general discussion and for pro and con arguments.

### School Reports

*Reporting to Parents.* By Ruth Strang. New York, Bureau of Publications, Teachers College, Columbia Uni-

versity, 1947. 105 p. (Practical Suggestions for Teaching, No. 10) \$1.15.

Presents services which reports should provide, criteria for appraising their use, problems encountered in changing procedures, and suggestions for improvements. Includes report forms illustrating some of the stages in transition from traditional type of report to the freely written qualitative report which permits the teacher to comment on important aspects of the pupil's development, personal as well as scholastic.

### Free Curriculum Materials

*Elementary Teachers' Guide to Free Curriculum Materials.* Edited by John Guy Fowlkes and Donald A. Morgan. Fourth Edition, 1947. Randolph, Wis., Educators Progress Service, 1947, 215 p. Processed. \$1.50.

Lists sources of free material available to teachers which will be useful in preparing teaching units, organizing activity programs, selecting bulletin-board exhibits, and providing for individual differences. This edition contains a new section: "Teachers' Resource Material."

### Commencement Manual

*The 1948 Commencement Manual.* Washington, D. C., National Association of Secondary-School Principals, 1947. 144 p. \$1 single copy.

Describes how high schools plan and develop their commencement programs and offers a selection of actual programs and complete

(Turn to page 31)

## Businessmen Share High School Assemblies

High school and junior college students of Estherville, Iowa, (population 5,651) are given an opportunity to meet from time to time with panels of selected local leaders from industry and business to discuss the "whys and wherefores" of secondary education. Such discussions are scheduled early in the school year to help the students to get directly from the community employers what they regard as most important in the program of the high school.

Discussions are based on such practical, everyday problems as: "What the prospective employer expects from the high school or junior college graduate." "What can I do to get the most out of high school?" "The development of manners and good social behavior for teen-agers."

The programs are set up to give each speaker a chance to present his points briefly in a formal statement and then give the students an opportunity to ask detailed questions of the several speakers. These questions are dealt with both in the general assembly and in private and group conferences later. Faculty members attend and follow up the discussions through home-room and class activities.

In evaluating these assembly programs, the students expressed surprise that business men laid so much stress upon such simple workday factors as "just learning to spell and to write," "getting a job and keeping it," "honesty with yourself," "promptness in the business world," "making right decisions and sticking to them," "value of personality, character, and reputation."

Commenting on the most interesting features of these programs, the students pointed out that they "liked having five speakers better than one," "we got a better chance to learn what employers in general think," "it looks like they can spot a fellow whether he's in school or on the job," "it made me think more about my schooling," "Mr. Palmer is a swell guy—he is no stuffed shirt."

Principal Walter B. Hammer, who

began the experiment 3 years ago, says that "The program for the assembly is always designed to stress some phase of school life and to provide general guidance for the entire student body." He could no doubt have added that the businessmen sharing in these assemblies learned lessons about the educational needs of their youth quite as important as those the students learned about the values which business and industrial leaders look for in high school education.

## North Carolina Education Commission

W. H. Plemmons, secretary, the State Education Commission of North Carolina, gives the following information regarding the commission's activities.

That the people of North Carolina are interested in education is evidenced by the fact that not only have they increased appropriations both on the State and local levels, but as individuals and groups they have studied education in its many phases during the last three or four decades. During this time, the legislature has authorized committees and commissions to study objectively the status and needs of education and has appropriated funds for carrying out their responsibilities.

During the session of the 1947 general assembly several bills relating to education were introduced. It was only logical, therefore, for that body to combine its interests and to pass a bill authorizing the Governor to appoint a State education commission, to be composed of 18 members, whose responsibility it would be to study all phases of public education in the State and to make its report to the Governor and the General Assembly of 1949.

The Governor appointed prominent citizens from all sections of the State to serve on the commission. Six of them represent the educational profession and 12 agricultural, business, industrial, and other professions. White and Negro races are represented. On June 4, 1947, the Governor called the commis-

sion together for its organization meeting, at which time R. Grady Rankin, a textile leader of Gastonia, was elected chairman and Mrs. R. S. Ferguson, a housewife legislator, and member of the State board of education, was elected secretary. At its next meeting, on July 31, W. H. Plemmons, of Chapel Hill, was selected as the executive secretary.

The commission had several types of procedure from which to choose; but after devoting two meetings to a consideration of procedures, it decided unanimously to adopt the one which involved conducting the study by the use of the professional and lay people of the State with the help of technical and professional persons from other States and from the Office of Education.

The legislature appropriated \$50,000 for the work of the commission, and since that time the Knapp Foundation of New York has made a grant of \$100,000. With these funds available the commission has organized its work into four major areas, namely: Instructional program, teacher education and instructional personnel; organization, administration, and finance; and resources. It has selected 15 study and advisory committees, the total membership of which includes more than 300 professional and lay citizens of the State.

The names of these study and advisory committees are: Instructional program, elementary education, secondary education, vocational education, education of exceptional children, pupil personnel and personnel services, instructional materials, adult education, teacher education, instructional personnel, organization and administration, finance, pupil transportation, school plant, and resources.

The consulting staff of 26 members, chosen from other States, is composed of a chief consultant, a general consultant for each major area, and at least 1 special consultant—in some cases 3—for each study and advisory committee.

On November 17 the committee members, the consultants, and a majority of the members of the commission met in Raleigh to organize and to perfect plans for the study. After a general session at which the Governor and the chairman of the commission spoke, the individual committees met to consider their

responsibilities and to develop ways of discharging them. There will be two or three future meetings of all committees. In the meantime, each committee will proceed with its work, making periodic reports to the commission. The final results of each committee's work will be presented, in the form of findings, tentative conclusions and recommendations, to the education commission which, in turn, will develop its report and recommendations for presentation to the Governor and the general assembly of 1949.

## A Course in Linguistic Science

*John F. Gummere, headmaster, the William Penn Charter School, Philadelphia, Pa., describes a linguistic science course given for teachers of English and foreign language.*

LINGUISTIC science has made great strides in the past quarter of a century. The contribution of American scholars in this field has been of outstanding importance.

During World War II some of the findings of linguistic scientists were used in Government courses in languages. Briefly, the program involved the cooperation of native speakers, trained linguistic scholars, and laboratory techniques involving recording, play-backs, etc.

The fact is that virtually no teachers of any language, English included, in either schools or colleges have had any linguistic training. Many teachers learned much about literature and grammar of this or that particular language, but nothing of language *per se*.

It cannot be disputed that language is man's greatest social achievement and that it is today the most important factor in our civilization. Neither can it be disputed that it is of first importance that teachers be trained in language.

Last year, at the William Penn Charter School, Philadelphia, a course was given for all teachers of English and foreign language in the upper grades. Some lectures were given by the headmaster; others, given by members of the Department of Linguistic Analysis of the University of Pennsylvania, were paid for by means of a subvention granted to the school by the American

Council of Learned Societies, which was interested in the idea of linguistic training in secondary schools.

Realizing the importance of such training and being aware of the responsibility and the privilege of the independent school to make available to the field of education whatever advantages it may be able to give, school officials decided to offer a course this fall in Linguistic Science for the Teacher.

The overseers of the William Penn Charter School guaranteed sufficient funds to cover costs, but a subsequent gift from an interested alumnus made this unnecessary.

A series of eight lectures was given on Saturday mornings, which followed by a discussion period. We were fortunate in securing for these lectures men outstanding in the field of linguistic science. Dr. Henry Lee Smity, Jr., assistant director of foreign language

training in the Foreign Service Section of the Department of State, gave the first two and the final lectures. Prof. W. Freeman Twaddell of Brown University, Prof. Bernard Bloch of the Department of Linguistics of Yale University, and Prof. J. Milton Cowan, who at present administers the Cornell program in foreign languages, were other visiting lecturers. Headmaster John F. Gummere of the school also gave one lecture.

The topics covered were, in part, Cultural Relativity, Linguistic Change, Phonemics, Morphemics, Linguistic Analysis, Sound and Syntax Patterns. The course was open, upon payment of a nominal registration fee, to all teachers in schools or colleges on the accredited list of the Middle States Association of Colleges and Secondary Schools in the metropolitan area of Philadelphia.

## STATE-WIDE TESTING PROGRAMS

by David Segel, Specialist for Tests and Measurements

STATE-WIDE testing programs are not new in American education but the type of measurement used and the objectives of such programs have changed radically since the advent of new type testing and the introduction of pupil personnel work. The Office of Education made status studies of these programs over a decade ago. At that time the programs served to a considerable extent to establish accrediting and promotional standards on State-wide bases. This emphasis on standardization was generally greater in elementary schools than in the secondary field. During the last decade many changes have taken place so that it might be said that only the remnants of the earlier objectives remain in the picture.

### State Aid Has Helped

State financial aid for education has increased gradually throughout the United States. With this financial aid more service and control has emanated from State departments of education. State-wide testing through State departments of education has concurrently been on the increase.

The programs carried on by State

universities or other colleges are often superior because their success is dependent upon voluntary support and the values inherent from the individual schools. This is partly true also because the personnel in charge of measurement in State departments of education often varies from year to year and because the measurement program is often only one of the responsibilities of a State department official. As, however, the services of State departments of education grow in size and comprehensiveness, this aspect of the problem will be solved.

Because of the varied problems involved in State-wide testing programs, there is need for special attention to the problem on a national level. The Office of Education will attempt to facilitate the exchange of information and bring to the attention of educators the desirable trends in this area.

As a first step in its project, the Office of Education gathered information concerning current testing programs in States. The information is given in the accompanying table. The caption, "Adult Certificate," indicates that certain States issue a high-school equivalency certificate to adults on the basis of examination.

State	Adult certificate	Elementary program	High school programs	Sponsor and remarks
1	2	3	4	5
Alabama	No	No	Yes	For college entrance. <sup>1</sup>
Arizona	No	No	No	
Arkansas	No	Yes	No	University of Arkansas, Arkansas State Teachers College, State department of education.
California	No	No	No	
Colorado	No	No	No	
Connecticut	Yes	Yes	Yes	Connecticut Cooperative Testing Program, University of Connecticut with Connecticut Association of Public School Superintendents, Connecticut Association of Secondary School Principals, Connecticut State Department of Education.
Delaware	No	Yes	Yes	State department of education.
Florida	Yes	No	Yes	Placement Testing by University of Florida.
Georgia	Yes	See "remarks"	No	Selected testing project connected with Experimental Supervisory Program, State department of education.
Idaho	Yes	Yes	No	State department of education.
Illinois	Yes	No	Yes	High School Testing Bureau, University of Illinois.
Indiana	Yes	Yes	Yes	Several programs. <sup>2</sup>
Iowa	No	Yes	Yes	Do. <sup>3</sup>
Kansas	No	Yes	Yes	Bureau of Education Measurements and a State program fostered by the State department of education.
Kentucky	No	No	Yes	Kentucky Association of Colleges and Secondary Schools and University of Kentucky.
Louisiana	No	No	Yes	Association of Deans called Louisiana College Conference.
Maine	Yes	Yes <sup>4</sup>	Yes	Maine Scholarship Examination, University of Maine.
Maryland	Yes	Yes	Yes	State department of education.
Massachusetts	Yes	No	No	Do.
Michigan	No	No	Yes	Michigan Secondary School Association in cooperation with the Bureau of Educational Reference and Research.
Minnesota	Yes	Yes	Yes	State department of education.
Mississippi	No	No	No	
Missouri	Yes	Yes	No	County examinations prepared by State department of education.
Montana	No	Yes <sup>5</sup>	Yes <sup>6</sup>	(5).
Nebraska	Yes	Yes <sup>7</sup>	No	State department of public instruction.
Nevada	No	Yes <sup>7</sup>	No	State department of education.
New Hampshire	Yes	No	No	University of New Hampshire.
New Jersey	Yes	No	No	State department of education.
New Mexico	No	No <sup>8</sup>	Yes <sup>9</sup>	See footnotes 8 and 9.
New York	Yes <sup>10</sup>	Yes	Yes	Regents examination, State department of education.
North Carolina	No	Yes	Yes <sup>11</sup>	State department of education.
North Dakota	No	Yes	No	Do.
Ohio	Yes	Yes	Yes	Ohio State University. State department of education.
Oklahoma	No	No	Yes	Evaluation and Testing Service, University of Oklahoma.
Oregon	No	No	No	
Pennsylvania	Yes	No	Yes	State department of education.
Rhode Island	Yes	No	No	Do.
South Carolina	Yes	No	No <sup>12</sup>	University of South Carolina.
South Dakota	No	No <sup>13</sup>	Yes	Scholarship Testing Program for Seniors, University of South Dakota.
Tennessee	No	No	Yes	State department of education.
Texas	No	No	No	
Utah	Yes <sup>14</sup>	No	No	Department of public instruction.
Vermont	Yes	Yes <sup>15</sup>	Yes <sup>15</sup>	State department of education.
Virginia	No	Yes	Yes	Do.
Washington	Yes	Yes <sup>16</sup>	Yes	Do.
West Virginia	Yes	No <sup>17</sup>	No	Do.
Wisconsin	No	No	Yes	University of Wisconsin.
Wyoming	No	Yes <sup>18</sup>	No	State department of education.

<sup>1</sup> Commission of College and High School Relations of Association of Alabama Colleges cooperating with the Alabama Association of Secondary School Principals.

<sup>2</sup> Elementary Programs: (1) Bureau of Research, Indiana University; (2) Manchester College, North Manchester High School Programs: (1) Indiana State High School Testing Program, Purdue University, Lafayette.

<sup>3</sup> Elementary Programs: (1) Every Pupil Basic Skills Testing Program, Iowa State University, Iowa City. High School Programs: (1) Iowa Tests of Educational Development; (2) Annual Nation-wide High School Testing Program. (Both high school programs sponsored by the Iowa State University, Iowa City.)

<sup>4</sup> An eighth-grade graduation examination is furnished to elementary schools, districts not having high schools.

<sup>5</sup> Have been informed that a State-wide testing program has begun under the auspices of the University of Montana but do not have direct information at this date.

<sup>6</sup> Elementary graduating examinations.

<sup>7</sup> In all schools with less than 10 teachers.

<sup>8</sup> Statement of Swecney, State superintendent of public instruction, on Oct. 30, 1947. "Our director of elementary education is attempting to have all elementary schools participate in testing programs starting this school year."

<sup>9</sup> University of New Mexico conducts State-wide tests with certain high schools.

<sup>10</sup> Have later information on this point.

<sup>11</sup> "A Committee for the North Carolina College Conference is now making plans for a testing program for high school seniors."

<sup>12</sup> A State-wide high school testing program has been proposed for 1948.

<sup>13</sup> A temporary committee has been appointed to study possibilities in a State-wide testing program.

<sup>14</sup> In process of being set up.

<sup>15</sup> In process of being set up.

<sup>16</sup> A State committee on education has been set up to study possibilities of State-wide testing and evaluation.

<sup>17</sup> "We are beginning a survey of current sources as the first step in the development of a reasonably coordinated program."

<sup>18</sup> Under supervision of county superintendents—a partial basis for promotion in 7th and 8th grades.

## Fiscally Dependent School Systems

THE USUAL PLAN of organization for financing of local public school systems in the United States is for the school system to be a separate unit of government, not a part of the government of the county, city, township or town whose children it serves. This means specifically that the school system, acting under the general State law affecting all minor civil divisions, can levy taxes, determine its own budget, vote its own bonds or otherwise borrow money, sue and be sued in the courts under certain conditions, and buy and hold title to its own property.

The object of this type of organization is to remove education from the realm of local, State, and national party politics of the regular government and to keep it close to the people served. There are some 105,000 school governments (school systems) in the United States independent of county, city, and local governments.

The school district, the most common type of governmental unit, constituted about 70 percent of all such units in 1942. There are therefore some school systems that are departments of a general government to the extent that they are fiscally dependent on a county, city, or other local political unit for an annual appropriation. In the New England States of Maine, Massachusetts, Rhode Island, and Vermont all school systems are fiscally dependent on town or city governments.

Fiscally dependent school systems are found particularly in large cities. Forty-one of the 92 cities with 100,000 population and more have such systems.

*1,000,000 population and more:* Detroit, Mich.; New York, N. Y.

*500,000 to 999,999 population:* Baltimore, Md.; Boston, Mass.; Buffalo, N. Y.; Milwaukee, Wis.; Washington, D. C.

*250,000 to 499,999 population:* Atlanta, Ga.; Dallas, Tex.; Jersey City, N. J.; Louisville, Ky.; Memphis, Tenn.; Minneapolis, Minn.; Newark, N. J.; Providence, R. I.; Rochester, N. Y.; St. Paul, Minn.

*100,000 to 249,999 population:* Albany, N. Y.; Bridgeport, Conn.; Cambridge, Mass.; Charlotte, N. C.; Chattanooga, Tenn.; Elizabeth, N. J.; Fall River, Mass.; Hartford, Conn.; Knoxville, Tenn.; Lowell, Mass.; Nashville, Tenn.; New Haven, Conn.; New Bedford, Mass.; Norfolk, Va.; Paterson, N. J.; Richmond, Va.; Somerville, Mass.; Springfield, Mass.; Syracuse, N. Y.; Trenton, N. J.; Utica, N. Y.; Wilmington, Del.; Worcester, Mass.; Yonkers, N. Y.

# School Records of Students of War Relocation Centers

by Timon Covert and Esther Oliver, School Administration Division

**W**HEN THE Federal Government closed the schools which had been operated 3 years for children of Japanese ancestry in War Relocation Centers, there was an accumulation of school records for approximately 30,000 of these children. It was obvious to the officials who had administered the schools that records of the credits earned in them should be preserved and that service should be provided for making such credits available to schools to which the pupils would in the future apply for entrance.

Consideration of the problems involved led to the conviction that the records of pupils from these closed schools should be deposited with a central agency, capable of rendering to the schools of the country for a considerable time the necessary service regarding the records. Consequently, an agreement was reached by the Director of the War Relocation Authority and the Commissioner of the Office of Education. In accordance with that agreement, the records of the Relocation Center schools were transferred to the Office of Education in April of 1946.

Other records which concern the personal history of pupils who attended the Relocation Center schools were deposited in the National Archives. This fact is noted because it is frequently necessary, when preparing transcripts of pupils' school records, to consult the personal history for supplementary information.

The records on file in the Office of Education represent credentials of pupils from the schools of 10 War Relocation Centers in 7 different States. Since all 12 grades of school were maintained on each Relocation Center, the credentials include some earned in elementary grades and some in secondary grades. Pupils whose records indicated satisfactory completion of 15 high-school credits or more were granted a diploma of graduation. In most cases, of course, some of the 15 credits were earned before the pupil entered the Re-

location Center school. However, whether or not the pupil completed a high-school course, his credits are on file in the Office of Education where a transcript of them is made available to the institution to which he applies for entrance.

It may be of interest to note here that, owing to the unprecedented number recently applying for entrance into institutions of college grade, some of the students of the former Relocation Center schools have been obliged to apply to more than one college or university before locating one which can accommodate them.

In planning the program for the Relocation Center schools, every effort was made to establish and maintain them on a standard acceptable to school officials of the several States. The undertaking was carried into effect with the cooperation of State school officials who acted in an advisory capacity to those in charge of the work. And since these State officials also passed upon the schools for the purpose of evaluating them, the schools became State accredited and therefore comparable to public schools of the States wherein they were located.

This recognition by State and other accrediting agencies has been of great assistance to colleges and universities and invaluable to the students themselves. An official transcript of a pupil's work accomplished in a Relocation Center school—including credits previously earned—supplies, in most cases, the information necessary for college and university officials to pass upon his application for entrance with the least expense and delay.

During the 2 years the Office of Education has had charge of the work connected with these records, more than 3,000 requests have been received for transcripts. The majority come from colleges and universities; others come from public and private high schools, training schools for nurses, business firms, Army and Navy service schools,

and various other sources. Many requests are received directly from the former students themselves for transcripts of their school credits or asking that the transcript be sent to a specified institution. Official transcripts are sent only to schools. An unofficial copy of the transcript is sent to a student requesting one.

During enrollment periods, there are times when more than 100 requests for transcripts are received in a week's time. Most of them relate to high-school credits, but a number concern credits earned in the elementary grades. There are unavoidable delays in supplying some of the information requested, particularly when the reply requires information which must be compiled from more than one source, but an effort is made to answer every request promptly. Not many inquiries are received now, since most of the students who planned to do so have entered school. However, some continue to come, and it is probable that official inquiries will be received concerning the school records of these students for many months in the future.

The Office of Education is glad to be able to render this service to the young people who attended the Relocation Center schools and to supply the information regarding their credentials, needed by colleges and universities when they apply for entrance.

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## UN Institute Inaugurated

AN INSTITUTE on the United Nations will be inaugurated at Mount Holyoke College, South Hadley, Massachusetts, June 20–July 17, 1948. The purpose of this institute is to give teachers, librarians, and other civic-minded persons an opportunity for study and discussion with United Nations leaders, officials of the United States and of foreign governments, and other specialists on international affairs.

During the sessions, one major world problem will be considered each week. Features of the program include lectures, group discussions, showing of documentary films, and weekly trips to Lake Success for informal talks with United Nations delegates and attendance at council meetings. Inquiries may be addressed to Betty Jean Goshorn, executive secretary, at Mount Holyoke.

# Measuring the Effects of Supervision

by Jane Franseth, Specialist for Rural Schools

GEORGIA'S rural supervisors are helping superintendents, teachers, and patrons provide for children the kind of school program which facilitates the development of:

1. Cooperative and responsible citizenship.
2. Effective use of the tools of learning: English, reading, spelling, and arithmetic.
3. Work study skills: use of the dictionary, maps, graphs, and indexes.
4. Physical, mental, and emotional health.
5. Ability to do critical thinking toward the solution of problems.
6. Wise use of natural resources.
7. Appreciation of beauty in music, art, and literature.
8. Skills for earning an adequate living.
9. An appreciation and understanding of our social heritage.
10. Respect for the worth of every individual regardless of nationality, religion, or social status.

How well are the supervisors succeeding in their efforts to help the rural schools of Georgia accomplish these objectives? Are the children in supervised counties making more progress than the children in the unsupervised counties? Are the children in supervised schools becoming more competent in the areas of living listed?

It is important to know some answers to questions such as these. It is important for the purpose of determining the value of supervision, and it is also important for the purpose of finding out where further improvements need to be made in the education of supervisors for their work.

Outcomes of education, however, are difficult to measure. Perhaps the most important ones cannot be measured at all. Evidence arrived at subjectively may sometimes be more significant than evidence obtained by the most objective and scientific methods of research. A child's outlook on life, for example, does not lend itself to accurate scientific measurement. However, it must be agreed that any teacher who is able to inspire a child to want to create for himself and others a richer life has made an important contribution to the accomplishment of the objectives set forth earlier, even though the amount of good cannot be measured. Likewise, the supervisor who helps a teacher to

get a broader vision of her job has done a good that is immeasurable.

## Significant Improvements

Some attempts to measure the results of supervision are under way in Georgia at the present time. Some evidences are already available. From a pooling of the judgments of teachers, principals, superintendents, supervisors, and college and State department of education consultants, the following appear to be significant:

1. More attractive classrooms are found in supervised counties. More teachers, principals, and patrons in supervised counties are learning effective ways of helping children to change dark, drab, dirty, bare classrooms into attractive work laboratories. Electricity is being provided in accordance with standards advised by experts in lighting. Attractive wash centers, library corners, science and art centers have been made by the children to make the classrooms more useful as well as attractive.

2. More learning based on community problems is usually found in the supervised schools. The health curriculum, for example, is more often based on such problems as improvement of the diet in community X; what to do to

make the water supply safer; what shall be done to rid the community of hook-worm. In supervised counties the emphasis is more likely to be on efforts to solve problems than on the mere recitation of facts from one textbook unrelated to local problems.

3. Evaluation in the supervised counties as compared with unsupervised counties is more often based on changes that have taken place in the children rather than on the increase of accumulation of facts memorized from a book. For example: To evaluate health, a study is made of changes in behavior in health. To evaluate progress in citizenship, the improvement shown in such activities as cooperative planning, initiating activity, meeting conflicts, and accepting responsibility is taken into account.

4. Teachers and principals in the supervised counties when compared with unsupervised counties are learning more about the needs of children and the needs of their communities. Many child study and curriculum study groups meet regularly under guidance of their principal or a teacher leader to study needs and to plan better ways of meeting them.

5. Teachers and principals in supervised counties compared with teachers in unsupervised counties are helping children to use many more resources toward the solution of their problems. Many more books, people, and agencies are used.



Parents, teachers, interne supervisors, children, the principal, and the county supervisor all help to make the school an attractive place in which to live.

6. There is more cooperative planning by the people of the community, by teacher groups, and by children toward the solution of common problems in supervised counties than is usually found in unsupervised counties. By most educational leaders, this is thought to be a significant sign of progress.

As was indicated earlier, the evidences of progress listed represent the pooled judgment of many groups of people familiar with the educational program in Georgia.

### Evaluation Through Standard Tests

Standardized tests have been given to children in a few supervised counties in the State. The results of these should be taken into account in an effort to evaluate the results of supervision.

A small school in a supervised county, Maxeys School, Oglethorpe County, has attempted to measure results in cooperative and responsible citizenship through the use of McCall's School Practices Questionnaire. It was found that the mean score in citizenship as measured by this instrument was above the national norm. The school's mean score was 49.9, the national norm was 46.3 (Table I). Further analysis revealed that the children succeeded best in cooperative planning, discussing situations, and freeing activity. They succeeded least in initiating activity, using tools and materials, using experts, and in using art. Though the number of children in this school is probably too small for use in a truly scientific evaluation, the trend indicated should be noted.

**Table I.—Summary of results of the School Practices Questionnaire, Maxeys School, Oglethorpe County, 1947**

[All high school students]

		<i>Average score</i> <i>(perfect score for each characteristic is 5)</i>
Characteristics studied:		
1. Facing situations.....	1.9	
2. Living in the community.....	1.6	
3. Discussing situations.....	3.1	
4. Freeing speech and thought.....	2.7	
5. Freeing activity.....	3.1	
6. Dealing with conflicts.....	2.1	
7. Initiating activity.....	1.6	
8. Planning activity.....	3.4	
9. Evaluating activity.....	2.3	
10. Using cooperation.....	3.0	
11. Motivation.....	2.9	
12. Using committees.....	2.8	
13. Using experts.....	1.2	
14. Using books.....	2.3	

		<i>Average score</i> <i>(perfect score for each characteristic is 5)</i>
Characteristics studied:—Continued		
15. Using knowledge and skills....	2.5	
16. Using tools and materials.....	1.3	
17. Using art.....	1.7	
18. Using tests and experimentation.....	2.9	
19. Using records.....	1.6	
20. Living democratically.....	2.5	
21. Living happily.....	3.4	
School battery average.....	49.9	
National battery average.....	46.3	
Perfect battery score.....	105.0	

In this same school, the children were given standardized reading tests in the spring of 1946 and again in the spring of 1947. The average growth per child was found to be 11.8 months. (Table II, School 5.) They were also given a battery of achievement tests. Results from these showed an average growth per child of 10.3 months per year. (Table III, School 5.) It is not yet known how these results compare with children in unsupervised counties. However, it seems safe to assume that the average is not likely to be above the national norms. (The normal expectancy in the Nation is 10 months per year.) Test results in unsupervised counties in the past have revealed an average gain of 6.5 to 7.5 months per year per pupil.

**Table II.—Gain in reading ability between May 1946 and May 1947 in Oglethorpe County as measured by Progressive Standard Tests**

[Pupils were chosen at random in grades 4-11]

School	Number of pupils	Months of gain	Average per pupil
1	2	3	4
1.....	10	177	17.7
2.....	11	174	15.8
3.....	10	150	15.0
4.....	5	31	6.2
5.....	15	204	11.8
6.....	25	146	7.3
7.....	19	198	5.2
8.....	24	149	6.2
Total.....	119	1,229	10.3

In Oglethorpe County<sup>1</sup> as a whole, using a random sample, the average growth in months in reading as measured by standard tests during the year of 1946-47 was found to be 10.3 months (Table II). Other tests given to these children included reading, arithmetic, English, social studies, literature, science, and spelling. The average growth was shown to be 11.8 months per child (Table III). This county had

<sup>1</sup> E. B. Faust, Files of Superintendent of Schools, Oglethorpe County, Ga.

been supervised for a period of 2 years when these data were collected.

In Jefferson County,<sup>2</sup> also supervised, reading tests were given to all the high-school students in 1946 and again in 1947, the first year of supervision.

**Table III.—Gain in achievement between May 1946 and May 1947 as measured by battery of Progressive Standard Tests in Oglethorpe County**

[Pupils were chosen at random in grades 4-11]

School	Number of pupils	Months of gain	Per pupil average
1	2	3	4
1.....	10	165	16.5
2.....	11	175	16.0
3.....	10	131	13.1
4.....	5	78	15.6
5.....	15	309	10.3
6.....	25	189	7.6
7.....	19	190	10.0
8.....	24	168	7.0
Total.....	119	1,405	11.8

The median high-school grade equivalent in 1946 was 8.3, and in 1947 the median grade was 8.8, showing an improvement of 5 months. The median grade equivalent was 5 months higher in spring of 1947 than it was in spring of 1946.

**Table IV.—Improvement in reading ability as measured by Iowa Basic Skills Tests in Jefferson County during year of 1946-47**

[All children in grades 8, 9, 10, 11]

Skills tested	Median grade equivalent		Difference in months
	1946	1947	
1	2	3	4
Rate.....	8.1	8.6	5
Comprehension.....	7.1	8.7	16
Directed reading.....	8.8	9.6	8
Word meaning.....	8.1	8.6	5
Paragraph meaning.....	7.9	8.6	7
Sentence meaning.....	8.4	8.4	0
Alphabetizing.....	8.8	11.0	22
Average.....	8.3	8.8	5

In Bulloch County,<sup>3</sup> another supervised county, standardized reading tests were given to all high-school students in the fall of 1945 and again in the spring of 1946. During the year there was a concentrated study of ways to improve reading ability. The supervisor served as consultant. The test results showed an average gain of 12 months per child during the year (Table V).

<sup>2</sup> Mary Ellen Perkins, Project in Applied Education, 1946. Files of University of Georgia.

<sup>3</sup> Sue Snipes, Project in Applied Education, 1944. Files of University of Georgia.

Table V.—Gain in reading ability as measured by Stanford Achievement Tests in Bulloch County high schools in 1945-46

[All children in grades 8, 9, 10, 11]

Grade	Median grade equivalent		Average gain in months per child
	Fall	Spring	
1	2	3	4
8.....	6.0	6.9	9
9.....	6.5	7.9	14
10.....	7.3	8.6	13
11.....	8.0	9.2	12
Average.....			12

The illustrations given are only a few indications of progress made by children in supervised schools. One scientific study to compare the results of education in supervised and unsupervised counties is under way at the present time. This study aims to compare the progress made toward these objectives: 1. Cooperative and responsible citizenship. 2. Ability to use the tools of learning such as reading, arithmetic, and English. 3. Work study skills. The Iowa Basic Skills tests were given to approximately 3,000 children. Some of the children are in supervised counties, others are in counties not supervised. Tests were given in the fall of 1947 and again in the spring of 1948 to compare the growth during 1 year of time. McCall's School Practices Questionnaire was also given to compare the growth of the two groups in cooperative and responsible citizenship. The results of this study should be available during the year of 1949.

Other studies should be made. Answers to such questions as these are needed: How well are the children able to do critical thinking in supervised schools as compared with unsupervised schools? What improvements are taking place in the use of natural resources in supervised counties as compared with unsupervised counties? How well are children learning to respect the worth of every individual regardless of nationality, religion, or social status? Do supervised counties attract good principals and good teachers? Do more or fewer teachers avail themselves of opportunities to grow professionally in supervised counties? These are only a few of the unanswered questions.

# ELEMENTARY EDUCATION

## Achievement in Education

Among eight "Achievement Awards" made annually by the Women's National Press Club, one this year was awarded "for achievement in education." It was presented to Dr. Laura Zirbes, professor of education at Ohio State University and director of the University's Demonstration School. Particularly, it recognized her service as a "teachers' teacher," and as the initiator of new trends in teaching.

The achievement awards, which were presented by the President of the United States, Harry S. Truman, were in the form of scrolls signaling the respective achievements of the people honored. Awards, besides that for achievement in education, were presented in the fields of journalism, to Rebecca West; the theater, to Ingrid Bergman; economics, to Dorothy S. Brady; science, to Gerty T. Cori; public service, to Helen Rogers Reid; politics, to Margaret Chase Smith; and literature, to Jean Stafford.

While in Washington, as luncheon guest of the Elementary Education Division staff of the Office of Education, Dr. Zirbes and staff members exchanged ideas and hopes concerning progress being made in understanding elementary school children and in building an educational program to meet their needs. Discussion centered on the preparation of teachers, the improvement of college programs and instruction for students who expect to teach, and educational practices and trends in general, all of which have implications for children growing up in a democracy.

## For Teachers of Science

Wilson Teachers College, Washington, D. C., was host on April 16 and 17 for the spring conference on the Education of Teachers in Science. The Conference was attended by science teachers in teachers colleges of the eastern and northeastern region.

On April 16 the Conference dealt with *Issues in Teacher Education as seen by Science Teachers in Teachers Colleges*. The issues considered were

(1) the responsibility of undergraduate teachers colleges for general education, (2) the function of professional emphasis in the undergraduate teachers college, (3) regional responsibility of the teachers college, and (4) current trends in the education of teachers in science.

On April 17 the Conference emphasized improvement of instruction in the elementary schools and in the secondary schools. Discussion centered on issues as identified by experienced classroom teachers and supervisors.

## Rural Conferences

The Atlantic Conference on Rural Life and Education was held at Greenville, S. C., May 6 to 8. Organized around the general theme, "What Is Right for Rural Life and Education" this conference gave opportunity for first-hand study of ways in which people in rural communities use every available resource in providing educational programs broadly adapted to their needs.

Third National Conference of County Superintendents and Rural Area Superintendents will be held in Milwaukee, Wis., September 30-October 2, 1948. The theme will be "The Educational Leadership of County and Rural Area Superintendents."

The Mid South Conference on Rural Life and Education was held at Fort Worth, Tex., April 29-30. Discussions centered on problems of the county superintendents and helping people use their resources.

The New England Conference on Rural Life will be held at the University of Connecticut, Storrs, Conn., on June 20-22. Working together for better rural life will be the topic for study.

Rocky Mountain State will hold a regional conference at University of Wyoming Science Camp, August 2-4. Using the resources of the environment for improving community living will be the central theme.

A Work Conference on School Bus Transportation will be held at Jackson's Mill, W. Va., October 3-8.

## Educators' Bulletin Board

(From page 23)

scripts. Includes descriptions of many different types of programs—panel, round table, oration, demonstration, plays, musical, choral speaking, and others.

### Child Study

*Parents as Teachers; A Guide for Parents of Elementary School Children.* Prepared by Committee on Emotional Stability of the Metropolitan School Study Council. New York, Bureau of Publications, Teachers College, Columbia University, 1947. 25 p. illus. 35 cents.

Designed to bring about cooperation between parents and teachers to help children achieve happy and successful lives. Discusses the right food, rest, money allowances, hobbies, discipline, etc.

### Puppetry

*Puppetry in the Curriculum.* New York, Board of Education of the City of New York, 1947. 171 p. illus. (Curriculum Bulletin, 1947-1948 Series, No. 1).

Prepared to help teachers in the elementary and junior high school to know more about puppets, marionettes, masks, and shadow figures and to guide them toward more effective use of these media for creative expression. Discusses the sound pedagogic possibilities inherent in the use of puppetry in the classroom.

### Visually Handicapped Child

*Education and Health of the Partially Seeing Child.* By Winifred Hathaway. Revised Edition. New York, Published for the National Society for the Prevention of Blindness, Inc., by Columbia University Press, 1947. 216 p. illus. \$2.50.

Gives the background of the special education of partially seeing children, explains the principles underlying educational procedures and health services, describes the equipment, mechanical devices, and teaching methods, and discusses the many problems involved in the education of the partially seeing child.

### Graduate Study

*Graduate Work in the South.* By Mary Bynum Pierson. Chapel Hill, N. C., Published Under the Sponsorship of the Conference of Deans of Southern Graduate Schools by the University of North Carolina Press, 1947. 265 p. \$4.

Outlines the history and present status of graduate work in the South and discusses present trends, needs, and opportunities.

Describes in detail graduate work in seven selected institutions; one chapter deals with the study of graduate schools for Negroes.

## 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.

### Social Studies

*American History Course of Study for Grade 8 or Junior High School.* By Lillian G. Carey. Master's, 1947. Boston University. 193 p. ms.

Develops a new course of study on the junior high school level partly to fill the need for making history more interesting and stimulating.

*Changing Objectives and Their Relation to the Social Studies Course of Study in the Secondary School.* By Frances Cummings. Doctor's, 1945. New York University. 112 p. ms.

Traces the development of social studies objectives in the secondary school from 1916 to 1944. Records experiences in a classroom situation and shows the functioning of some of these objectives.

*Community and Social Studies Programs: Possible Revision of the Social Studies Program of Madison High School, Rochester, N. Y., in Light of a Study of Selected Community Problems.* By Loren S. Woolston. Doctor's 1946. Syracuse University. 262 p. ms.

Discusses the philosophy of a community approach to education and to the social studies. Reviews the content of the social studies program and cites reasons for including the defined community problems in the social studies program.

*A Course of Study for the Teachers of Geography for Use in Grades 9 and 10 in the Cincinnati High Schools.* By Aletha B. Parks. Master's, 1947. University of Cincinnati. 157 p. ms.

Presents a list of 20 subject-matter teaching units for a year's course in secondary school geography.

*Intercultural Education in Massachusetts High Schools.* By Everett R. Lays. Master's 1947. Boston University. 50 p. ms.

Analyzes replies to a questionnaire sent to 259 Massachusetts high schools in an attempt to determine the grade and manner of teaching intergroup relations. Finds that most schools teach the subject as part of the social studies program.

*The Interest of High School Seniors in Politics.* By Elizabeth Murphy.

Master's, 1947. Boston University. 114 p. ms.

Describes the development of a "preference indicator" and its use with 400 high school seniors in six different communities in an attempt to determine the relationship between the student's political score and the high school course in which he is enrolled. Indicates that high school students were indifferent to politics.

*Misconceptions About American History Held by High School Seniors.* By Paul I. Kelley. Master's, 1947. Boston University. 90 p. ms.

Finds 13 misconceptions held by 75 percent or more of the seniors tested in 11 high schools in Massachusetts, New Hampshire, and Vermont. Recommends that teachers become acquainted with the misunderstandings and misconceptions that exist and stress the truth in each case.

*Needed—Civic Education.* By John J. Mahoney. Doctor's, 1944. Harvard University. 794 p. ms.

Pictures educational conditions in the United States during the 20 years preceding the second World War. Views civic education as including and involving those teachings, that type of teaching method, those student activities, and those administrative and supervisory procedures which the school may utilize purposively to make for better living together in the democratic way.

*Selected Low Cost Material for Teaching American History to Eighth Grade Pupils of Low Reading Ability.* By Sister Bernadette Haley. Master's, 1947. University of Cincinnati. 98 p. ms.

Lists sources from which teachers can obtain free and low cost materials and inexpensive books.

*The Socialization of Economic Geography.* By Michael B. Gradone, Jr. Master's, 1947. Boston University. 82 p. ms.

Attempts to determine the place of economic geography in the high school curriculum, the method of approach used to present economic geography content in the light of socialization or changing emphasis, and teaching procedures and methods of presentation. Recommends that economic geography be made available to all high school students.

*The Status of Geography in the State Teachers Colleges and State Normal Schools in New England.* By Laurence R. Leonard. Master's, 1947. Boston University. 109 p. ms.

Finds a wide range in the semester hours required of prospective geography teachers in the 22 institutions studied.



## 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

**Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1946.** By Maude Farr, Emery M. Foster, and Lloyd E. Blauch.

Washington, U. S. Government Printing Office, 1947. 46 p. (Bulletin 1947, No. 14) 15 cents.

Data on staff, salaries, income, expenditures, and Federal funds for 69 land-grant institutions for the period 1945-46. Last bulletin in the 1947 series.

**Lighting Schoolrooms.** By Ray L. Hamon.

Washington, U. S. Government Printing Office, 1947. 17 p. (Pamphlet No. 104) 10 cents.

Contents: The problem, definition of terms, brightness balance, fenestration, and artificial illumination.

### New Publications of Other Agencies

#### DEPARTMENT OF AGRICULTURE

**Prevent Forest, Woods and Range Fires;** a Public Service Project of The Advertising Council, Inc., conducted by State and Federal Forest Services.

Washington, U. S. Government Printing Office, 1947. Portfolio. Free from the U. S. Forest Service.

A kit of educational material prepared in connection with the 1948 Nation-wide campaign to reduce losses from forest fires.

**Some Conservation and Resource-Use Workshops and Courses (By States) 1947 and 1948.** Prepared by the Forest Service.

Washington, U. S. Forest Service, 1948. 16 p. Mimeographed. Single copies free from the U. S. Forest Service.

A summary reflecting the interest of educators in training teachers in methods and techniques of teaching wise resource-use in the schools.

#### FEDERAL SECURITY AGENCY

**Background on the Nation's Health.**

Prepared by the Office of Publications and Reports.

Washington, Federal Security Agency, 1948. 8 p. Processed. Single copies free from the Office of Publications and Reports.

Outlines the progress made in the field of public health and the remaining gaps in medical science and the even distribution of the benefits accruing from its advances.

**Food for Young Children in Group Care.** Prepared by Miriam E. Lowenberg for the Children's Bureau, Social Security Administration.

Washington, U. S. Government Printing Office, 1947. 40 p. (Children's Bureau Publication 285, revised 1947) 15 cents.

First published in 1942 to aid persons responsible for the feeding of young children in groups as in day nurseries, nursery schools, and day-care centers. Revision includes information gained from experiences during the years of World War II.

**The Road to Good Nutrition.** By Lydia J. Roberts in collaboration with members of the Children's Bureau Staff, Social Security Administration.

Washington, U. S. Government Printing Office, 1947. 51 p. (Children's Bureau Publication 270, revised 1947) 15 cents.

First published in 1942 and revised for the second time in the light of recent scientific knowledge. Describes the child's nutritional needs at various stages of life and the methods of dealing with such needs.

#### LIBRARY OF CONGRESS

**An Album of American Battle Art, 1755-1918.**

Washington, U. S. Government Printing Office, 1947. 319 p. \$5.

This book consists of 150 plates illustrating America's wars from the French and Indian War to the First World War with material as nearly contemporary and first-hand as possible and of detailed commentaries upon each plate. The *Album* affords an introduction to the military and naval history of the United States, as well as a course in the modes of illustration which have prevailed in the last two centuries.

#### PAN AMERICAN UNION

**Happy Name Day, a Play for Upper Elementary Grades.** Prepared by Rose Bakalar Berman for the Division of Intellectual Cooperation.

Washington, Pan American Union, 1947. 9 p. Mimeographed. Single copies free from the Pan American Union.

Based on a children's party as it might be held in Venezuela in observance of a child's "saint's day" or "name day." The author worked with a sixth-grade teacher in coordinating this play with the culmination of a semester's unit of study on South America.

#### SUPERINTENDENT OF DOCUMENTS

**Territories and Insular Possessions. 31st Edition.**

Washington, U. S. Government Printing Office, 1947. 16 p. (Price List 60.) Free.

Price list of the available Government publications on Alaska, Hawaii, Guam, Puerto Rico, Samoa, and Virgin Islands.

#### TARIFF COMMISSION

**Cotton Cloth.**

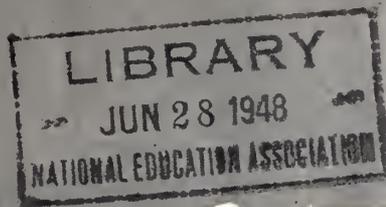
Washington, U. S. Government Printing Office, 1947. 142 p. (War Changes in Industry Series Report No. 27.) 40 cents.

Reviews the position of the cotton manufacturing industry relative to all industries, the changes in the industry's capacity over a period of years, and its accomplishments during the recent war years. Discusses competitive conditions arising from factors affecting the domestic output and the foreign supply.

**Softwood Lumber.**

Washington, U. S. Government Printing Office, 1947. 91 p. (War Changes in Industry Series Report No. 25.) 25 cents.

Shows the importance of the softwood lumber industry in the national economy and discusses postwar prospects and problems.



# School Life

**OFFICIAL JOURNAL OF THE U. S. OFFICE OF EDUCATION**

**Volume 30, No. 10, July 1948**

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## 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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# CAMPING IN EDUCATION AND EDUCATION IN CAMPING

by John W. Studebaker, Commissioner of Education<sup>1</sup>

**M**Y INTEREST IN CAMPING is the outgrowth of some very enjoyable personal experiences as a camper and of some observations I have been privileged to make as to the values to be derived from well-organized and intelligently conducted camps as noted in the case of my own son and the children of my friends. Naturally my interest is in part the outgrowth also of what has been and continues to be my passion as well as my professional cause, namely, the cause of education in its manifold relations to the success of our American democratic form of society.

If I were an expert in camping and camp administration, as I dare say many, if not all, of the members of this Association are, I should certainly propose that the Association explore with a group of professional educators the subject of camping from the standpoint of its possible contributions to organized education. I have the notion that any careful analysis of the subject would disclose that the essential elements of a good camping situation and program are not foreign to those of a good educational program—the focusing of the camp program on things to do, on activities with a purpose; the spirit of friendliness and camaraderie between campers and camp counselors or leaders, to mention only two elements, are certainly very much to be desired in the more formal setting of the school's educational program. In other words, camping seems to me to partake of the philosophy of and to be intimately related to the program of organized education on the one hand, just as it also is related to the philosophy and the program of organized recreation on the other.

Education, recreation, camping are not discrete or separate and unrelated movements or programs but rather interrelated parts of one great concern with the development of better human persons, which is, in turn, the chief concern of this whole organization of society that we call by the name of democracy. If that be the case, then it is certainly desirable that professional educators and campers and recreationists understand each other's points of view and programs and cooperate in what might be termed a combined operation for the improvement of the human elements of the society of which we are all a part. In brief, it is my notion that education ought to do more about recreation and camping, and that camping and recreation should do more about education; that there should be more camping in education and more education in camping.

## Kinship of Interests

In reviewing the history of recreation and of camping in the United States under various auspices, one cannot help being impressed by the ever increasing awareness of educational objectives and of the kinship of interests. Both in education and in camping there may be noted a tendency to break away from adult-imposed and regimented programs in favor of programs solidly based on the psychology of human beings in their individual development. Perhaps lack of familiarity on the part of some recreational leaders with these newer trends in education has caused them to look askance at the assumption of greater responsibility by organized education for the development of leisure-time interests and skills among young people

<sup>1</sup> An address delivered before the American Camping Association, Los Angeles, Calif., March 23, 1948.

# Some Implications of Scientific Methods for Secondary Education

by Philip G. Johnson,

Specialist for Science, Division of Secondary Education

and adults alike; and on the part of some camping leaders to regard the development of school camps and camping programs as of dubious import. It should be more generally recognized that education is not just the cramming of students with knowledge of certain academic subjects, that it includes in addition to knowledge the development of a variety of interests and skills and appreciations in the major areas of human living, including vocation, citizenship, health, recreation, and various leisure-time pursuits; and requiring programs of teaching or of guided learning extending well beyond the confines of any cloistered classroom.

With larger increments of time for leisure-time interests and activities, the responsibility of education for the development of the personal cultural resources of the individual looms large indeed. If leisure time is to be used constructively, for re-creation and revitalization of the individual, then people must be *taught* so to use that time; and the schools and colleges, being society's organized instrumentality for teaching, should not dodge their responsibility. Nor are they disposed to do so. It would appear in some quarters, however, that there may be a disposition to play down and to depreciate the ability of the schools to take any major role in the provision of organized recreational opportunities for the out-of-school, leisure-time portions of the individual's time. And yet it must be admitted that the schools are, generally speaking, the best equipped of all the more ubiquitous community agencies to provide the facilities and the setting for constructive recreational activities. Indeed, modern city planners are more and more coming to mark the school as the nucleus or focal point of systems of urban community recreation.

Please do not misunderstand me. I am not disposed to argue that organized recreation under school auspices should constitute the sole recreational opportunities provided by the community. Obviously numerous agencies, both public and private, have their parts to play in the provision of a rich and well-rounded recreational program. Obviously also there is need of cooperation in planning so as to deploy the total resources of these community agencies

(Turn to page 11)

ONE OF THE MAJOR goals of science teaching is a functional understanding of scientific methods. Coupled with this goal must be the mastery of useful scientific information, a growth in understanding of the interrelationships that exist between forces and materials that help to make many ordinary events predictable, and a feeling of appreciation for the methods which man has developed for probing the intricacies of natural materials and changes. While there is some disagreement on which aspect of this goal is of most importance, there is general agreement that the ability to understand and use scientific methods should be placed high in deciding what to teach and how to teach.

Science teachers are not always sensitive to what scientific methods mean in teaching practice. A brief discussion of such methods may be of help to them. It may also help teachers of other subjects to emphasize and vivify the essential nature of the methods of science.

When one looks into science laboratory manuals and pupil notebooks, observes demonstrations by science teachers, and compares these things with the methods and reports of active scientists, one is challenged by some rather obvious differences. Many science teachers and their pupils follow a rather rigid step-by-step pattern, while the active scientists appear to be searching for clues and data in an exciting variety of activities.

## Problems in Describing Scientific Methods

Anyone describing scientific methods is certain to present views which will not be accepted without reservation and perhaps negation by others. Some writers on science have expressed the view that the methods of science cannot be easily and simply described. It is their judgment that attitudes are involved to such a degree that the methods themselves defy description. Furthermore,

the practicing scientist uses methods, techniques, and materials in such intertwining patterns that it is difficult to state in general terms what the scientist has been doing.

Whatever the problems of description and definition, the junior and senior high-school teachers must face the very practical question of what to teach and how to teach. They must accept a workable pattern for their planning and teaching. They must endeavor to make the pattern operate in their teaching and in the activities required of their pupils. The science teachers want the pattern to be scientific in order that the unique contributions of science may become an important part of the basis for thought and action of all youth. What patterns of scientific method can teachers use as guides for their day-to-day activities?

## Some Commonly Used Steps

It is not uncommon for science teachers to require their pupils to report experiments as follows:

### I. OBJECT (or purpose) :

This often begins with the word "to." It is usually followed by some such word as prove, show, study, reveal, test, demonstrate, confirm, or try. The statement is completed by indicating the subject, condition, or change involved in the experiment.

### II. MATERIALS (supplies and equipment) :

This is usually a listing of the items or materials used. A drawing with labels may be required in addition to or as a substitute for the listing.

### III. METHODS (procedures) :

This frequently involves the statement of the stages or steps used in carrying through the experiment.

### IV. RESULTS :

Here is often provided a table to be filled in, drawings to be made, and/or statements to be completed.

### V. CONCLUSIONS :

This is commonly an interpretation of the results and a calling of attention to the gen-

eral concepts or principles that are involved. Several sentences or a short paragraph are usually expected of pupils for the completion of this section.

Some teachers extend this outline to include uses or applications and some call attention to extra activities which pupils may undertake and report upon. Some teachers abbreviate the outline by combining materials and methods, while others combine results and conclusions. Many teachers follow the practice of selecting and using a laboratory manual, while others duplicate copies of instructions with blank places for pupils to complete the report.

In some of the currently available laboratory guides the object has been put in the form of a question or problem, the section devoted to methods provides spaces for results to be written in immediately following the steps of the experiment, and the division of the outline for conclusions consists of several questions with spaces for pupils to write in the answers. The outline may close with additional things to try, references to be consulted, and questions to be thought about.

Some science teachers have reached the conclusion that this series of steps or stages in formulating and reporting experiments is too time consuming, especially when the laboratory work must be confined to a single period. When there is no special laboratory time at all, the teachers often perform the experiments as demonstrations; and the steps or stages are mentioned orally by the teacher leaving the reporting of results for the pupils. In too many cases, the science teacher states and describes the steps, demonstrates the experiment, discusses the results, and interprets the significance of the experiment. When experiments are demonstrated, it is all too common to omit the related control experiments. Such procedures leave little or nothing for the pupil to do, and as a result the pupils become mere observers rather than participants in the science activities. Certainly such discussing of experiments by the science teacher with or without actual demonstration and with meager pupil participation warrants the charge that going through these "supposed" steps of the scientific method is stultifying and unworthy of the name of science.

## **The Inductive Method of Science**

Scientists make use of several methods and a multitude of techniques. One of the major methods is ordinarily called inductive. It begins with specific and particular things and seeks the qualities or conditions which are common to several, possibly all, of the particular and specific things.

Let us examine how a practicing scientist made use of the inductive method. Selman A. Waksman, a microbiologist, saw a problem which he and H. B. Woodruff expressed in 1940 as follows: "If one considers the period for which animals and plants have existed on this planet and the great numbers of disease-producing microbes that must have gained entrance into the soil, one can only wonder that the soil harbors so few bacteria capable of causing infectious diseases in man and in animals."

This wondering about a situation indicates sensing of a problem. Dr. Waksman began to experiment with soil and studied its effectiveness in destroying disease organisms. He sterilized soil and compared its effectiveness with ordinary soil for destroying typhoid bacilli. He found that moist, cultivated soil destroyed the bacilli rapidly while the sterile soil did not. He read about the experiments and conclusions of W. D. Frost and those of G. Papacostas and J. Gaté. He searched for the organisms and substances that appeared to be responsible for the destruction of bacteria. He isolated a number of antibiotics including streptomycin which was isolated in the fall of 1943. He found it was produced by certain strains of an organism known as *Streptomyces griseus*.

Dr. Waksman found the substance to be not very toxic to animals yet effective in aiding the destruction of disease organisms causing plague, cholera, whooping cough, dysentery, undulant fever, tularemia, typhoid, and others including infections of the urinary tract. He believes that there may be other antibiotics of great value produced by micro-organisms in the soil. The search continues.

## **The Deductive Method of Science**

Scientists carry on their work using a second major method. This second method is usually so intimately inter-

twined with the inductive method that it is difficult to identify just when one method dominates the procedure. The deductive method begins with general ideas or concepts which have been established by use of the inductive method. In the deductive method, there is an attempt to relate general concepts and principles to particular situations. The purpose of such work may be to extend the frontier of knowledge, it may be to seek solution to a problem, or it may be an attempt to further confirm one or more principles that have been conceived by the human mind. Whatever the purpose, the pattern for action in following the deductive method is reasonably consistent.

As an illustration of the scientist's use of the deductive method, let us study the report of Harold C. Urey, a chemist and a Nobel prize recipient for his work on the heavy isotope of hydrogen. In a discussion of atomic energy developments, he reported that it was a matter of general knowledge that fissionable isotopes could be prepared. Furthermore, scientists and many other persons knew that chemicals could be separated provided there were differences in their properties. They knew that isotopes, while similar in chemical properties, were at least slightly different in physical properties; therefore, it should be possible to separate isotopes by distillation, thermal diffusion, or centrifuge. However, these methods were not effective in separating uranium-235 and uranium-238.

Scientists also had known for some time about separation by electromagnetic fields and diffusion through porous materials because these were based on fundamental properties of materials. These methods required much equipment and large installations. But as these installations were ready, the methods of separation based on fundamental principles were effective as predicted and uranium-235 and other fissionable materials were separated from similar substances to a very high degree of purity.

The preparation of plutonium is another example of how concepts were related to a specific problem and brought scientists to a solution which not only resulted in a new material but which also confirmed the general applicability of the principles.

## A Pattern for Secondary School Science Teaching

Junior and senior high school pupils should come to understand the inductive and deductive methods of scientists. Some of this understanding can come from studying the lives and contributions of the scientists of the past and of those still actively at work on theoretical and applied scientific research. Some can come from science teachers telling their students about the work of scientists. Some can come from visits to laboratories at universities, industries, and experiment stations. Some can come from observing films that reveal the life and work of scientists. Some can come from observing and participating in science club and science fair activities.

Most science educators agree that while the foregoing activities are helpful, it is the pattern of the day-to-day teaching and learning which either strengthens or undermines the student's understanding of what scientific methods are and what uses they can have in everyday life. It is not enough that pupils study the scientific methods; they should actively engage in the activities and thus truly experience the methods. How can science teachers arrange their day-to-day instruction so as to give practical emphasis to scientific methods?

1. *The science teacher can encourage pupils to sense, clarify, and state problems and questions for which there are no ready answers but for which answers are desired.*

As an example, a science teacher in approaching the topic of water can stimulate pupils to think of practical questions involving water. Such stimulation may raise questions such as the following: Does an engine really run better in damp weather or does it only seem to run better? What is the effect, if any, of drinking ice water as compared to drinking cool water? What kinds of water do service stations actually use to refill car batteries? How much, if any, soap is saved by using a softening substance? What must soil water contain to make corn grow well? What is heavy water? What is meant by a corrosive water supply? Should winter antifreeze be left in a car radi-

ator during the summer or what should be done? Why do people die when they drink ocean water? To what extent can Dry Ice be used to make rain? How can clear water be unwholesome to drink?

2. *The science teacher can initiate the study of a block or unit of subject matter by the use of an interesting question or problem.*

In many cases the science teacher can use a pupil-suggested question in initiating a topic or unit. When this is not practical, the teacher can think up a question which will intrigue the pupils. For the study of machines in general science the teacher may suggest: What is the easiest way to be lazy? For respiration in biology, the teacher can ask: Is there such a thing as third wind? For the topic of hydrostatics in physics, there can be proposed: How can a steel or concrete ship float? For the subject of halogens in chemistry, the question may be: How can fluorine, a most active chemical, be transported and used? The study of similar real questions can be made to embrace the subject matter considered important but in a problem-solving climate.

3. *The science teacher can guide and assist pupils in gathering evidence related to the problem selected for study.*

The pattern for the science teacher here may well be to assist pupils rather than to tell pupils. The science teacher can arrange experimental demonstrations for pupils to observe. While the teacher manipulates the materials, the pupils can be expected to observe and then record in writing what was done and what happened. The key experiments as well as other control experiments can be included.

Further, the science teacher can organize equipment and instructions for experiments to be done by individuals or small groups of pupils. Audio-visual aids in the form of sound films, silent films, filmstrips, lantern slides, models, charts, and pictures can be selected and displayed for the pupils to study with the further requirement that pertinent facts are to be recorded in the write-up. The science teacher can study library and textbook materials, as well as pamphlets and bulletins, and direct the pupils to study the selected materials

in search of further evidence bearing on the problem.

The science teacher can visit various community enterprises and natural settings, talk with informed citizens, and arrange for the pupils to gather evidence by actual visits and conversations. The science teacher can study professional and trade journals and supplement the evidence collected by pupils by telling about new developments. Throughout this evidence-gathering stage, which will occupy class periods perhaps for a week or two, the science teacher can encourage pupils to observe carefully and report accurately. The science teacher can encourage the pupils to watch for weaknesses in the evidence and to hold judgment in suspense until considerable evidence is at hand.

4. *The science teacher can help pupils to study the bits of evidence and to sense relationship and general ideas or hypotheses which appear to answer the question or problem under study.*

In this stage, the science teacher can help pupils by asking questions which will assist them to select pertinent evidence and to move by simple and easy steps from the evidence toward the principle or principles underlying the answer to the problem. The science teacher can help pupils to understand that the general ideas as sensed and stated from the evidence are no better than the evidence upon which they are based and that they represent hypotheses to be tested by further study.

5. *When the underlying principles have been sensed and tentatively expressed in writing, the science teacher can move directly to the application or testing phase which will consist of guiding pupils to try to use the principles in many and varied specific situations related to the principles.*

The science teacher may rely to a large extent on questions, simple applications at first and then move progressively toward more and more complex applications. Some demonstrations may be repeated for explanation and interpretation. Additional demonstrations may be performed and the pupils may be encouraged to explain them in light of the principles. In the course of this emphasis on applications the principles as proposed by the pupils

may be tested and their statement refined.

Audio-visual aids may be reobserved and additional materials brought before the pupils for explanation. Informed visitors may be invited to meet with the pupils for questioning in the search for further information, explanation, and interpretation. As many and as varied applications should be studied by the pupils as may be necessary to help them understand how the general principles are derived and how they make it possible to explain and predict happenings in the everyday environment.

6. *The science teacher can encourage many pupils to continue their pursuit of evidence and applications as optional activities. Other pupils can be encouraged to express their knowledge and understanding in vivid ways.*

The science teacher can suggest additional experiments for pupils to perform and report, further reading can be encouraged, visits to places and people can be suggested. Art work, rhyming, modeling, reports, and the like can be made to appear exciting and worth while. Pupils can be made to feel that it is fun and worth while to continue their study of the problem beyond what is expected of the class as a whole.

Special attention should be given to pupil participation in science projects, science clubs, and science talent searches. It is in these individual activities that the pupil personally puts scientific methods to use. The sensing and analysis of the problem becomes his task. The searching for clues and sources of data is his responsibility. In the formulating, selecting, and testing of hypotheses, he is the young scientist. The reporting of the project is his experience. While only a few students may reveal unusual abilities on projects, these few students represent human resources that the school should nurture with wisdom. Projects and clubs provide a special setting for guiding pupils to use scientific methods.

### **Achieving Proficiency in Scientific Methods**

Wisdom in the use of scientific methods applied to particular problems requires that certain information be thor-

oughly mastered while the methods are being followed. A considerable portion of the evidence gathered will be of sufficient practical and theoretical value that all pupils should learn it thoroughly. This means that the science teacher will make good use of effective drill and test techniques.

Since the ability to observe carefully and to report accurately is an important goal, the pupils should be required to become more and more responsible for observing and reporting, and the review and test situations should include some previously unused set-ups and questions. The success of the pupils should be determined by how faithfully they report what was actually done and what truly happened. The science teacher may wish to include as a part of the examination certain sections that will attempt to measure the pupil's ability to indicate reliable sources of information pertinent to a problem, to recognize unsolved problems, to draw reasonable conclusions from experimental data, to plan experiments that will test hypotheses, to apply principles to new situations, and the like.

Helping pupils to experience the scientific methods will usually result in less subject matter being covered than what can be covered by the usual methods. The science teacher will therefore follow the inductive-deductive or problem-development method for certain sections of the course which seem best adapted to vivid experiences of the inductive and deductive types.

The science teacher may use other methods with frequent reference to the inductive and deductive methods for other parts of the course. The science teacher who believes that the ability to use the methods of science is of high importance will provide more than one opportunity for pupils to experience actually on a thoughtful and sustained basis the inductive and deductive methods and will also use many other means to make these methods appreciated and understood by the pupils.

### **Conclusion**

The sciences have revealed and can reveal a way to solve problems—not all problems but a large number of important and practical ones. Pupils can come to understand that scientific knowledge

is reproducible and repeatable and that it therefore has value in probing new problems. Science studies can discipline imagination and focus attention on careful observation and honest reporting. The science teacher can furthermore encourage a desire for reliable evidence, a willingness to withhold judgment pending the finding and testing of evidence, and a determination to face the facts and make science the servant of men.

There is much confusion and vagueness concerning the best ways to teach scientific methods in secondary schools. Leaders in science education regard such confusion and vagueness as a problem for study and solution. The Office of Education invites school administrators and science teachers to send in accounts of activities and materials which appear to be influencing science teaching constructively in their schools and classes. It is planned that from such materials a preliminary manuscript may be prepared and made available for extensive study and criticism. Reactions to the preliminary manuscript can then provide bases for developing a bulletin which will reveal some of the best procedures for imbuing high school youth with an understanding of scientific methods and for helping them to apply the methods to their personal and community problems.

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# WHAT ARE GOOD TEACHERS LIKE?

by Frances V. Rummell, Specialist for Service to Organizations

*This is the second and last of two articles on teachers who were selected by their State and local administrators as "distinguished examples of the best professional talent in the Nation's classrooms today." The first article appeared in the June issue of SCHOOL LIFE.*

*It has been emphasized that the project of seeking out news about teachers was exploratory only and could make no attempt to be comprehensive.*

## Healthily Informed Public Means Healthy School

■ CLIFFORD J. CAMPBELL, 42-year-old director of Chicago's Dunbar Trade School, put himself through college by cooking in hotels, by redecapping, and by working as a sleeping-car porter.

"I gave my wife a choice once." He told me of his struggles to keep the wolf at bay. "She had come from a comfortable home in Memphis to marry me before the worst of the depression. I'd had only 2 years of college and was teaching in a junior high school. Then the bottom dropped out of our world. The school was closed and my job was gone."

Mrs. Campbell told me her side of the story. "He suggested gently that I go back home for a while, where at least I could be sure of my meals." She was such a forthright and capable looking woman that I had a good idea of what was coming. "It seemed to me that our empty piggy bank was just as much my problem as it was his," she smiled. "I went out and got a job as a beauty operator so that I could help my husband go back to college." Then she added with a proud emphasis, "That was what really mattered." Campbell finally got his bachelor of science and his master of arts degrees.

During the war he put in a back-breaking schedule as a shop superintendent in the National Defense Training Program of the Chicago schools. William Abrams, Campbell's principal at the time he was teaching



Clifford J. Campbell.

mechanical drawing by day and directing defense work by night, said of him, "Campbell is more than expert in subject matter. He is an administrator and an artist in human relations. It is really a pleasure to see this man work with people."

In 1942, when Campbell became director of Dunbar, he inherited, he says, "a building and a bad name." Officially, Dunbar was an elementary school; unofficially, it was the bogey held over the heads of problem children and slow learners in every school in the community. "If you don't behave you'll be sent to Dunbar"—that was a threat. Today, according to Philip L. McNamee, assistant superintendent of schools, "Dunbar stands as a monument to Campbell's talents in administration and in public relations. He brought in a new faculty, he reorganized on the secondary level according to established standards of trade and industrial education. And he polished up the Dunbar name. Believe me, he fought every inch of the way in polishing it up, too. This is what his good fight accomplished: Four years ago the school had 125 pupils; today it has 1,650. Eighth-graders from all over Chicago now apply for admission; only the top 15 percent can be accepted."

Campbell, now receiving an annual salary of \$6,550, is proud of the record Dunbar has achieved in the field of intercultural relations; about 50 percent of his faculty are white teachers. They share his greatest enthusiasm: the record his young people make when they graduate from Dunbar as skilled craftsmen. "Every single one of our graduates is ready to step into a skilled job," he says. "We try to turn out socially adjusted, competent graduates who can handle a complete job—from making a job lay-out and estimating costs, to performing the necessary skills." He smiled and added, crossing his fingers, "So far our supply of highly skilled workers has not been able to keep up with the demand."

The varied achievements of Dunbar students reflect Campbell's own philosophy that the trade school should educate the head and the heart as well as the hand. Last spring an 18-year-old aircraft student, Charles Chillers, rehearsed his oratory to the hum of airplane engines at Dunbar, read Demosthenes, Cicero, and Webster in his social studies, and, according to an editorial in the *Chicago Defender*, "defeated the cream of the State's public, parochial, and private high school contestants in an area that would ordinarily be considered the exclusive province of the academic school."

Within the past few years other students have achieved city-wide and regional distinction in music, painting, and design; and, recently, in all-round citizenship. In April 1948, Radcliffe Hunter, 16-year-old Dunbar student of Commercial and Mural Art and holder of a scholarship to the Chicago Art Institute, was honored during Boys Club week by being named "Midwest Boy of the Year." Campbell commented, "You see, we hope that our boys and girls here at Dunbar will aspire to be more than skilled craftsmen. We are eager to help them open up the way to more abundant cultural pursuits. As a result, we should have well-rounded and well-adjusted citizens."

Campbell feels that it is one of his primary duties as an administrator to interpret the work of the Dunbar Trade School to prospective students, to parents, and to the community. Twice each year members of his faculty visit the elementary schools to talk with children and their parents in order to explain the meaning of vocational competency and the cultural advantages it brings. "Without public understanding and support we would operate in a social vacuum," Campbell says. "A healthily informed public means a healthy school and community-minded students."

In enthusiastic support of his desire to inform the public, his teachers engage in many and varied kinds of civic work. Campbell himself is a member of the Advisory Committee on Adult Education of the YMCA, Central branch; a member of the Board of Directors of the YMCA, Wabash Avenue branch; a special consultant to the U. S. Veterans' Administration; a guest lecturer at various universities, including his own alma mater, Northwestern; and he was recently elected a member of the Board of Directors of Chicago's Urban League.

Campbell has learned how to crowd 3 days' work into one. His average workday lasts from 7:30 a. m., when he arrives at his office, until 10 p. m., when the last shift of the day is ready to go home. No fewer than three complete shifts a day, in addition to evening classes, can accommodate the burdened Dunbar schedule. (A building erected for some 375 students must now take care of 1,650.) There is one area of Campbell's life, however, in which he permits no intrusion—the time he is with his family on Saturdays and Sundays. Not only must he relax in order to keep up his gruelling pace, but, he smiles, "I've got to have a little time to keep up with my chess. I play with my son. He is now 8. Another year and I'm afraid I'll not even be able to give him competition."

### **All Teachers Should Be Tops as People**

■ WHEN I MET Clarence Diebel of Eugene, Oreg., he was working as a carpenter, putting the finishing touches on a house before the school year opened. He teaches physics and chem-



Clarence Diebel.

istry in high school. Eugene is the fourth largest city in Oregon.

"Last summer I made more than \$1,000 as a carpenter," he said.

His voice is the quiet voice of a cloistered scholar, and anybody who turns out top winners in the annual Westinghouse Science Talent Search, as he has for 3 years running, has certainly earned his letters in quiet scholarship. Not more than three or four other high schools in the country have approached this remarkable record.

But Diebel worked on a 4,500-acre ranch during his youth, where, he says, "I was a sharpshooter with a whip. I could pick a fly off a horse's back from 30 feet away." Diebel worked his way through college, hopping tables for his meals and playing the drums with dance orchestras. And when he and his wife, Marie, scraped together enough money to buy a lot, they built their own house with their own hands—a charmingly spacious six-room house with picture windows and glistening woodwork and storage space in the kitchen filled with a variety of fruits and vegetables that, together, they can fresh from their own garden. This is all to say that an aura of vague impracticality does not accompany Diebel's scholarly mien.

When in 1945 Diebel decided to enter his first students in the Westinghouse Talent Search, his older son Norman proudly embarrassed him by being chosen one of the Nation's 40 finalists invited to Washington, D. C., to compete for the national scholarships. Diebel heard the exciting news at

school, when he was high on a stepladder, tinkering with the electric bell system on the school clock. "I nearly fell off the stepladder," he says wryly. "And the bell system went haywire. The bell rang at odd intervals all day. I really fixed school that day."

The third year a student of Diebel's was selected among the Nation's top 40 winners, the Eugene Register-Guard published an editorial singling out Diebel for praise. Two days later, the editor published Diebel's reply. "The prominent mention of my name calls for comment," he wrote. "Norman, Alice Kingman, and Dorothy Christensen have had during their school career about 30 teachers, and I'm only one of them \* \* \* It is one of the satisfactions and privileges of teaching to be instrumental in recognizing and directing the abilities of all fine students. More Normans, Alices, and Dorothys are needed, and in fields other than science \* \* \* They are in our schools today but we are able to do little for them under the present 'working conditions' of teachers. To one who enjoys teaching, this is a bitter disappointment.

"I hope the public enthusiasm that is displayed when such honors come to our schools will mean that more serious thought will be given to the rights of every boy and girl in our schools. Society must assume its responsibility of giving education the opportunity to function effectively by providing the necessary adequate financial support. Society is paying a devastating penalty when this responsibility is shirked."

That letter shows the same independence of mind that has led Diebel to defy tradition by turning down some college offers because, he says, "I like high school kids. I have a feeling for them. Any college offer would have to compensate for a real reluctance to leave the high school field permanently." And he shows the same independence of mind in saying, "All teachers ought to be tops as people and as students before they're even permitted in a classroom with youngsters. But if there has to be any difference in quality, then the best teachers ought to be in our elementary schools and the next best in high school."

For years he has pieced out his teacher's salary—by testing electric meters for the water board, by teaching evening

classes in organic chemistry to student nurses in Eugene's Sacred Heart Hospital; and, during the war, by working summers and weekends during the school year in the Southern Pacific roundhouse. In 1944, by lettering coaches and painting on car numbers, Diebel made an extra \$1,300. His teacher's salary that year was \$2,258. This year he receives \$3,600, the maximum salary under Eugene's new salary schedule. This summer he will teach two courses in science education at Drake University in Des Moines.

For years Diebel has been active in working for his fellow teachers. During the difficult postwar period when the Eugene teachers, like thousands of others throughout the country, were striving for satisfactory salary adjustments, Diebel served as chairman of the Eugene Teachers' Association salary schedule committee and, in 1946-47, he was elected by the association as its president. The superintendent of the Eugene schools, Clarence Hines, told me, "Diebel has given the teachers here the kind of leadership they must have if they are to achieve their place in the sun. His immediate accomplishment as president was to help put through a 26-percent teacher salary increase." Helpful as this has been, Diebel frankly says that teachers' salaries have not yet begun to catch up with the rise in the cost of living.

It was Superintendent Hines who told me of Diebel's long-time efforts in working closely with a committee of his colleagues in helping to write a noteworthy course of study, called "Democracy in Action," for use throughout all 12 grades of the Eugene schools. This course of study enables teachers—through discussion and reading—to organize their classes as "democracies" in order that students may become more expert in the techniques of inquiry and group discussion. "Students are quick to appreciate real democratic values and to sense the phony and ruthless," Diebel says.

Like many other outstanding teachers, Diebel's enthusiasm for his work lends endurance to his energy. His wife told me that on those few Saturdays during the year when he was not working for the Southern Pacific, or at his carpentry, he went to his school laboratory to work with students who were

eager to study above and beyond the call of duty. "He gives me a lame excuse," she laughed. "He says he 'has to go straighten up.' But I know. He's in the laboratory extra hours on end with his chemistry and physics 'bugs'—having a wonderful time."

Diebel grinned. "The laboratory on Saturday," he confessed, "is the fun part."

### **Impossible To Call Roll of All Distinguished Teachers**

■ CALLING THE roll of all the teachers in this country who are doing distinguished and unassuming work would be a happily impossible task. The profession is studded with courageous and mature men and women who are teaching in rural communities, in villages, in middle-sized towns, and in cities in every State in the country from Maine to California.

For example, there is Edith Deister, who teaches kindergarten in Norton, Kansas. She has a way of bringing out the shy, of giving the rebellious a safety valve, and of teaching the brash how to be gentle. In California, in San Diego's beautiful Point Loma High School, there is John C. Lamott, teacher of physics and chemistry, who told me, "I may have to keep on cutting my sons' hair and repairing their shoes, but teaching's for me." Frank Tait, director of personnel of San Diego's schools, said, "Lamott is a man's man, a splendid teacher, and so popular with students that we have trouble with far too many of them wanting to take his courses."

In New Haven, Conn., Gertrude Hart Day is immunizing little children of all races and cultures and creeds against fear and hatred by the simple expedient of letting them get to know one another. "Fear and hatred are adult diseases," Mrs. Day said to me. "Children should be given the right to protect themselves against the prejudices of adults." As executive director of the New Haven Neighborhood Project, Gertrude Day will have five intercultural nursery schools running full tilt by the opening of next school year. The 3-year-old project is underwritten by the National Conference of Christians and Jews.

Wherever good teachers are, we do know that their work speaks for itself. As Dr. Paul A. Witty, professor of edu-

cation, Northwestern University, has said about his own and other studies relating to the characteristics of a good teacher, "Conclusive criteria are hard to determine. But the best material on this question inevitably comes from the classrooms of our best teachers all over the land."

### **One**

I am going to be bold enough to settle for a few generalizations about the teachers interviewed. First, professionally alert, they are not sitting out the teacher crisis on remote little islands of self-containment. Several of them have had drawn-out struggles with their souls in order to stick to teaching when better-paying jobs from outside the profession tempted them. But at least all of them see teaching as the way to make a rich life, if barely a living. Whatever they doubt, it is never the importance of their work.

The most common complaint is pupil load. A few of them are almost lost in the crowds of their classes. In 1947-48 Ruth Myers of Morgantown had 61 first-graders—with 61 individual differences in home backgrounds and rates of learning. How she looked after so many, much less taught them, I cannot even guess. It may interest readers of her story in *Reader's Digest*<sup>1</sup> to know that fellow teachers from all over the country have written her with incredulous questions about her work load. "You must supervise two or three teachers," said one writer. Another asked whether the "61" was a typographical error.

Of course teachers—and especially good teachers—are frustrated whenever they aren't able to pitch in and do an honest teaching job; but more important, they suffer in seeing their children neglected. As another outstanding teacher, Hannah Trimble, third grade teacher of Evansville, Ind., recently wrote in *The New York Times Magazine*, "We are confronted by the machinery of the Great American Public Schools, which grids exceeding small and which operates on the assumption that 40 or 45 children placed in seats behind a closed door will resolve themselves into a thinking unit in which the learning processes will take place

<sup>1</sup>The Richest Woman in Morgantown, by Blake Clark. *Reader's Digest*, April 1948.

smoothly \* \* \* Don't fool yourself! Milk can be homogenized, but not children."<sup>2</sup>

## Two

My second generalization—not unrelated to the first: these teachers have plenty of convictions about their profession. For example: If it is considered conventional for an elementary teacher to aspire to a high school position, and for a high school teacher to aspire to a college position, or for any classroom teacher to aspire to an administrative post, then these teachers are unconventional. Moreover, they are impatient with the mores of a profession that perpetuates, in its own ranks, the tradition, "The higher the grade the greater the professional prestige" (and consequently the salary) of the teacher. Obviously, as one of the teachers pointed out, the nonsensical end of such a philosophy simply is that more and more remedial reading courses are having to be offered in colleges.

Several of the teachers interviewed had tried various kinds of administrative posts, only to rush back to their classrooms in a year or two, at a financial loss, because they preferred working with "ideas and children." Few will deny that they have a point in wondering why the only educational jobs that are "in the money" are the administrative jobs. One teacher reminded me of a comment that he had read somewhere, "The farther away from the child, the greater the professional salary." He added rather forlornly, "Our profession has a lot of growing up to do."

These teachers are bent on doing what they can to help improve standards from the inside out. They are active in professional workshops and in a variety of research and community projects important to educational progress. One teacher said, "No amount of legislation is going to be strong enough to brace us up if we don't improve the profession all we can from within." Another said, "Law and medicine have achieved generally uniform standards for their practitioners. We teachers must work toward similar ends. We must learn to interpret our needs to the public.

<sup>2</sup>Milk Can Be Homogenized But Not Children, by Hannah Trimble. The New York Times Magazine, May 2, 1948.

We've been accused of ivory towerism too long."

## Three

Third—and this generalization may be surprising until we think it through—these teachers had nothing whatever to say about taboos on personal liberties. I wanted to find out how good teachers manage to put up with all the little indignities that, in some communities, reduce the profession to a state of nervous dissimulation or colorless neutrality. But there simply was not any active problem of the kind. The teachers felt no cramping restrictions because there weren't any. For all the freedom of social mores they enjoy, they could be doctors, lawyers, or merchant chiefs.

Further, every one of these teachers was enthusiastic about his community and the feeling of professional security and esteem (my word) he felt in belonging to it. It is straight to the point to add that in more than half the towns and cities visited the school administrators as well as townspeople asked me quite spontaneously whether the Office of Education could suggest ways in which they could honor the skillful teachers in their systems. One town had given a community-wide banquet the year before for one of these teachers. Another town had sent community representatives to a teacher's home on Christmas and overwhelmed her with professional and personal gifts. Newspaper editorials in other towns had paid tribute to two of these teachers by name. One editor said to me, "Without good teachers this country might as well go back to the horse."

There is surely a strong tie-in among these three factors: (1) There is a happy freedom from irksome personal restrictions on the one hand and there is high-hearted community approval on the other. (2) The teachers interviewed are big-minded, socially at ease, and bear no resemblance whatever to the wallflowers and generally weak reeds too many teachers feel they have to be in public. (3) Encouraged to live their own lives in the dignity of personal freedom, and welcomed as leaders in community affairs, these teachers are therefore literally free to do an inspiring job with the community's children.

## Artistry in Human Relations

It is easy enough to ask a teacher, Do you show skill in community work? or, Are you working to improve your profession? or, Do you teach with democratic incentives? But we all know that a teacher may help run everything in town democratically, from civic groups to curriculum committees, and still not be able to teach for sour apples. The same goes for relationships with parents; teacher and parent may discuss "the whole child" every Monday and Wednesday during the school year and "the whole child" may still escape the teacher's understanding. As for creative ability, that, too, is the very seasoning of good teaching—but it doesn't follow that Stravinsky or Eugene O'Neill could be good teachers simply because they are creative. Good teaching seems to require a medley of interests and talents which, in sum, do not necessarily harmonize; everything depends on the arrangement—or the blending. And it takes a catalytic agent to do the blending.

All the teachers I visited shared to a remarkable degree one specific quality that is above and beyond the teacher ability yardsticks that are so frequently used, for lack of anything better, in making teacher selections. (Nobody, I think, pretends that they give the whole answer.) Right or wrong, I think of this quality as the catalytic agent. Stated very simply, it is artistry in human relations. How to measure it in a teacher candidate is one thing, but observing it in action is another. These teachers have it.

The classroom is a gold mine for observing and practicing the principles of human relations. These teachers have a zest for the dozen-and-one times every day that they have to be quick on the intellectual trigger to keep up with the mischievous, the creative, the contradictory, the nimble-witted. They are emotionally alive to catch the overtones of social behavior—so important with the baffled, the insecure, the hypersensitive, and the frustrated. They are zealously democratic in their methods, if we consider that true democracy is respect for the individual. Finally, they are humanitarian, or they would

not care particularly about children's needs.

They do care, earnestly. One teacher said to me, "Please tell parents to have faith in their children. Children need understanding even more, if possible, than they need milk." Another said, "Teacher training should give us social psychology, physiology, biology, cultural anthropology. We should all be sensitized to psychiatric principles. Then we would know the various phases of a child's emotional development. We ought to know when he's physically and emotionally ready to learn, and when he's not ready."

As might be assumed, persons who are gifted in the art of human relations have a high degree of sensitivity to children's emotional problems. These teachers may not call it mental hygiene when they understand and help to condition social behavior, but what else could this teacher have been talking about when he said to me, "No normal kid is ever deliberately bad. He's goaded by something. It's up to the teacher to find out what."

Again, in varying degrees, of course, these teachers also have something of the actor, the master of ceremonies, the lovelorn columnist, the humorist, the crusader, the public relations expert. All aside, to be sure, from achievements in their own fields of scholarship. In short, in all phases of their work they take the avenue marked "Human Relations."

Consequently, they do not talk about teaching "methods." Instead, they talk in human terms of good will, of stumbling personalities, of creating an atmosphere of dignity for the child. They talk about understanding the child and about the urgency of teaching him, by example and by precept, the principles of democratic living.

And they talk about the infinite responsibility of dealing with precious raw material that changes its size and shape, and even its voice, right before their eyes. Above everything else, these teachers are realistic about the high calling of their profession. They are poignantly aware that under their influence this raw material may also change its very destiny.

## Camping in Education

(From page 3)

in accordance with community needs and in the light of the functions each is best fitted to perform. What I am insisting on is that the schools should assume a major role in the whole undertaking to plan and provide community recreation facilities and programs; that the schools must not be relegated to a minor or insignificant or exclusively auxiliary place in the recreation picture. I will readily admit that in too many communities the school authorities take a "Let-George-do-it" attitude toward recreation; but in an increasing number of communities school facilities are being employed in community recreation programs; in increasing numbers of communities recreation is not considered to be a stepchild of the board of education but an integral and important part of the total community program for the constructive employment during leisure time of the skills which have been or may be learned at school or elsewhere.

### School Camps and Camping Under School Auspices

Having now indicated that I think the schools have an important role to play in the recreation drama, let me turn more specifically to the problem of school camps and camping under school auspices, a matter which is of more immediate interest to the members of this audience. What I have to say on this score may be set out in three main topics: (1) The educational values of the camping experience; (2) the extent to which such experience can be provided under school auspices; (3) the training needed by the camp counselor-teacher if the camp experience is to be made most fruitful.

It may be carrying coals to Newcastle to try to set forth to this audience, made up of experienced camp executives and leaders, the variety and richness of the educational values inherent in a well-organized and intelligently conducted camp. These values have been presented at length in publications of your own Association as well as in those of the National Recreation Association, the National Resources Planning Board, the American Association of School Ad-

ministrators, the American Association for Health, Physical Education and Recreation, and others.

There is, first of all, the value of learning to live together in the camp environment. Camping, which involves living together 24 hours a day, 7 days a week, provides a unique opportunity to teach the techniques of associated living. It involves the art of getting along comfortably with others, learning to take the banter of associates and to give in return, learning to find one's place in a constellation of contemporaries—learnings which cannot be obtained from books, although they are to a considerable extent possible in a school environment, and especially in connection with the more informal types of curricular and co-curricular activities of the school.

There is, next, the value of learning the self-discipline that comes with taking care of one's needs in a wilderness environment or its approximation. There are the values for health and physical fitness that are associated with the activities of every well-conducted camp with its control of the rhythms of work, rest, and play. These also can be obtained to some extent in the school but not nearly so effectively as in the camping situation.

There are the values that come with the development of hobby interests, crafts, sports, nature study, woodcraft, and the like—values which, again, are possible of attainment in the more formal setting of the school, but which the camp situation usually provides more effectively because it offers a setting superior to the school.

There are, last but not least, the mental hygiene values of objectivity of interests, of purposeful activity, of easy camaraderie with one's fellows, of contact with nature in the raw, and of expression of primitive instinctive urges in which the camp situation may abound.

### Pioneering Ventures

In view of these and other values inherent in the program of a well-regulated camp, it is no wonder that increasing numbers of parents should seek, even at some financial strain, to afford their children camping opportunities. It is no wonder also that many educators, as

well as citizens generally, should be solicitous concerning the extension of camping opportunities to more and more young people, particularly since increasing urbanization has denied so many children and youth the types of experience once afforded by a rural environmental setting.

How can this be done? That question brings me to my second topic. Perhaps some of you know that I had the temerity about 2 years ago to hazard some proposals in answer to this question, in a magazine article. In brief, I proposed that public schools should assume a greater obligation to make available camping experiences for youth by extending the school year to include a quarter during which youth might attend school camps operated as extensions of the facilities and personnel provided by local community boards of education. That article was the subject of a considerable amount of comment, most of it favorable. Naturally I was somewhat disposed, in setting forth my views, "to preach the extreme in order to attain the mean," as the old aphorism has it. Nevertheless, I believe that the idea is fundamentally sound; and that with necessary adaptations to differing climatic conditions and community settings it may well serve to point a trend dimly discernible even now in education. I am pleased to note, for example, that the American Association of School Administrators in its 1948 yearbook devoted a chapter to a consideration of what were termed "multisensory aids," including school excursions, field trips, and camping experiences. Already there are places throughout our country, especially here in California, where the schools are pioneering in providing camping experience to pupils, ranging from overnight and week-end camps in neighboring State parks and forests to camping periods of 1 or 2 weeks' duration at various times during the year, not only in the summertime. In these pioneering ventures, teacher-training institutions have taken an increasingly active interest.

I feel sure that all of us here welcome these educational forays into territory which up to now may have seemed to be the exclusive preserve of the voluntary welfare organizations and the private entrepreneur. Fewer than 5 percent of

the youth of this country have to date had opportunity to experience the advantages of camping. For the most part, these youth have come either from the homes of the well-to-do or of the poor. There appears little likelihood that either the voluntary agencies or the private-for-profit camps will be able to extend their programs sufficiently in the near future to reach more than a bare additional handful of youth who might be reached. I am not at this time arguing that the taxpayer should immediately take over responsibility for providing for all the rest. But I am suggesting that there should be a marked and steady expansion of school camps and camping in the years ahead in order that more and more children from average American homes, both urban and rural, may have the opportunity to experience the advantages of camping under proper auspices. In promoting this desirable end, I trust that educators will have the cooperation and support, as they must have the guidance, of the experienced camping leaders represented in this organization.

### **Training Needs**

And that brings me to the third and last topic I mentioned earlier; i. e., the need for better training for camp teacher-counselors or leaders, whether for camping under school or other auspices. The key to any good camp program is the camp counselor or leader. To their training for or on the job we need, I think, to direct greater attention. What are some of the elements in an improved program for the selection and training of camping personnel? Let me quickly mention six:

1. The camp counselor should be a person of sound and broad education, a worthy representative of modern culture. He must, of course, be a person of good health and character, with demonstrated ability in some one or more specialties.

2. The camp counselor should have acquired a sound philosophy of camping. He needs to view camping educationally as practice in the art of democratic living, with clear objectives and realizable goals. He must be clear as to the elements of the democratic faith which he will seek to cultivate both by precept and by example.

3. The camp counselor needs to ac-

quire something of the point of view and of the techniques of the mental hygienist and social worker, as well as those of the teacher. He needs to know enough about case study methods to appreciate the need for information concerning the interests, abilities, general health status, home background, hopes and ambitions of his youthful charges so that he may provide helpful personal, social, and educational guidance.

4. The camp counselor needs to have a full appreciation and grasp of the methods of group work, employed alike by our better teachers and recreation leaders. He will thus be conscious of the importance of morale in the total camp environment and of the methods by which a wholesome esprit de corps may be developed around the camp objectives.

5. The camp counselor needs to have a clear insight into the democratic concept of self-discipline which develops from worth-while tasks, willingly undertaken, and takes account of the necessity for rules and regulations to guarantee the rights of others.

6. And, finally, the camp counselor ought to have some appreciation of the way in which learning experiences must be organized into a curriculum, so to speak, for each camper both as an individual and as a member of a group. Here again there seems to me to be a sufficiently close relationship between the training of the teacher and that of the camp counselor to warrant greater provision in our teacher-training institutions for attention to both.

I do not know the extent to which camp counselors may at present be provided either with pre-service or in-service training to produce results implied in the preceding six points. Nor can I identify the particular problems of research which warrant investigation in this area. But I am certain there is a place for some Federal governmental service in this field of research and cooperative leadership respecting camps and camping, involving particularly the participation of schools and colleges. The Office of Education is providing, therefore, in its plan of organization, for some professional staff members in this field. Although we have not yet been given the appropriations to implement the plan of organization, in this particular I am hopeful that in the

not distant future we may be equipped to assist educators and camp leaders alike in the solution of problems associated with the more widespread and effective provision of opportunities to youth to follow the poet Bryant's adjuration to

"Go forth under the open sky and list  
To Nature's teachings."

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## Farm Work and Youth

MOST EDUCATORS recognize the value of farm work. They know from long experience the importance of developing self-reliance, responsibility, and cooperation in children.

This year, opportunities for work on farms are offered by local offices of the State Employment Services to young people in thousands of communities throughout the country. During the war and up until January 1, this year, farm labor matters, other than workers for processing plants, were handled by the United States Department of Agriculture. But the first of this year, the Emergency Farm Labor Program of the Department was discontinued and the United States Employment Service was charged with the responsibility of recruiting workers for agriculture.

As in the past, three general types of farm work are available to youngsters who can qualify:

The summer camps operated by growers and food processors are open to youth in some areas. They provide a combination of work and play and companionship. In them, the youngster is pretty much on his own.

Older children find a limited number of jobs available for the summer months on nearby farms. In this "live-in" program children spend a few months living and working with farm families. When the right youngster and the right farm family are brought together, the experience can be an unusually rich one.

Although the farm "live-in" program for helping qualified young people to find farm jobs is being continued by the Employment Service, the drive is not as intensive as was the wartime program of the Department of Agriculture. Students interested in living and working on farms this summer should contact the local office of their State

Employment Service. They should investigate the farm carefully with the help of the local office, and if possible pay a visit to the farm home before signing up for work.

Most of the effort with young people this year is being concentrated on local drives to obtain workers to help harvest crops on nearby farms. The work is done on a day-by-day basis and, of course, varies with types of agriculture. In this program, youngsters return to their homes every evening, can spend just a few days or several weeks picking fruits and vegetables. In some localities the workday is 5 hours, in others 8 and 10 hours. Earnings depend on prevailing wage rates in the community and, if it's piecework, on how fast he can fill his basket.

"The schools with their knowledge of youth and his personality problems," says Robert C. Goodwin, Director of the United States Employment Service, "have been of tremendous help in guiding students to profitable, healthful vacation work on farms. They have recognized the educational values inherent in farm work, have organized crews of students, have called farm work opportunities to the attention of young people, and have supervised their work on nearby farms and in youth camps. Although it is impossible to estimate the value of their work to the children, their communities, and the Nation, they are certainly responsible for saving many millions of tons of food." Last year, according to rough estimates, teachers assisted in recruiting about 265,000 of the 529,000 boys and girls placed through the Emergency Farm Labor Program of the Department of Agriculture.

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## Rat Control in the Curriculum

EXACTLY 600 YEARS ago, the city of London suffered a blow that can be compared only with the dropping of the bomb on Hiroshima. That was the Black Death. As students of European history know, that plague, before it had run its course, decimated the population of Europe. We know now that bubonic plague, the Black Death, is carried by rats.

Although medical science and public

health measures have brought such catastrophes under broad control, rats have not become the friends of man. They carry many other diseases including typhus fever, spirochetal jaundice, and others with evil-sounding names.

That's not all. Rats are capable of great damage to goods and property also. It is estimated that rats damage or contaminate 200 million bushels of grain a year. That amount is about half the grain the United States plans to send to stricken Europe this year.

Commissioner Studebaker recently wrote to superintendents of schools in 32 cities throughout the country named as demonstration centers in the National Urban Rat Control Program.

Excerpts from his letter follow:

I know that school officials can and will play an important role in this community program. Your leadership is needed because the success of the program depends upon education, upon every individual understanding the need to rid his community of rats and the actions he must take to that end. You can approach your mayor now offering support and service on the citizens committee. Rat control can be correlated with many school activities, such as social studies, health education, sanitation, conservation, and history. Science teachers are particularly fitted to assist both in the school and in the community.

The Office of Education is in wholehearted accord with the aims and objectives of this program. Your participation in this community effort will be stimulating and beneficial to students and teachers alike.

Many schools are doing something about rat control. Social studies classes in particular may wish to undertake community surveys on this and related problems.

The resources of the Federal Government have been made available to communities. Information may be obtained free from the National Committee for Rat Control, U. S. Department of the Interior, Washington 25, D. C.

Advice and assistance can be obtained from the following district agents of the U. S. Fish and Wildlife Service, who can also put you in touch with the expert assigned to your area:

PAUL T. QUICK, 600 Weatherly Bldg., Portland 14, Oreg., Tel: Lancaster 4111. (California, Idaho, Montana, Nevada, Oregon, Washington)

E. C. CATES, 220 W. Copper Ave., P. O. Box 1306, Albuquerque, N. Mex. Tel: Govt. 3-5509. (Arizona, Colorado, New Mexico, Utah, Wyoming)

A. E. GRAY, 322 Federal Bldg., Oklahoma City 2, Okla., Tel: 73740. (Oklahoma, Kansas)

C. R. LONDON, 298 Federal Bldg., P. O. Box 1941, San Antonio 6, Tex. Tel: Fannin 7141. (Texas)

G. C. ODERKIRK, Experiment Station Annex, Purdue University, Lafayette, Ind., Tel: 90, ext. 2483. (Indiana, Illinois, Iowa, Michigan, Missouri, Minnesota, Wisconsin)

A. S. HAMM, 6 Post Office Bldg., P. O. Box 37, Mitchell, S. Dak., Tel: 3833. (North Dakota, South Dakota, Nebraska)

L. C. WHITEHEAD, Extension Service, P. O. Box 5577, State College Station, Raleigh, N. C., Tel: 6421, ext. 261. (North Carolina, Florida, Georgia, Kentucky, South Carolina)

R. B. DEEN, P. O. Box 345, State College, Miss., Tel: 305. (Arkansas, Alabama, Louisiana, Mississippi, Tennessee)

WALTER W. DYKSTRA, 59 Temple Place, Boston, Mass., Tel: Liberty 2-8422. (Delaware, Maryland, Virginia, West Virginia, New Jersey, New York, Ohio, Pennsylvania, Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island)

## Educational Meetings

*American Association of Workers for the Blind*, July 12-15, St. Paul, Minn. Secretary, ALFRED ALLEN, American Foundation for the Blind, 15 W. Sixteenth St., New York, N. Y.

*Department of Classroom Teachers*, National Education Association, July 12-23, Oxford, Ohio. Secretary, HILDA MAEHLING, 1201 Sixteenth St. NW., Washington, D. C.

*Department of Elementary School Principals*, National Education Association, July 5, Cleveland, Ohio. Secretary, EVA G. PINKSTON, 1201 Sixteenth St. NW., Washington, D. C.

*Future Homemakers of America*, July 7-10, Kansas City, Mo. National Adviser, HAZEL FROST, Office of Education, Washington 25, D. C.

*National Education Association*, July 5-9, Cleveland, Ohio, Secretary, WILLARD E. GIVENS, 1201 Sixteenth St. NW., Washington, D. C.

*National Science Teachers Association*, National Education Association, July 3-5, Cleveland, Ohio. Secretary, HANOR A. WEBB, George Peabody College for Teachers, Nashville 4, Tenn.

*United Business Education Association*, National Education Association, July 5, Cleveland, Ohio. Secretary, HOLLIS P. GUY, 1201 Sixteenth St. NW., Washington, D. C.

# Federal Aid to Elementary and Secondary Education: Summary

*Following is the summary of an analytic study of the Federal aid to education issue, its background, and relevant legislative proposals, with a compilation of arguments pro and con, statistical data, and digests of pertinent reports and surveys. The study, including this summary, was made by Charles A. Quattlebaum, education analyst, Legislative Reference Service, Library of Congress. (Copies of the complete report of 207 pages were made available only to Members of Congress, March 1948.)*

## The Problem; Its Background; Prospective Action

Probably never before have the problems of providing adequate financial support for the Nation's schools been so important or their solution so urgent as now. About the time of its establishment the Federal Government assumed a share of the responsibility for financing public education, by providing for the endowment of the common schools with public lands, the income from which is now largely depleted but is still considerable in most of the States. In later years the Federal Government has participated in the financing of public education in several ways, including direct support of agricultural and vocational education in the public schools.<sup>1</sup> The broad issue under consideration in this report is whether the Federal Government should directly aid the States in maintaining a fairly high minimum level of general education for the Nation's citizens, and in more nearly equalizing educational opportunity, and, if so, under what conditions and to what extent.

The extreme variations in the size, population, and wealth of the States and local units, the general mobility of the national population, the widely varying number of children in relation to the number of adults in different areas, and many other factors enter into a study of this national problem.

During the school year 1944-45 the people of the United States spent about 2.6 billion dollars for the operation of

their public schools, including payment of the salaries of the instructional staff. During the calendar year 1944 this Nation spent about 2.7 billion dollars for tobacco and about 7.1 billion dollars for alcoholic beverages. Although the comparability of available data on expenditures for education in the United States and foreign countries is questionable, there is some evidence that both the British and the Russians are spending a larger proportion of their national income for education than are the people of the United States.

The American Association of School Administrators has declared that in this country the appropriations for schools should be tripled and the number of teachers should be doubled to meet the present needs for elementary and secondary education. There appears to be ample reason to believe that these needs will greatly increase within the next decade.

Although in most other countries public education is financed and administered by the national government, in the United States it is still widely regarded primarily as a function of the States and local governments. Nevertheless the Government of the United States has not only contributed to the support of public education throughout its history in this country, as has been pointed out, but our Federal Government has also continually carried on educational activities of its own. Within recent decades these activities (such as the Nation-wide educational services of the Department of Agriculture and the educational programs of the Armed Forces) have become very varied and extensive, including education at all

<sup>1</sup> During the school year 1945-46, total Federal aid to public elementary and secondary education, not counting aid for school lunches, averaged \$1.56 per child 5 to 17 years of age.

levels and in practically all subject fields.

From a study of the possible nature and extent of further Federal participation in the financing of education emerge various questions and prospective courses of action. Examination of these indicates that probably the most important policies which the Federal Government might pursue in this direction with respect to education below college grade are: (1) Initiation of new educational activities entirely financed and administered by the Federal Government. (2) Increase of subsidies for the education of special groups, such as veterans, at below college level, or extension of such subsidies to other special groups. (3) Increase of support given special types of education, such as agricultural training, in the public schools, under existing or modified Federal controls. (4) Appropriation of funds to aid the States in financing their school systems as a whole, and in more nearly equalizing educational opportunities, under State and local controls.

With the last named of these possible courses of action this report is principally concerned, in accordance with Congressional request.

### **The Educational Crisis in Relation to Federal Aid**

The growing concern over the status of elementary and secondary education in this country has been evidenced by the appearance within the last several years of numerous writings dealing with the educational crisis in relation to Federal aid. Outstanding among such publications in 1947 were the reports of studies and national surveys made by the Senate Committee on Labor and Public Welfare, the House Subcommittee on Measures Relating to Education Generally, the *New York Times*, and the Research Division of the National Education Association. The following are, in substance, a few of their more significant findings and conclusions.

#### **Senate Committee**

In recent months the critical inadequacy of the financial structure supporting American school systems has become accentuated. It is evident that the Federal Government must assume the responsibility of seeing that all American youth have an opportunity for a

defensible minimum of education. The youth of our country are citizens of the entire Nation as well as of the States. Democracy cannot function, much less carry its heavy international responsibilities, unless all its citizens obtain the basic education to permit intelligent participation in the life of the Nation.

Vast numbers of American children are receiving a substandard education or none at all. Because of lack of funds school systems are unable to compete with other occupations for competent personnel. Educational inequalities are prevalent. It is a national obligation to provide funds for at least a minimum defensible expenditure for education in those areas which are unable to maintain such a minimum otherwise.

#### **House Subcommittee**

Never before have the people of this Nation been so acutely aware of the need for extending educational opportunities. Through local and State action the people have assumed many additional obligations in an effort to overcome the critical inadequacy of the financial support of schools. These efforts in some cases have not kept pace even with the rising costs, the increased birth rate, and the deterioration of school property. The fundamental educational inequalities remain.

Our people must be educationally equipped to meet any challenge to our security and to maintain and improve our standard of living. The States vary widely in ability to support education. They and the Federal Government have a joint responsibility in this field. It is time for the Federal Government to assume its full share of that responsibility.

#### **New York Times (National Survey)**

The public school system of the Nation is confronted with the most serious crisis in its history; democracy is at stake. By emphasis on public education this country became a mighty citadel of economic, social, and military strength and rose to world leadership; but today other large nations are exceeding us in their educational efforts and the situation is being reversed. Since 1941 over 300,000 of our best teachers have left the classrooms. The basic trouble with our public schools is inadequate financial support. The United States is now spending a lower

## **AID BILL IN HOUSE COMMITTEE**

S. 472, to provide Federal aid for general education, passed the Senate April 1, 1948. H. R. 2953, a companion bill, as of May 20, was on the calendar of the House Committee on Education and Labor (Congressman Hartley, chairman). It had been reported favorably by the Subcommittee on Measures Relating to Education Generally (Congressman McCowen, chairman) July 15, 1947.

percentage of its national income for schools than at any other time in recent years. Appalling educational inequalities exist among the States. The time is rapidly approaching when the Federal Government must help equalize educational opportunities in this country.

Teachers in practically all the States will receive substantially higher salaries during the school year 1947-48 than during the preceding year, the average increase being about \$400 per teacher. However the teacher shortage will remain acute and the number of teachers on substandard licenses will not decline noticeably.

#### **National Education Association Research Division**

The immediate problem in school finance is postwar inflation. Increases in school support authorized by State legislatures in 1947 already have been largely absorbed by price rises. Over a period of many years Federal aid to elementary and secondary education has averaged less than 2 percent of the total cost. Some States were making over twice the effort made by others to support education in 1945. In general States of lowest financial ability were making above average effort. Rural areas spend larger proportions of their income for education.

During the past 7 years over 100,000 emergency teachers having substandard preparation have been employed annually. Local efforts to improve salaries have been generally "too little, too late." In 1947-48 there will be about 102,000 substandard licenses in use as against 110,000 in 1946-47. The number of children who will suffer major losses in

Instructional opportunities as a direct result of the teacher shortage will be at least 2 million in 1947-48.

### **Congressional Proposals for Federal Aid**

Over a period of nearly 30 years bills proposing annual Federal appropriations to aid the States in financing general elementary and secondary education have been introduced in the Congress in growing numbers. Such bills have received increasing consideration by the Congress and by the American people. Originally attached to proposals to establish a Federal Department of Education with a Secretary in the President's Cabinet, the "Federal aid" bills after a few years were introduced separately. Within the last 10 years such bills have been favorably reported at intervals by the Senate Committee on Education and Labor and by its successor the Committee on Labor and Public Welfare. The bill reported in 1943 (S. 637) was the subject of prolonged debate in the Senate (on October 12, 14, 15, 18, 19, and 20). Subcommittees of the House Committee on Education and Labor have held hearings on some of those bills, but the full committee has reported none.

During the first session of the Eightieth Congress at least 21 bills proposing Federal aid for elementary and secondary education and teachers' salaries were introduced, 6 in the Senate and 15 in the House. Many of these bills are very similar. Very extensive hearings on the proposals were held during April and May 1947, by Senate and House subcommittees headed respectively by Senator George D. Aiken and Representative Edward O. McCowen. On July 3, the Senate Committee on Labor and Public Welfare, of which Senator Robert A. Taft is chairman, favorably reported out S. 472, as amended. On June 26, the House Subcommittee on Measures Relating to Education Generally, by a vote of 6 to 2, favorably reported H. R. 2953 to the full committee, in which the measure is now pending.<sup>2</sup>

### **Recommendations of Governmental Advisory Commissions**

Starting with the administration of

<sup>2</sup> Digests of these bills are contained in ch. III of the complete report.

President Herbert C. Hoover, a number of advisory groups convoked by action of the Congress, the President, or heads of Federal agencies have issued statements of conclusions or made specific recommendations concerning Federal aid to elementary and secondary education. The conclusions of these official bodies have been based upon extensive study and research usually covering a period of years. The published reports and basic studies of these groups altogether comprise many volumes.

In 1931 the National Advisory Committee on Education appointed by President Hoover submitted nine proposals for action, including Federal aid to general education and increased appropriations to the Office of Education. In 1938 the Advisory Committee on Education appointed by President Roosevelt recommended general aid to public elementary and secondary education increasing over a 6-year period, plus aid to the States in certain other educational activities such as library services. The White House Conference on Children in a Democracy declared in 1940 that, "An extended program of Federal financial assistance to the States should be adopted in order to reduce inequalities in educational opportunity among the States." The Committee on Planning for Education deplored in 1942 that, "Far too many people \* \* \* do not realize the imperative need for Federal support for public education."

The Committee on Intergovernmental Fiscal Relations appointed by the Secretary of the Treasury pointed out in 1943 that concessions should be made to the feeling of some people that national participation in education means regimentation, but that these concessions should not extend to a veto of Federal aid for general education. The committee declared that, "Of all the functions of government which might be candidates for national minimum status general education has the strongest claim." The National Resources Planning Board, established pursuant to an Act of Congress, reported in 1943 that this Nation can afford to provide the kind of education needed by children, youth, and adults. The Board presented 15 recommendations to give access to such education to all who need or desire it. The final recommendation was: "That inequality of the tax bur-

den for education within and among the States be reduced through the distribution of Federal and State funds on the basis of need."

In its report submitted in May 1947, the President's Advisory Committee on Universal Training, for stated reasons, made no specific recommendation concerning the general education of all the American people. The Commission did, however, "strongly emphasize the importance of education and health programs to the field of its specific concern, National security," and urged "the passage of such legislation as will best and most quickly promote these objectives." The first report of the President's Commission on Higher Education, issued in December 1947, contains the following underscored statement in reference to education generally: "*The Federal Government assumes responsibility for supplementing State and local efforts in military defense against the Nation's enemies without; surely it may as justifiably assume responsibility for supplementing state and local efforts against educational deficiencies and inequalities that are democracy's enemies within.*"

### **Recommendations of Nongovernmental Advisory Commissions**

Within the past 15 years various advisory groups affiliated with national, nongovernmental organizations interested in education have also made recommendations concerning Federal participation in the financing of elementary and secondary education. As in the case of the governmental commissions already named, these nongovernmental bodies usually have based their conclusions upon extensive study, and in some cases upon broad experience in the educational field.

The report of the National Conference on the Financing of Education, published in 1933, set forth "the essentials of a modern school finance program," advocating Federal aid to provide a foundation program of education for all children. In its report issued in 1941 the National Committee on Coordination in Secondary Education recommended, "On the part of the Federal Government, transition from youth-serving agencies directly operated by the Federal Government to large-scale Federal participation in a Nation-wide

educational program operated through the public schools and intended to serve all youth according to their needs." In 1940 and 1943 the American Youth Commission recommended rapid expansion of Federal aid to the States for educational purposes.

In 1944 the Council of State Governments published the report of its Interstate Committee on Postwar Reconstruction and Development, in which the Committee expressed a conclusion that: "Control of education is a function of state government \* \* \* and should be administered by the States and their delegated political subdivisions. Participation by the National Government should be limited to financial aid and to providing leadership and information in the development of state policies and programs."

The Problems and Policies Committee of the American Council on Education and the Educational Policies Commission issued a joint report in 1945 presenting combined pronouncements of the two groups concerning Federal-State relations in education. The report declared that a trend toward the federalizing of education is revealed in numerous Acts passed during the depression and World War II, such as the "GI bill of rights" with its "highly centralized pattern of federal administration" through the Veterans Administration. The report deplored the "vigorous demand from high places that the young men of America be placed under the control of the Federal Government for compulsory military training for at least 1 year of their lives." In order to reverse the drift toward Federal control of education, the report recommended that Federal educational action in the States be in the form of financial assistance to establish an adequate minimum of educational opportunity for all, and noncoercive leadership exercised through educational studies and similar advisory functions.

In 1946 the National Council of Chief State School Officers adopted a report of its Planning Committee which (1) stated that Federal funds can be provided for education without undesirable Federal control, (2) declared that Congress should act separately upon proposals for Federal aid for public and for private schools, and (3) recom-

mended distribution of sufficient Federal funds to provide an adequate minimum educational program for all children.

### Arguments Pro and Con

Debates on the issue of Federal aid to elementary and secondary education have been variously organized, and arguments advanced have had wide ramifications. The following are some of the arguments.

*Proponents of Federal aid have declared that:* The Federal Government is partly responsible for the general education of the national citizenry, because (1) the preservation of democracy depends upon it; (2) it has become increasingly important to the national welfare; (3) the mobility of our population makes education a national concern; (4) bestowing citizenship upon Negroes created a Federal responsibility to aid the States having large Negro populations; and (5) the Federal Government is the only agency able to bring about equitable distribution of educational opportunities.

The principle of Federal aid is well established, because (1) throughout its history the Federal Government has participated in financing education; (2) Federal aid has become a fundamental phase of the necessary expansion of Federal functions; (3) it is being carried out today to a considerable extent; and (4) the Supreme Court has ruled that it is constitutional.

Federal aid is necessary to the reduction of inequalities of educational opportunity, because (1) such inequalities exist in an appalling degree among the States and localities; (2) numerous rejections from the Armed Forces have been due to these inequalities; (3) some States have relatively large numbers of children in proportion to the general population; (4) some States have relatively low financial ability; (5) much of the wealth of some States is controlled by corporations in others; and (6) the poorer States are making greater effort to support education than rich ones.

Proposed Federal aid bills provide for wise administration, because, (1) the agency chosen to administer them is well qualified to do so; and (2) the bills provide administrative safeguards.

The grants would promote equaliza-

tion of educational opportunities, because (1) the Federal supplemental funds would provide for better buildings, equipment, and teachers; and (2) better provision could be made for those suffering educational handicaps.

The grants would produce economic and social benefits, because (1) taxation of wealth where found and distribution where needed furthers the aims of democratic government; and (2) the grants would produce various (enumerated) benefits.

The fear that grants would endanger the separation of church and state is invalid, because (1) the bills require disbursement of funds under State laws; and (2) the States are qualified to judge what services should be extended.

The argument that some States have "surplus" funds is invalid, because, (1) the term "surplus" in this sense is a misnomer; and (2) State balances are not generally available to support schools.

Proposed grants will not lead to Federal control of education; because (1) Federal aid administered by the Office of Education already exists without Federal control; and (2) proposed legislation affords no grounds for fear of regimentation.

Unless the proposed policy of general aid is adopted, Federal control will result through Federal administration of specific educational programs through noneducational agencies, because (1) for many years Federal administration of such programs has been developing Federal controls; (2) the trend toward expansion of such programs is shown in current proposals for "a universal training" program; and (3) adoption of the proposed policy of Federal aid would reverse the trend toward Federal control.

*Opponents of the proposed aid have contended that:* General education is not properly a function of the Federal Government, because (1) according to the Federal Constitution and tradition in this country education is a State and local concern; (2) education is better controlled locally; and (3) undesirable Federal control would result from the proposed aid.

There is insufficient need for the proposed grants, because (1) under normal conditions Federal aid is not necessary; and (2) the only real crisis in education,

the shortage of teachers, is not met by proposed bills.

Increased Federal spending for such services would be unwise from a financial and legal standpoint, because (1) it would further demoralize the Federal budget while the national debt is already great; (2) the aid would be conducive to waste or misuse of funds; (3) it would perpetuate existing legal shackles to increased efficiency in State school systems; (4) before calling on the Federal Government for aid the States should put their own fiscal houses in order; and (5) the proposed aid would unfairly take money from rich States to support schools in poor States.

Federal aid would not bring about equalization of educational opportunity, which is both impossible and undesirable, because (1) equalization of funds would not create equalization of opportunity; (2) it cannot be brought about by distribution of funds on a predetermined basis; (3) bills under consideration would not equalize educational opportunity; and (4) equalization of opportunity is impossible without complete Federal control and its attendant evils.

Federal grants including aid to private schools would endanger our educational processes and our democracy, because (1) they would tend to break down the principle of separation of church and state; and (2) they would enlarge breaches already made in this principle.

The grants would inevitably tend toward the standardization and regimentation of education, because (1) some degree of Federal control of education would be necessary, with undesirable effects; and (2) Federal supervision of the grants would result in indirect control of many aspects of State and local policy.

Increased financial resources for education can be obtained within the States themselves, because (1) the States are already moving toward desired goals in education; (2) the tax base could be adjusted where necessary to provide more money for schools; and (3) the institution of general economies in the States would release additional funds relatively free of corrupt control.

The Federal Government could more desirably contribute to educational

progress through channels it has already utilized, because (1) Federal aid given special kinds of education lightens the total burden of financing education with less Federal control; and (2) a more generous support of the U. S. Office of Education would provide a highly useful means of extending national educational welfare.

### **State Finances and Federal Aid**

An outstanding feature of State government finance is the segregation of resources into a number of distinct funds, each of which can be used only for specific purposes. Besides these funds, each of the States has a general fund, the scope of which ranges considerably among the States owing to variations in the extent to which special funds are used. The status of the general, highway, and (if any) postwar reserve funds of a State, considered in relation to the State debt, tends to reflect the over-all financial condition of the State government.<sup>3</sup>

As used in reference to State finances, the term "surplus" is of controversial significance. At present "surplus" or "available balance" largely represents war-deferred expenditures which eventually will be unavoidable. The U. S. Department of Commerce has pointed out that the word "surplus" is a misnomer as applied to funds reserved for such expenditures.

The question of the possible use for educational purpose of "surpluses" or "balances" in State funds raises an involved problem. The presence of a multiplicity of funds fed by assigned taxes lessens the flexibility of the use of surpluses from such taxes.

Early in 1947 the Research Division of the National Education Association initiated a study to find an answer to the question as to whether the States will be able to meet their continuing needs in financing education without Federal aid. Questionnaires were sent to the finance officers of all the States. Forty-two responded and thirty-nine of these gave data on State surpluses, although a number of the finance officers for stated reasons, contended that balances in State treasuries should never be regarded as "surpluses."

<sup>3</sup>Ch. VII of the complete report contains data on the status of these funds, by States.

Nevertheless, from the data obtained a number of findings were made. It appeared that about half of the States had more than enough funds "not allocated" in 1946 to eliminate all of their school programs which were "below average" for the Nation. In this connection it was pointed out: (1) that in order to do this some of these States must use up all of their "not allocated" revenues in one year; (2) that if the "not allocated" revenues were entirely allotted to education the needs of all other public services would be ignored; and (3) that "surplus" funds in these States were not available to support schools in other States.

Increasing attention has been given in recent years to the wide variations in fiscal capacity among the States. This variation seems to be a major factor responsible for the extensive differences in the standards of certain social services of national importance (such as education) which are maintained wholly or in part by State and local governments. The fiscal capacity of a State is determined mainly by its aggregate economic resources, including the proportion of the population in the productive age group, which varies among the States. A State's fiscal capacity is also determined in part by its ability to tax resources in other States, for example, by deriving revenue from corporations operating almost entirely in other States.

The relative fiscal capacity of the States is taken into account in provisions for apportionment of grants for reducing inequalities of educational opportunity provided in certain bills pending in the Congress, for example S. 472, as reported by the Senate Committee on Labor and Public Welfare.

### **Relevant Statistics of State School Systems**

Chapter VIII of this report is principally a compilation of significant data on State school systems, presented in the form of tables, by States. The data relate to (1) *public school finance*, including tables on revenues, expenditures, increase in expenditures, value of school property, ability and effort to support education, and Federal aid received; and (2) *teachers and pupils*, including tables on vacancies and needed supply of teachers, requirements for

# Certification of Counselors

## Present Status in the States

by Arthur L. Benson, Specialist, Individual Inventory and Counseling Techniques, and Clifford P. Froehlich, Specialist for Training Guidance Personnel

teachers' licenses, emergency licenses issued, average salaries of teachers, and pupil-teacher ratios. The following are a few of the general conclusions which may be drawn from the tables.

In 1943-44 about 65.6 percent of the total revenue for public elementary and secondary schools came from local taxes, about 32.9 percent from State taxes, and about 1.4 percent from Federal taxes. The relative percentages of support from State and local taxes vary considerably among the States, in a few of which the local units are still bearing over 90 percent of the total cost. In 1944-45 expenditures for current expenses per pupil in the schools varied widely among the States, ranging from a low of \$44.80 to a high of \$198.33, the national average being \$125.41. Since 1939-40 expenditures for public education have increased in all the States. The percent of increase has been on the average about the same as the percent of increase in the cost of living.

In 1943-44 the average value of school property per pupil varied among the States from \$116 to \$627. In 1945 ability to support education in one State was 4.4 times greater than in another. In general in that year States of lowest financial ability were making above-average effort to support education.

In 1945-46 Federal aid to public education below college grade averaged \$1.56 per child 5 to 17 years of age. Federal aid for school lunches averaged \$1.79 per child.

During 1947-48 about 78,810 qualified teachers are needed to replace untrained emergency teachers and reduce teacher load to 1940-41 levels. The standards of education required for teachers vary widely among the States. About 101,612 persons are teaching on substandard (emergency) licenses in 1947-48. Estimated average salaries of instructional staffs in 1947-48 will vary among the States from as low as \$1,350 to as high as \$3,600. In 1943-44 the number of pupils in average daily attendance per teacher varied among the States from about 14 to 29.

### President Truman's Recommendation

In his State of the Union Message of January 7, his Budget Message of January 12, and his Economic Report of  
(Turn to page 32)

THE STATUS of certification of counselors is confused. Confusion results not only from the fact that 48 different States are involved but the very philosophical base for certification is not settled. Some would have us believe that certification is primarily a device for raising professional standards. To this end, these individuals promote the adoption of requirements which they consider desirable but which may not be met by many competent practitioners. When these regulations are put into effect, a general scurrying among practitioners to meet the new regulations takes place. This activity usually produces a number of persons who, at least according to paper qualifications, meet the certification specifications.

But there is another group who believes certification requirements should not be enacted to upgrade standards. This group holds that certification should reflect the current preparation of practitioners. In this case, the meeting of requirements indicates that one is as well qualified as the majority of workers. From this angle, certification is a kind of seal of approval. These two points of view may be thought of as opposite poles of a continuum. Between the extremes are all shades of philosophical reasons for certification requirements.

Fields other than counseling have experienced this difficulty. Early licensing requirements for medical doctors started essentially as a reflection of training possessed by a majority of practitioners. To this date, they have in a large measure remained so. The extra qualifications sought by those who hold to the upgrading point of view is cared for by various specialty examining boards and societies, such as the American Board of Gynecology and the American College of Surgeons.

Regardless of the point of view taken in the basic philosophy, it appears that

all certification plans do provide common benefits. First, *they provide status for the individual certified*. This is an important consideration, since it may be one of the major motives for persons striving to meet requirements. A second benefit is *the assistance that is given to administrators and to consumers*. These persons are enabled to select practitioners with some degree of confidence by employing those who meet stated requirements. Further, many administrative matters concerned with employment and reimbursement are facilitated if certification requirements can be used as a base.

A third benefit of the use of certification requirements results from the *effect that they have on training programs*. It is common knowledge that in some occupations much training is aimed at passing examinations required for licensing. If the requirements are sound, a training program may well be built around them.

But the effect on training may be bad instead of good. Certification requirements may become unrealistic unless they are frequently revised. A training program designed to meet requirements now out of date is not impossible to conceive. Had counselor certification been in effect at the turn of the century, today one might find phrenology as a required subject in unrevised certification requirements.

But there is more to this business of certification requirements setting training programs. An illustration from another field may clarify the issue. In the 1920-30 era, it was the vogue for women to have their hair marcelled. We seldom hear the word "marcel" now. In its place we hear of permanent waves, both hot and cold, and even supersonic. Had certification requirements for hairdressers been unwisely set to include so many hours of training in marcelling, undoubtedly we should find training programs designed to meet the require-

ments. These training programs would have to be lengthened in order to include proper training in permanent waving and other new developments—or the new developments would have to be slighted. Fortunately, the majority of regulations for hairdressers specifies amount of training in general areas only. Specific requirements within these areas were left to training institutions or the individual's preference.

Those who plan the certification requirements for counselors may do well to follow a similar plan. The point is this: Certification requirements may properly outline the general areas in which a counselor should have training. But to specify certain skills or points of view is to invite a conflict between established requirements and current practice. Here again an example may serve a useful purpose. One State requires counselors in public schools to have a course entitled "Methods and Materials in Teaching Orientation and/or Occupational Classes." Since, in many schools, the teaching of such classes has become a regular part of the curriculum, many persons other than counselors are now teaching such courses. At the same time, guidance services are being recognized as primarily services to individuals and not identical with instruction. Many counselors now do no such teaching. And when they do, they can properly be thought of as teachers and not counselors. But training programs in this State still are designed to meet this certification requirement. Had it required the counselor to have training in the area of occupational information rather than a specific methods course, realistic training in this phase of certification could be taking place.

### ***Analysis of Present Status***

What then are the prevailing conditions regarding certification of counselors? The Occupational Information and Guidance Service of the Office of Education has surveyed the States by means of a mailed questionnaire. Since requirements are constantly changing, this survey reflects conditions only as they were on November 15, 1947. Forty-six States, the District of Columbia, Hawaii, and Puerto Rico responded. In the remainder of this pa-

per, Hawaii, Puerto Rico, and the District of Columbia are referred to as States. Of the 49 States responding, 17 answered "yes" to the question "Does your State have laws or regulations requiring the certification of counselors?" One of the 17 has not yet formulated qualifications to implement its certification requirements. In other words, in 67 percent of the States no special qualifications for counselors exist. Contrast this with teaching. To the writers' knowledge, there is only 1 State that does not have a plan for certification of teachers. Is it not as important to set qualifications for counselors as for teachers?

One explanation for the discrepancy is well stated in a committee report made at the Seventh National Conference of State Supervisors of Occupational Information and Guidance, "The committee was greatly concerned over the question of the necessity for counselor certification at this time. It wishes to point out that certification requirements a few years hence may undergo a change and that once certification requirements are established by a State, they are difficult to change." This wait-and-see policy may be operating in a number of States. It should be noted, however, that at least 3 States reported active work on preparation of certification requirements. Some of the 16 States which have certification plans undoubtedly have found changes that they would like to make. But in spite of these recognized imperfections, a summary of the requirements may serve as a point of departure for States currently considering the inauguration or revision of counselor-certification plans.

### ***The Element of Training***

The training required for certification appears to be a logical first consideration in summarizing requirements of the 16 States which had certification plans on November 15, 1947. Most of the States have training requirements in terms of various phases of guidance services. One exception is the State that has no more specific requirement than 15 semester hours in psychology, 12 in sociology and anthropology, and 9 in guidance and counseling.

Several States require training in certain aspects of the guidance program but do not specify how much training in each area. For example, one State requires a total of 40 semester hours of training "well distributed" over these areas: "Guidance, psychology, tests and measurements, education, economics, and sociology." Here, incidentally, is an excellent example of the confusion that exists about the scope of various areas of training. Certainly the areas are not mutually exclusive. Tests and measurements, just one of the guidance program's techniques for analyzing individuals, is placed on an equal base with "guidance." Presumably, guidance training should cover all aspects of the program. To add to the confusion, tests and measurements is also considered, if these requirements are taken at face value, to be coordinate with such broad fields as psychology or education.

Another variation found in certification requirements is the practice of requiring a certain number of credit hours in certain areas, or in some cases, in specific courses. An example of this kind of regulation is that of the State which requires three semester hours in each of the following: Principles and practices of guidance, techniques of counseling, occupational information, analysis of the individual, and tests and measurements.

Thus, in summary of this point, one can recognize that most States establish requirements in terms of each of several phases of the guidance program. In doing this, they follow two patterns: First, requirements which allow for variations in amount of training in various areas as well as some latitude in the selection of areas; second, requirements stated in specific numbers of credit hours demanded in certain designated areas or courses.

The difficulty of preparing summary statistics under such conditions is apparent. Certain general statements, however, are supported by the data collected in the Occupational Information and Guidance Service's study. Obviously, in a large measure, these statements are based upon interpretations which may not in every case take into account any deviations made by those actually operating the certification plan. Certain grouping of training areas or courses was necessary. To

make such a grouping, minor variations in titles were overlooked.

The most frequent requirement was training in the principles and practices of the guidance program. Roughly, this can be thought of as the introductory or basic guidance course. Twelve of the 16 States have such a requirement.

Tests and measurements is required in 10 States. This raises an interesting question since 2 of these States also require training in analysis of the individual. Tests are one of the means for studying the individual, but it is somewhat surprising to find both testing and analysis of the individual listed separately. Even more surprising is the fact that 8 States require no training in analyzing the individual other than a course in tests and measurements. One wonders if this might not be a reflection of the overemphasis which was placed on testing by many early workers in the guidance field. Three States specify that counselors must have training in the broad area of analysis without listing specific courses. Only 1 State does not require any training in this area, even a course in testing.

Traditionally, counselors are credited with an understanding of occupations. Yet only 11 of the 16 States with counselor certification plans require training in the area of occupational information. And in one of these States, the requirement is the teaching methods course previously referred to.

Even more disconcerting than the fact that 5 out of 16 States require no training in occupational information is the situation in regard to training in counseling. Although counseling has been repeatedly termed the heart of the guidance program, only 8 of the 16 States require training in the theory of counseling, that is, 50 percent of the States will grant certificates even though the applicant presents no evidence of training in the principles of counseling. Only 2 States have requirements which specify supervised practice in counseling. In one of these, supervised practice counseling is simply one of the 14 electives from which 6 must be chosen. Thus, in this State, practice could easily be omitted from the training program. Interestingly enough, the regulation of this State ends with the statement, "This certificate qualifies

the holder to be a counselor, a director of guidance, a dean, or a supervisor of guidance and counseling."

One of the major problems that confronts a new counselor in any school is the establishment of satisfactory administrative relationships. This need has been recognized by the five States which require at least some training in administrative relationships.

In addition to training in the phases of guidance programs, there are three fields that are frequently specified. Twelve States specify psychology or one or more collateral courses. Next in frequency are sociology required in seven States and economics in six States.

### ***The Element of Experience***

In addition to training requirements, experience qualifications are frequently set. Information regarding these qualifications was obtained from 15 of the 17 States having certification plans.

The most frequent requirement is teaching experience. Fourteen States require such experience. Frequently they specify that the teaching must have been in public schools and in the type of school in which the counselor is to work. The amount ranges from an indefinite "shall have been a successful teacher" to 5 years of teaching experience. The modal number of years is 2. Thirteen States require work experience other than teaching or counseling. The usual requirement is 1 year. Most States indicate that the work experience can be met by an accumulation of time spent on various jobs over an extended period. One State requires 5 years of work experience but allows the substitution of experience in "pupil personnel work." Substitution of military service, travel, and counseling is permitted in some States.

Only two States require counseling experience for certification as a counselor. This condition may be attributed partly to the fact that the plans are administered by those agencies which also certify teachers. A tradition has arisen that if a teacher is graduated with certain courses he is entitled to certification. However, in many States these certificates are of a temporary or provisional nature. They are renewable only when evidence of successful teaching is presented. In the majority of States the same plan for

certification of counselors is in effect. If the counselor has the training, he is certified. A few States issue temporary certificates which are valid for 2 or 3 years. They can be renewed or permanent certificates obtained by presenting evidence of additional professional training or successful counseling experience or both.

### ***The Element of Personality***

One of the most surprising findings of the survey is the lack of personal requirements. The necessity of the counselor having those personal characteristics which enable him to work effectively with others is well known. A well-integrated and emotionally stable personality is generally accepted as prerequisite to success as a counselor. Yet certification requirements usually do not even mention this as desirable. There are exceptions. One State has these personal qualifications, "To be not less than 18 or over 55 years of age; to observe unimpeachable moral conduct; and to be physically able to practice as a teacher."

In a professional field that has as a cornerstone the analysis of the individual, it should be possible to devise effective means for analyzing the characteristics of individuals who apply for certification. To develop a set of tools and techniques for the selection of counselors is a project that should challenge the research interests of every guidance worker. Have we been so busy applying our skills to the problems of others that we have neglected our own?

The lack of research is not confined to personal characteristics. What evidence do we have that 2 years of teaching experience is a better requirement than 5 years, or for that matter, superior to no teaching experience? What kinds of work experience, if any, prepare counselors to do a better job? A small beginning has been made in such studies as the one of "Counselors and Their Work" which Rachel Cox conducted. We need more studies. They should be directed toward identifying those kinds of training, experience, and personal characteristics which make for success in counseling. The findings of such studies should be carefully considered by those responsible for making plans for the certification of counselors.

## Summary and Some Conclusions

In summary, eight major points seem worthy of emphasis:

1. There is a lack of agreement regarding the major functions which certification requirements should serve.

2. Certification standards provide status for individuals certified and assist administrators in the selection of counselors and in solving similar personnel problems.

3. The effect of certification requirements on training programs is a crucial consideration. In general, training in broad areas is preferable to listing specific courses.

4. Less than one-third of the States have certification plans in operation, although a few States are contemplating such action in the near future.

5. Considerable confusion exists in the scope of training areas listed in current certification requirements. Aside from basic or introductory guidance

training, tests and measurements is most frequently specified and is often apparently considered to be coordinate with such broad areas as psychology and education.

6. Present certification standards neglect training in areas generally accepted as essential. Of the 16 States issuing certificates, 8 require no training in the principles of counseling, and 5 specify no requirements in the area of occupational information.

7. In spite of the widely assumed importance of personal characteristics, current certification plans seldom mention these traits as required or even desirable.

8. There is real need for research on the types of training and experience which contribute to the counselor's effectiveness. Until the results of such studies become available, certification requirements can claim little authenticity.

## Responsibility of Individuals

The titles "director of curriculum," "director of curriculum and research," or "director of instruction" are more frequently being found in the roster of many central office staffs. The responsibility for improving instruction and bringing needed changes in curriculum in many school systems is placed with individuals. The functioning of such persons within this pattern differs from system to system. Some directors are found to be furnishing, to a considerable extent, the main ideas and assembling the materials and resources which are later printed as courses of study.

After courses are officially adopted, directors are charged with the responsibility of getting them installed. In certain school systems such persons are serving as chairmen of committees furnishing the main propulsion for limited types of group activity. In other places they are giving guidance to cooperative planning involving teachers, pupils, principals, and parents throughout the school system. In some school programs they are serving as resource persons, giving encouragement and leadership to the activities of individual school faculties.

In a few schools another title, giving expression to a new leadership role, is developing as indicated by the title "coordinator of curriculum" or "coordinator of instruction." This is a significant move of these school systems. They are putting into action the belief that major contributions will come when teachers, pupils, administrators, parents, and resource persons work on the curriculum together. Some coordinators work from the office of the superintendent, while others are regular members of a building staff.

## System-Wide Committees

The committee organization emphasizing a system-wide approach is probably most commonly found where schools are active in developing better instructional programs. The groups at work may be highly sensitive to the wishes of authority or engaged in a truly cooperative and democratic enterprise. Typical committees are groups of teachers or teachers and principals. In a number of programs parents are work-

# Organizing for Curriculum Development

by Don S. Patterson,

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**W**AYS OF ORGANIZING a school faculty cannot become formulas to be followed, nor can they be adopted for use without regard to local conditions or personnel. As schools move to meet the needs of children, the "how" of doing a job effectively becomes important. In seeking to accomplish the best results, local school systems will try out many ways of working together.

Four patterns of organization are described here. Each indicates a belief as to how the important task of developing experiences with children can best be realized. The ways differ in important respects, yet have similar characteristics. Sometimes characteristics of all four patterns exist in the same school system.

## Curriculum Development by Authority

An authoritarian organization is found in curriculum development more frequently than individuals in education like to admit. The major responsibility for modifying the curriculum is assumed by an administrator or an administrative staff subject to the approval

of the board of education. With few exceptions the central office staff decides the courses to be taught, the textbooks to be used, and the content to be emphasized. If committees are appointed, they too often work for what they think will be accepted rather than for the modifications they believe are needed.

Few attempts are made under this pattern to relate the school program to the needs of children or the resources of the local community. Instead, "pages to be covered in the textbook" is often the major determining factor in the arrangement of content. Recognition of relatedness between areas of learning is generally lacking. Teachers go about their work more or less independently of other members of the staff. Little significant change in curriculum occurs unless pressures become too strong to be ignored. The experiences children are having under such a pattern are restricted, highly formalized, and systematized. The curriculum very often lacks unity, for there is no functioning organization to bring about the needed and necessary relatedness.

ing directly with teachers. In several school systems they are serving as leaders, such as chairmen and recording secretaries. In some schools parents as a rule are being adequately brought in to share in the important task of curriculum development.

The number of groups at work in any one school system varies widely, depending on the size of the system and the extent of the program. The number of teachers and principals on committees varies from a small percentage of the staff in some schools to the entire personnel in others.

In some schools only one committee is appointed at any one time and it is responsible directly to the administrator or a delegated assistant. More often several committees are at work on specific phases or segments of the school program. For instance in one county seven committees are at work. They are working in the subject-matter areas of mathematics, language arts, social studies, music, physical education, health, and science. Some of the committees represent grade levels only. Others are selected to give vertical representation to all grades from 1 through 12.

Where several committees are functioning, it is noted that they sometimes work independently of each other and apart from the rest of the teachers and principals. Too frequently the plans of a group are officially adopted for use without benefit of discussion or suggestion by the large number of other persons involved. The courses of study developed generally have to be "sold" to most of those who did not have a share in the enterprise. Lack of participation of all those involved minimizes the effectiveness of this type of committee activity. Growth to individuals as well as the program will come best when provisions are made for all to contribute.

Frequently local curriculum leaders have sensed the limitation in system-wide organization and have taken steps to make this approach more effective. Overlapping committee membership is a modification being tried in a few places to keep all groups in touch with the thinking and planning going forward. Rotating committee membership is being used to insure more complete participation. A coordinating

council is functioning in other school systems. This body tries to keep all groups within the program working together and all individuals sharing in decisions and planning.

Of course the way such a council functions differs from place to place. For instance, in some places it is acting as the authority which passes final judgment on all curriculum planning. In other schools it is stimulating and generating cooperative group effort. Where the second type of council exists, it is generally found to be receiving and discussing all recommendations regarding the curriculum. It is delegating responsibilities for group study in terms of the needs that the teaching groups express as important. It continually tries to keep the efforts of all individuals and committees focused on the major purposes of the whole instructional program. Then, too, this body generally seeks to bring everyone involved more effectively into the process.

It is doubtful whether the system-wide committee approach alone will ever prove the best way to organize for developing the most desirable experiences with boys and girls. It tends to overemphasize the problems which cut across the total school program. Too little attention is given to the specific problems of individual schools and the classroom units involved.

### **Starting With the Individual School**

In a few school systems, building staffs are serving as the primary agents for curriculum modification. They are organizing to deal as a unit with the problems that are confronting their own pupils and community. Teachers and principals in these centers feel that the individual school is the natural setting for starting a curriculum program and achieving significant results. Within such a plan for action the faculty of a school forms into a committee of the whole, breaking up into subgroups as the needs demand. The work of the small groups is in relationship to common classroom problems and the total purposes of the school and its community.

The approach used under such a pattern varies from school to school. In one system where this plan is used, individual buildings are given specific areas for special study. School A is center-

ing its major attention on reading, school B on arithmetic, school C on social studies, and school D on the study of children. In another school system the individual schools are left to discover for themselves the things they would like to emphasize. In the latter system the teachers are continually studying the needs of their own pupils and communities, selecting for special attention the most pressing problems which their studies reveal.

Individual schools working on such a basis are being used by the other teachers as centers for visiting. In this way new approaches influence practices in many other buildings and classrooms.

As school faculties work together discovering their needs, defining their problems, listing action to be taken, and carrying forward their plans, the need for special help and also for closer coordination of effort generally becomes apparent. In the case of needed help, central office staffs are coming forward to give assistance in terms of the desires of the teaching group. Assistance in most cases is directed toward doing the job that the teachers feel is important. In a number of school systems a consultant is brought in by the administration to give expert guidance to the central office personnel as well as faculties in the individual schools. Each specialist is selected because he can give specific help with the particular problems selected for study by the group.

To give more help to teachers and achieve closer coordination, a few school systems have selected a coordinator for each building. Sometimes it is the principal, who is freed from other responsibilities so he can devote a major part of his time to instructional improvement. In some of the larger buildings it is an assistant principal. In other instances it is a competent teacher who is released part time to assist teachers in finding and assembling materials, helping with developing units of work, or moving from room to room, helping others deal more effectively with their many teaching problems. This person is also holding meetings with small groups of teachers helping them deal with mutual concerns in an organized way. In certain places the coordinators from the various buildings meet with the central office staff to exchange information and discuss prac-

tices which are proving effective from school to school.

A few schools are trying to bring about the desired changes by developing another type of school program. It is the demonstration center. A building is staffed with competent teachers, equipped with the most modern learning tools, and located where it is convenient for visits by other teachers and teaching groups. The person in charge is chosen because of instructional leadership ability. The staff is selected from among the best teachers throughout the system.

Special effort is made to develop an outstanding program which might be considered a good example for the entire school system. The administration thinks of this as an experimental center where new ideas, methods, and materials are tried out and demonstrated, which influences better curriculum practices in other schools throughout the system.

### **Considerations in Planning for Curriculum Development**

In evolving plans for curriculum development over the past 20 years, emphasis has been placed upon a system-wide organizational approach. This has been true of city, county, and State programs. Individuals or committees have been assigned parts of the total instructional program and have worked only on their respective segments. As a result the individual school has not been in position to develop a program which seeks to meet its own particular needs.

Any functional pattern which is finally evolved must make provision for the faculty of the individual school to study its own program as a whole and appraise current learning experiences over against the educational needs of the school's community and the children served. This gives the proper focus for curriculum study because it centers cooperative planning on the learning of boys and girls in specific classroom situations. By utilizing such an approach, teachers will have the opportunity of centering major attention directly on the instructional problems that confront them in their daily work. This makes curriculum study for everyone realistic and meaningful rather than remote and abstract. As teachers engage in organized effort, they can continually appraise results in terms of what is hap-

pening to their own children and to their own school program.

A major emphasis in organizing for curriculum implementation should be centered on the work to be done with the faculties of the individual schools. As the staffs in the schools move to meet their problems, common elements and need for interstaff discussion and planning will become apparent. As system-wide problems and projects emerge, the leadership draws persons from all

schools together for a common purpose. By starting with individual faculties and spreading out to other groups, the necessary organization to meet specific and general needs will be more functional and more purposeful. The most desirable pattern for curriculum development will come from seeds of curriculum activity planted in the individual schools. The best organization for achieving significant results will then be grown rather than installed.

## SECONDARY EDUCATION

### **Activities of Division Staff**

Members of the staff of the Secondary Education Division of the Office of Education will serve many institutions as consultants and lecturers during the current summer. Director Galen Jones will serve as consultant at the Tulsa Education Conference, June 7-11.

Howard R. Anderson, chief of instructional problems, will serve as consultant in social sciences at the Curriculum Workshop for teachers in the Dallas public schools, at Dallas, Tex., June 21-25; at the Social Studies workshop at the University of Oregon, June 28 to July 10; and at the seminars for teachers sponsored by Montana State University, July 12-13.

Philip G. Johnson, specialist for science, will serve as consultant in science at the meeting of the American Association for the Advancement of Science (Western Area) and the Northern California Science Teachers Association at Berkeley, Calif., June 23-24; at the Secondary School Science workshop at Oregon State College at Corvallis, June 28 to July 9; and at the seminar for teachers at Montana State University, July 12-13.

J. Dan Hull, assistant division director, will be lecturer in education at George Washington University, June 14 to July 2, and at New York University from July 6-23.

Walter Gaumnitz, specialist for small and rural high schools, will serve as lecturer in education at New York University from July 26 to August 13.

Carl A. Jessen, chief of organization and supervision, will serve as consult-

ant at the Teacher Education workshop, called "A Program for Life Adjustment," at Pennsylvania State College for a period in July.

W. Edgar Martin, assistant for biological sciences, will serve as lecturer and consultant in science in the Science Teaching workshop at the University of Pittsburgh, June 21 to July 2.

Ellsworth Tompkins, specialist for large high schools, will serve as lecturer in education at Alfred University, July 5-16.

Frank Stafford, specialist for health instruction, physical education and athletics, will serve as consultant for the following professional groups: National Conference on Undergraduate Professional Preparation for Health Education, Physical Education, and Recreation, at Jackson's Mill, Weston, W. Va., May 16-27; the workshop in Nutrition, Health, and Physical Activities for the Elementary School at Indiana State Teachers College, Terre Haute, June 21 to July 2; the workshop in Health Education at Petite Jean Mountain at Morrilton, Ark., July 11-23; the Arizona Workshop in Health and Safety Education to be held at Arizona State College, Flagstaff, August 2-14.

### **Work Conference**

In cooperation with Indiana University, the Office of Education will sponsor a work conference on educational programs for neglected youth at Bloomington, Ind., July 25-31.

# Consumer Experiences of Country Children

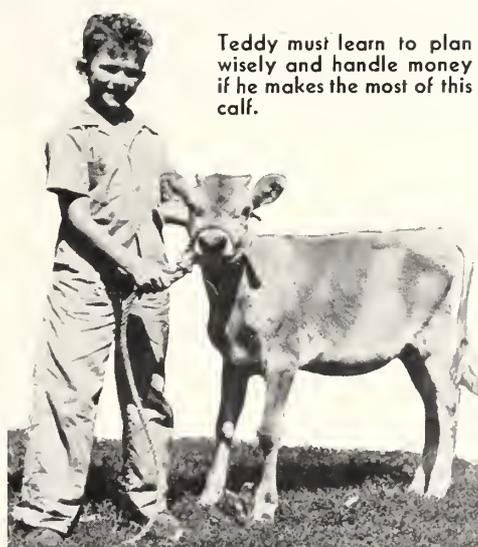
by Effie G. Bathurst, Research Assistant, Division of Elementary Education

**I**N THE COUNTRY, school and home work together closely. There, consumer education is the improvement of rural living. It is not new. In early days, farmers tried each new teacher on her ability to teach some kind of consumer education. They did not call it that. One farmer might ask her to figure the number of tons of hay that must be kept to winter the livestock. Another would test her skill in measuring the corn in the crib or wagon when sold to a neighbor without the convenience of scales. Of course, that was when the school tried to teach what the children might need, not at once, but a long time ahead.

Today the school places the emphasis of instruction on what children need right now to help them live better and grow into happy and useful persons. Country children buy and sell today, probably more than in days past. They make choices. Dick decides whether to buy a Guernsey or a Holstein calf. Harley wonders which of the new corn hybrids will give best return on a piece of newly turned sod. Morris plans to buy a box of tools instead of the new sled which he sees in the store window and to make himself a sled. Country boys and girls must decide whether to hide their money under the mattress or to put it in the bank. Banking, in its unfamiliar town environment, has complications for a country youngster. His innate shyness makes the first steps in banking hard for him.

Modern country youngsters have more to learn about consuming than rural children a generation ago had to learn. Into rural life have come new kinds of clothing, shelter, and even food; and new services through telephones, radios, recreation, hospitals, modern sanitation, canneries, locker plants, laundry plants, electricity, banks, libraries. Children have to learn to select and use the new goods and services and to repair and conserve the gadgets and machines connected with them.

In addition, in consuming, country children are faced with the problem of group relationships, which is almost inherently hard for them. According to some students of rural life, country folk are individualistic. They are the descendants of Europeans who liked their own ways of living. They found the "silent forests" and "wide open spaces" in America a help in having their own ways. So, when one place became crowded, many moved on. They sought, not square feet, but square miles, whether of trees or of grass, for their front yards. When there was no longer a frontier, the individualists had to cease moving. Then it was that the more gregariously minded folk began to seek their own. And gradually, from generation to generation, out of the early group of individualists were drawn those who most liked to get into a huddle. The latter joined the movement back to the cities.



Teddy must learn to plan wisely and handle money if he makes the most of this calf.

*Courtesy, U. S. Department of Agriculture.*

The people who remain in the country today are said by some to be even more individualistic in nature than the early settlers. Yet facing these modern individualists is a growing need for people to have greater skill in working together to meet economic needs. Modern American consumers must know how to get along with others in using

goods, in individual and group buying, in finding ways of making the most of group services. And the youngsters in rural elementary schools form a greater proportion of our modern American consumers than one might think.

In such a setting country teachers strive to help rural boys and girls gain the skills and understanding and make the personality adjustments they need for a useful and enjoyable way of living. Toward this end, reading, writing, arithmetic, and other subjects are used.

What young consumers do in country living frequently falls into a few fields of experience which we might call areas of living. Let us consider four of the areas of living in which country children need guidance in being better consumers.

## Using Money To Serve Oneself and Others

Children learn to make wise choices—they can spend their money foolishly or use it for something big, like a pony, a bicycle, a sled, skates, or an express wagon. They learn the skills of buying and investing. They keep accounts and use banks.

In these activities some adjustments have to be made for the country environment. For example, country children buy at stores, but they also buy by mail, from neighbors, and at auctions. With each of these they meet problems. They also need guidance in learning to be critical and exercise sales discretion when they buy. The accounts which they must learn to keep tend to be somewhat more complex, since farming is more of a business than wage-earning vocations are.

For children as well as for adults, the spread of income on the farm is over a longer period of time than in the city. Money comes chiefly when a crop or livestock is sold. When one does have money in the country, even in a time of great inflation, common sense forces him into long-time planning in order to have something over the lean periods. Long-time planning is an important phase of living in the country, and school programs that contribute are much to be desired.

Country children need help in learning to buy and sell in groups. Some schools include in the curriculum a study of cooperatives. Boys and girls



*Courtesy, State Teachers College, Westchester, Pa.*

Children learn to select, buy, and sell for school and home meals.

need the experience of working with their classmates and in cooperating with community groups, as in the case of the children in the one-room school who arranged to buy pencils, papers, and paint, cooperatively, not only for the school but for the parents who wished the service.

In planning with the family, country children need help in learning to plan ahead and to buy in large quantities. On the farm there are places to store surplus supplies, and so without the sacrifice of convenience, money can be saved by quantity buying.

Projects in using money include:

#### PLANNING ONE'S SPENDING

Deciding what one will need to use money for before there will be more money—movies, clothes, farm projects, books, magazines, holidays, school activities  
Estimating what can be spent for each item

Studying the advantages of different places to buy, as chain stores, local dealers, cooperatives, mail order, neighbors, auctions

#### PLANNING WITH THE FAMILY

Understanding how a family income must be spread to care for the needs of all  
Helping to think of ways to stretch the family income  
Helping to care for goods that all the family use  
Doing one's share in making the most of the noncash income of the farm

#### PLANNING AND WORKING WITH OTHER GROUPS

Planning, budgeting, and buying for parties, programs, fairs, travel  
Planning excursions for committees and class groups  
Taking part in community activities, such as the sale of bonds, a hospital or health clinic campaign, a community pasteurization project, a community laundry, or a swimming pool or playground  
Planning what books to buy for the school or classroom with funds raised by the class

#### LEARNING THE SKILLS OF BUYING

Getting information about the article to be bought—how much should one pay? How good should the article be to serve one's purpose or needs? What are the characteristics of a good article? What facts does one get from advertisements in the paper, labels, the clerk, or other sources?

What does one say to the clerk in order to be courteous and have her help and at the same time use one's own best judgment in final decision?

#### LEARNING TO BUY BY MAIL

Using a catalog  
Figuring the costs of the goods  
Writing money order or sending personal check  
Providing for least expensive transportation—express, parcel post, freight

#### USING BANKS

Using a passbook  
Keeping a checkbook and checking account  
Writing checks  
Building a savings account  
Borrowing money, giving and paying a note

#### Building an Income

Building an income is a good way to begin learning income management. In the country in hard times, and sometimes in normal times and in periods of inflation, there is little or no money for the children. Many learn to build their income by raising livestock or by gardening. Here are some typical projects:

#### RAISING FARM ANIMALS

Selecting breed  
Selecting feed to be bought, when home-grown feed is not enough  
Preventing diseases  
Providing adequate care  
Learning to order and use bulletins  
Insuring livestock against loss  
Keeping account of value of feed used

#### RAISING PRODUCTS FOR SALE

Being responsible for a patch of corn—selecting seed, planting it, cultivating and weeding the patch, picking the corn, selling it at the most suitable market  
Raising garden products such as potatoes, cabbage, lettuce, radishes, beets—selecting seed, caring for the growing plants, selling at the most suitable market

#### SELLING PRODUCTS OF WOODS OR WOODLANDS

Learning what can be taken without destroying original supply (things that have no conservation value, such as wild grapes, walnuts, water cress, pine cones, Christmas trees from land to be cleared)  
Planning places and ways to market such things  
Getting help with the work involved  
Handling the proceeds of the sales

#### SELLING SURPLUS PRODUCTS FROM PARENTS' CROPS

Roadside stands  
Village stores

House to house

MAKING THINGS FOR SALE

Chicken waterers

Rugs and baskets

Wall hangings

### **Making the Most of Things That Cost Little or No Money**

The farm family's real income is increased by goods produced and used on the farm. These include foods produced and eaten at home. Housing costs no current money. Certain fuel is free. Clothing and some household furnishings are made without much money outlay. In addition, there are opportunities for saving money by making full use of things that are on the farm.

Some of the projects and activities which the school can use in helping children make the most of a noncash income include:

#### **FLOWER PROJECTS**

Reading about the laws that give wildflower protection

Learning to recognize wildflowers which are annuals and seed easily, perennials, rare flowers which need protection

Having a wildflower garden

Learning how to arrange bouquets

Raising and painting gourds

#### **RECREATION ACTIVITIES**

Making toys and playthings to give to other children for Christmas. (Deciding what toys are most suitable for younger brothers and sisters, for father and mother, for playmates of one's own age. Studying advertisements, examining materials and construction of toys in stores, comparing prices, deciding what principles should guide one in making toys for gifts)

Making a track to skate or coast downhill and using this cooperatively

Collecting home materials for younger pupils in the school to use in play, such as boxes, cartons, pieces of wood, sticks, iron rods, wheels off old machinery, bits of rope, poles, straps, clay

Making things to play with, such as stilts, vegetable animals, bows and arrows from supple branches, whistles, rhythm band instruments

Making full use of the outdoors as a playroom for such activities as swimming, skating, bicycling, picnicking, horseback riding, hiking, climbing, tobogganing, bird study, hunting, trapping. Soft drinks are available too, cider in the fall, fruit juices, sauerkraut juice, milk, and buttermilk.

Taking excursions with the family

Saving or earning money for the trip

Writing to get bulletins and maps

Planning the things that are most important to see and studying about them

Planning best places to stop at night

### **Producing, Using, Conserving**

The experience of seeing the entire consumer process is typically rural. The country child helps to feed the pigs, to balance their diet. He may see one butchered—if he wants to—help to heat the water to remove its hair, watch the meat being cut up and put into the storage locker or ground into sausage, bring in the wood or coal to fry the sausage for his supper. The rural school takes its place in the process when the pupils contribute the meat for lunch or help plan the lunch in which the food is used and decide on the amount needed and estimate its money value.

Among the projects and activities in which the children get total consumer experiences are:

#### **LUNCHEON PROJECTS**

Contributing meat or vegetables which they have raised or helped to prepare

Learning to select and buy a balanced lunch

Learning to like vegetables

Cooking vegetables and other simple food

Using pasteurized milk

Selecting foods for the school's cold storage

Preparing foods for canning for lunch

#### **GARDENING**

Deciding what to plant

Getting seeds (from parents and neighbors rather than from the store, in order that children may have practice in using noncash resources)

Preparing the soil (using lime and fertilizer as needed and protecting from erosion)

Learning to read and use bulletins, order seeds and supplies, draw on arithmetic, spelling, and writing

Using or selling the crop

### **Adding Up the Score for Education**

Children may get consumer experiences as independent parts of the curriculum in such units as learning to earn money, budgeting one's income, investing money, or learning to shop skillfully. Consumer experiences may also be part of other experiences and projects in good living, such as a school-and-home garden project, conservation activities, or a school health clinic. In whatever way they are included in the curriculum, they count importantly for growth in economic skills, an improved sense of values, and personality growth.

**ECONOMIC SKILLS.**—Consumer experiences lead to skills that enable a child to take his place in the changing economic system with advantage to himself and others. He learns to shop efficiently: to walk into a store and ask

with confidence for what he wants, to know what kind of service to expect from clerks, and to select his money's worth. He learns how to handle his money when he has more than can conveniently be carried as cash; how to use, and to understand a little, the economic machinery which society provides; how to build himself an income by the means afforded by his environment. These and other results of consumer experiences are defined at length in *Education for Economic Competence in Grades I to VI* by Ruth Wood Gavian, published by the Bureau of Publications, Teachers College, Columbia University, New York City.

**A SENSE OF VALUES.**—To make the most of one's life, both for oneself and others, that is one of the outcomes of consumer experiences, not only in buying and handling money for present needs, but in weighing possibilities of bigger future satisfactions. Even in the elementary school a child learns to adjust his means to his wants: not niggardly, but as wisely and as richly as possible; not only for food, clothing, and shelter, but for such life enrichments as recreation, education, and finer living. This concept is expanded in *The National Elementary Principal* for February 1948, in an article by Fred T. Wilhelms entitled "Consumer Education."

**PERSONALITY GROWTH.**—Consumer experiences give children opportunities to learn to get along with others in buying and in banking and other economic services. They learn to work together on cooperative projects in better living, to serve society as members of a group, and to formulate problems and make plans for their solution. These outcomes are especially valuable for rural children, who, because of isolation, sometimes are limited in their opportunities to work with others.

Children who are disturbed, because there is not enough money in the family to satisfy some of their wants, have an outlet in working with noncash resources of the farm to do something to satisfy their desires and gain prestige with other children of their own age. Also when the school or home gives them encouragement and guidance for their production projects, they sometimes secure satisfactions that lead to wholesome emotional adjustment.

# Michigan's Plan for Financing Public Schools

by Timon Covert, Specialist in School Finance

**P**UBLIC SCHOOLS in Michigan are supported by funds from the local school districts, from the State Government, and from the Federal Government. Of these units of government, the local districts have always supplied the major part of the public school funds. For a number of years, however, the funds supplied by the State Government have been increasing. As a result of increased State aid, the percentage supplied by the local school districts has decreased markedly during the last 15 years.

The plan for raising and distributing State school funds effective in 1946<sup>1</sup> and the parts taken by counties and local school districts are explained as follows:

## **Units for School Administration and Finance**

The State, each of the counties, a considerable number of township districts, any district composed of a city of 10,000 or more population, and many small districts constitute units for administering the public schools and for raising school funds.

As elsewhere, the State is considered the final authority in matters pertaining to education. In fact, Michigan was one of the first States to establish the idea of State supremacy in matters pertaining to education. In this connection it is interesting to note that the State constitution contains that famous section relating to education which appeared in the Ordinance of 1787 for the government of the Northwest Territory. It is as follows:

Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

The counties are important intermediate units for supervision and direction of the school program, while the local school districts actually carry out the program.

## **The State**

The State constitution makes it the duty of the legislature to provide for the maintenance of a system of primary schools, special State schools, and institutions of higher learning. That document provides for the election every 2 years of a superintendent of public instruction to head the public school system. There is also provision in the constitution for a State board of education, but its duties relate to the State's teacher-training institutions and to special State schools rather than to those of elementary and secondary grade. A State board for vocational education at secondary school level, however, has been provided by the State legislature. This board is composed of the State superintendent of public instruction and the presidents of the State board of education, the State university, and the State agricultural college.

The State superintendent of public instruction has general administrative direction of the public schools and biennially reports on their financial and other needs to the State legislature. Among numerous other duties, he prepares report forms for the use of school districts, when necessary audits local school district accounts, and apportions State school funds among the school districts of the State. This officer is a member and secretary of the State board of education and ex officio member of all other State boards having control of educational institutions.

While the State retains general control of the public schools and provides for their support, much of the detailed responsibility is delegated to the counties and the local school district.

## **The Counties**

Each of the 83 counties of the State is a unit for supervision of all schools not employing a local superintendent and for numerous school administrative functions.

At the head of the county school system is a commissioner (superintendent)

of schools who, in most cases, is appointed by the county board of education for a 4-year term.

In accordance with legislation enacted in 1935, and amended in 1947, any county having a population of 15,000 or more constitutes, with certain school districts excepted, a unit for a number of school administrative functions. These include the alteration of school district boundaries within the county, the employment of a county superintendent of schools, the taking of the school census, and the making of certain fiscal reports. There are 54 such counties in the State. Each of these 54 counties has a board of education composed of 5 members who are elected in a meeting called for the purpose by the officers of the several school district boards of the county. Except for supervision and in a few cases for special school purposes, the remaining counties function less as a unit for school purposes. The voters of any county that does not have a State normal school within its borders may establish a county normal school. Eighteen counties of the State maintained such schools in 1945-46. The control of these county normal schools in each case is under a board composed of the State superintendent of public instruction, the local county commissioner of schools, and the superintendent of the district schools wherein the county normal school is located.

## **Local School Districts**

Each of the 83 counties is divided into local school districts. These districts are of various kinds and sizes. They range from the small "primary" district employing but one teacher and maintaining only elementary grades to the large "first-class" city district having a population of more than 500,000 and offering school work through the college grades. The school or schools of each district are administered by a board of education. Such boards vary in membership from three in the small rural district to nine in certain urban districts.

In small districts many questions, such as the location and construction of the school building and the transportation of pupils, are decided by the voters at district meetings. In other districts such matters are usually left to the

<sup>1</sup>The description includes certain features of the revision for apportioning State funds made in 1947.

boards of education. In all cases the question of school district bonded indebtedness is decided by vote of the tax-paying electors.

The movement within the State to establish large rural school districts has resulted in two types of consolidations. One of these is the township school district which prevails in the north peninsula, and the other is the rural agricultural school district. The township district, in most cases, is coterminous with the organized township and all schools within the district are under the control of one board of education. The rural agricultural school district is composed of two or more rural districts and is organized particularly to give training in agricultural subjects, to provide transportation, and to effect a more efficient administrative unit. When a school has been established in such a district and officially approved with respect to buildings and courses offered, the district receives special aid from the State.

### **Sources of Funds for the Public Schools**

The most important sources of funds for the public schools of Michigan are the State Government and the local school districts. However, the counties supply a limited amount and allotments are received from the Federal Government for special education purposes. The amounts from these various sources are analyzed in detail in this section.

#### **From the Federal Government**

(a) *General fund appropriations.*—Allotments are made to the State under authorizations in the Smith-Hughes, the George-Deen, the Social Security, and certain special laws for appropriations for vocational education and civilian rehabilitation.

(b) *Allotments from national forests.*—Funds are allotted to the State from the proceeds of national forests situated within the State for the use of schools or roads within the counties where such proceeds originated. The State law provides that 75 percent of such funds be used by the respective counties for the public schools "within or near the national forest in such county."

(c) *Allotments for school emergencies.*—Emergency funds have been allotted to the State and to schools of the State during recent years. The specific purposes for which these were made during the year under consideration are indicated in the tabulation.

#### **From the State Government**

Certain State taxes are levied especially for education. To supplement the proceeds of such taxes appropriations are authorized by the legislature for each biennium.

(a) *Income from the permanent school funds.*—Lands received from the Federal Government for the public school were sold and the proceeds used by the State. The State pays 7 percent interest on this debt to its school fund. Two other State school fund debts, resulting from the State's use of the proceeds of the sale of escheated estates and the proceeds of a swamp tax, are handled in the same manner. The interest which the State pays on these imaginary funds is derived from taxes on the property of certain public utilities, inheritances, and organization of corporations. The proceeds of these taxes, although greatly exceeding the interest (\$18,502,514.95 in 1945-46) on the debts, are allocated to a State school fund designated the "Primary School Interest Fund."

(b) *General fund appropriations.*—In addition to the proceeds of the State taxes which are levied for the schools, biennial appropriations are made by the State legislature to increase the funds up to the amount which that body considers adequate for the needs of the schools.

A constitutional amendment enacted in 1946 provides that allotments from the proceeds of a general sales tax are to be allocated to the public schools. The State legislature determines the amount of such allotment.

#### **From the Counties**

Funds are provided from the general fund of each county for school supervision. This is the only school service the expense of which is carried by all counties.

The 18 counties which maintain county normal training schools raise their share of the expense for their schools by making allotments from the general fund of the respective counties.

#### **From Local School Districts**

In all school districts the amount for current expense is decided by the respective boards of education, while the question of school district bonded indebtedness is decided by the voters.

A constitutional amendment passed in 1932 limits the total taxes for all government purposes which may be levied to 15 mills on the dollar of the assessed valuation of the general property within taxing units. This affects all classes and types of school districts in the State and necessitates limiting local school taxes to a fairly low rate.

Any school district may levy, not to exceed 5 mills on the dollar of the assessed valuation, a local general property tax for the purpose of creating a sinking fund with which to purchase building sites and construct buildings. This tax may not continue for more than 5 years. Such levy must be authorized by a two-thirds majority vote of the electors of the district qualified to vote on the question.

#### **Apportionment of State Funds**

*General aid.*—General aid is distributed on the school census basis. The funds allotted to the State's "Primary Interest Fund," which are derived from the proceeds of special State taxes, are apportioned to school districts in the same proportion that the number of children 5 to 19 years of age in each district bears to the total number of such children in the State. For the school year 1945-46, the amount distributed on this basis was \$18,502,514.95 or \$13.13 per child.

*Special aids.*—State aid is provided for rural agricultural schools to promote this type of consolidation and school work. Each district maintaining an approved school receives \$800 annually for current expense plus an amount not to exceed \$300 for each vehicle used by the district in transporting pupils. Each county normal school receives \$1,500 per teacher, or a total of not more than \$3,000 annually. Two counties jointly operating such a school may receive double apportionment. Funds are allotted for salaries of county superintendents<sup>2</sup> of schools, for visiting

<sup>2</sup> The State will, according to the 1947 law, pay the salary of county superintendents in 54 counties and one-third, not to exceed \$1,067 in any case, in the other counties.

teachers, for vocational education, vocational rehabilitation, for the education of crippled children, for veteran education, and for adult education. The various amounts used for these purposes are indicated in the foregoing table. An additional special allotment of \$3,200,000 was made for the year under consideration from the State aid fund to the public school employees retirement fund. The 1947 law will increase the annual amount to \$5,500,000.

*Equalization aid.*—The present plans for State aid for the public schools of Michigan are embodied in legislation which provides for an annual allotment of \$51,700,000 of State funds. This amount is in addition to approximately \$24,000,000 of primary school interest fund and approximately \$25,000,000 of sales tax money both distributed on the school census basis. From this total, certain special aids will be deducted before allotments are made to the public schools. The remainder is apportioned to school districts according to a detailed formula for equalizing school costs. This formula fixes the cost of the program which the State guarantees at amounts ranging from \$1,200 for an elementary 1-teacher school of 7 pupils to \$97 per pupil in large elementary schools and \$117 per high-school pupil in average daily membership, as defined in the law. A differential of \$2 per pupil is added to the foregoing amounts in any school district having an average daily membership of 3,000 or more pupils.

Every district receives State aid equal to the difference between its available funds from other sources and the cost of the school program computed according to the State formula. Funds from other sources are composed of the State apportionment on the school census basis and school funds raised locally including the proceeds of a 2-mill tax<sup>3</sup> on the equalized valuation of the taxable property within the district.

State aid is supplied in connection with the equalization program for certain specified expenses. One such expense is for approved high-school tuition for pupils from districts in which high school is not maintained. The expense for this service is computed, for

<sup>3</sup> When funds are insufficient for meeting the State's obligation, a higher rate is used. Furthermore, the law specifies that the district, in order to qualify for the aid, must levy a 4-mill school tax.

reimbursement purposes, at actual current cost, not to exceed \$155 per pupil per year. Another allowance is for approved pupil transportation, not to exceed \$50 per pupil per year.

**Table 1.—Amount of funds for the public schools and for the Michigan State Department of Education by sources for the school year ended June 30, 1946<sup>1</sup>**

<b>I. FROM THE FEDERAL GOVERNMENT</b>	
(a) For distribution to local school districts:	
1. Allotment for vocational education.....	\$693,145.68
2. From receipts of national forests <sup>2</sup> .....	42,193.29
Subtotal .....	<u>735,338.97</u>
(b) For the State department of education:	
1. For administering the vocational education program.....	60,667.13
2. For administering the civilian rehabilitation program.....	426,783.56
(c) For emergency school purposes:	
1. Food production training in secondary schools.....	17,820.60
2. Maintenance and operation of schools in war work areas....	267,804.70
3. School lunches <sup>3</sup> .....	1,563,536.00
Subtotal .....	<u>2,336,611.99</u>
Total from the Federal Government .....	<u>3,071,950.96</u>
<b>II. FROM THE STATE GOVERNMENT</b>	
(a) For distribution to local school districts:	
1. Income from the State's permanent school funds <sup>4</sup> .....	18,502,514.95
2. General fund appropriations .....	41,497,485.05
Subtotal .....	<u>60,000,000.00</u>
(b) For the State department of education:	
1. For all purposes of administration and supervision except the vocational education and rehabilitation programs .....	207,600.00
2. For administering and supervising the	

vocational education program.....	\$206,500.00
3. For administering and supervising the civilian rehabilitation program.....	260,000.00
Subtotal .....	<u>674,100.00</u>
Total from the State Government .....	<u>60,674,100.00</u>

<b>III. FROM COUNTIES.....</b>	( <sup>5</sup> )
<b>IV. FROM LOCAL SCHOOL DISTRICTS</b>	
(a) For current expenses, capital outlays, and all other items:	
1. From general property taxes.....	66,170,285.26
2. Swamp tax <sup>6</sup> .....	366,323.53
Total from local school districts.....	<u>66,536,608.79</u>
Grand total.....	<u>130,282,659.75</u>

<sup>1</sup> Basic data supplied by Clair L. Taylor, Chief, Division of Finance, Michigan State Department of Education.

<sup>2</sup> Three-fourths of amount paid to the State. Data supplied by Forest Service, U. S. Department of Agriculture.

<sup>3</sup> Data supplied by Production and Marketing Administration, U. S. Department of Agriculture.

<sup>4</sup> Derived from State taxes levied in part especially for the purpose.

<sup>5</sup> Amount not available.

<sup>6</sup> State lands lying within the district on which the State Conservation Department pays a specified amount per acre for support of the schools.

**Table 2.—Apportionment of funds provided by the State of Michigan for the public schools, 1945-46**

<b>I. General aid</b>	
Apportioned on the school census basis.....	\$18,502,514.95
<b>II. Special aids</b>	
1. For rural agricultural schools .....	375,000.00
2. For county normal schools .....	69,000.00
3. For salaries of county commissioners <sup>1</sup> .....	65,130.22
4. For visiting teachers....	185,000.00
5. For vocational education .....	450,000.00
6. For special education....	900,000.00
7. For veteran education....	500,000.00
8. For adult education....	235,000.00
Subtotal .....	<u>2,714,000.00</u>
<b>III. Equalization aid.....</b>	41,497,485.05
Total apportioned....	<u>62,714,000.00</u>

<sup>1</sup> Not included in subtotal for special aid.

## Recent Appointments

*Ralph C. M. Flynt* is the new director of the Office's Division of Central Services and executive assistant to the Commissioner. He succeeds Dr. Kenneth O. Warner, resigned. Mr. Flynt has been with the Office of Education since 1934 and has been assistant director of the Division for the past 2 years. He previously served with the Office as specialist in higher education, as field representative on the student war loan program, and as assistant director of CCC camp education.

His earlier experience includes teaching at the University of Virginia and in public schools in Georgia. Mr. Flynt received his bachelor's and master's degrees from the University of Virginia and a master's degree at Princeton University, where he did additional graduate work.

Dr. Warner, Mr. Flynt's predecessor, left the Office to become a member of the Secretariat of the National Security Resources Board. Dr. Warner had been with the Office since 1945.

Successor to Mr. Flynt as assistant director of the Division of Central Services is *Lane C. Ash*, who comes from Veterans' Administration, where he most recently was chief, Personnel Relations Section. Mr. Ash returns to the Office of Education after 5 years, having been special representative for the Trade and Industrial Section of the Vocational Division, 1941-43. In the meantime he also spent 3 years in the Navy as vocational training officer and industrial relations officer.

For several years, Mr. Ash was with the Pennsylvania State Department of Public Instruction and before that taught at the Drexel Institute of Technology and in the Eddystone (Pa.) public schools. He has had industrial and business experience. He received both bachelor's and master's degrees from the University of Pennsylvania.



*Dorothy M. Merideth* has joined the Secondary Education Division as spec-

ialist in science and geography. Since 1945, she has been an instructor in the Laboratory School of the University of Chicago. For 5 years previously, she was instructor in the College of Education, University of Minnesota. Mrs. Merideth taught social studies at State Teachers College, Kirksville, Mo. She received her bachelor's degree from the last-named institution and her master's from University of Missouri.



*John R. Ludington* is specialist in industrial arts in the Secondary Education Division. Dr. Ludington leaves the University of North Carolina, where he has been professor of industrial arts and head of the department. He also served as State supervisor of industrial arts at the same time. From 1935-40, he was assistant professor of industrial arts at Ball State Teachers College, Muncie, Ind. For 4 years previous to that time, he was teacher of industrial arts in the Muncie public schools. He has also been visiting professor of industrial arts education at Northwestern University and Ohio State University during recent summer sessions.

Dr. Ludington received his bachelor's degree from Ball State Teachers College and his master's and doctor's degree from Ohio State.



*Leonard M. Miller* has joined the Division of Secondary Education as specialist in pupil personnel and work programs. He comes from Temple University, Philadelphia, where since 1945 he has been director of the veterans' advisement center. For 3 years previously, he was chief, occupational information and guidance, Pennsylvania State Department of Public Instruction. He was director of guidance for county schools, Rockland County, New York, 1932-42, and earlier was director of guidance for the J. C. Penney Foundation in New York City. Mr. Miller

received his bachelor's degree from Albright College, Pennsylvania, and his master's from New York University. He has done additional graduate work at Temple University.



*Claude E. Hawley* joined the Higher Education Division recently as associate chief in social sciences. He came to the Office from the University of Southern California, where he was associate professor of public administration and political science. Since early 1947 he has simultaneously served as field secretary to the mayor of Los Angeles.

From 1940 to 1946, Dr. Hawley was professor of political science at the University of Florida. He left that post in 1942 for military service. While with the Army, he served in the Psychological Warfare Detachment in the Far East, and later in the Civil Information and Education Branch in Japan. He has taught also at Northwestern University and the University of Missouri.

Dr. Hawley received both his bachelor of arts and doctor of philosophy degrees from the University of Chicago. He was public administration editor of the *Journal of Politics* for several years.

## International Conference on Public Education

Galen Jones, director of the Division of Secondary Education, and one official of the Department of State will represent the United States at the Eleventh International Conference on Public Education at Geneva, beginning June 28. The Conference is sponsored jointly by UNESCO and the International Bureau of Education and will afford an opportunity for studying a number of educational problems which have been of special concern to these two organizations. The Conference will also make possible an exchange of information on the present features of educational movements in the various countries.



# U. S. Government Announces

Washington, U. S. Government Printing Office, 1947. [8] p. Free.

Prepared by the National Housing Agency before that Agency was succeeded by the Housing and Home Finance Agency, effective July 27, 1947. Thirteen pertinent questions are answered with facts and figures.

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

**School Fire Drills.** By N. E. Viles. Washington, U. S. Government Printing Office, 1948. 19 p., illus. (Pamphlet No. 103) 10 cents.

Contents: School fire losses, obligations to protect children, fire exit drills, fire escapes and elevators, and fire extinguishment. Also includes a bibliography.

**FM for Education.** By Franklin Dunham, assisted by Ronald R. Lowdermilk and Gertrude G. Broderick. Washington, U. S. Government Printing Office, 1948. 30 p. (Misc. No. 7, Rev. 1948) 20 cents.

Suggestions for planning, licensing, and utilizing FM educational radio stations owned by schools, colleges, and universities.

## New Publications of Other Agencies

### DEPARTMENT OF AGRICULTURE

**Common Diseases of Important Shade Trees.**

Washington, U. S. Government Printing Office, 1948. 53 p. (Farmers' Bulletin 1987) 15 cents.

Includes descriptions of the chief characteristics of each disease and suggestions for avoiding or correcting loss of valuable trees by the timely use of suitable control or remedial measures.

**Decay and Termite Damage in Houses.** Washington, U. S. Government Printing Office, 1948. 20 p. (Farmers' Bulletin 1993) 10 cents.

Outlines safeguards for preventing and correcting decay and termite hazards which result from faulty construction or careless maintenance.

**Handbook on Insect Enemies of Flowers and Shrubs.**

Washington, U. S. Government Printing Office, 1948. 115 p. (Miscellaneous Publication 626) 35 cents.

"The information in this handbook should enable the gardener to recognize the common insect and related pests he may encounter in the flower garden and to apply the proper remedies, thus protecting not only his own plants but also those of his neighbors."—Preface. This publication supersedes Farmers' Bulletin 1495. Contains an appendix on DDT insecticides.

**Organization of 4-H Club Work; A Guide for Local Leaders.**

Washington, U. S. Government Printing Office, 1948. 32 p. (Miscellaneous Publication 320) 15 cents.

A guide for clergymen, teachers, and other professional men and women, who with outstanding farmers and homemakers play an important part as local leaders in the development of this work which reaches almost 2 million rural young people each year.

### PRESIDENT'S COMMISSION ON HIGHER EDUCATION

**Higher Education for American Democracy; A Report of the President's Commission on Higher Education.**

Washington, U. S. Government Printing Office, 1947-48.

Vol. VI. Resources Data. 51 p. 50 cents. This last volume in a series presents the more important historic and statistical data used by the Commission in arriving at its recommendations. For Vol. I-Vol. V see *SCHOOL LIFE*, April 1948, p. 32.

### PUBLIC HOUSING ADMINISTRATION

**What and Why Public Low-Rent Housing.** Issued by the Housing and Home Finance Agency.

## Federal Aid

(From page 19)

January 14, 1948, President Truman urged Federal aid to the States for general elementary and secondary education. A sum for aid for education under proposed legislation is included in the budget. The following statements were made by Mr. Truman in the several messages:

"Our educational systems face a financial crisis. \* \* \* The Federal Government has a responsibility for providing financial aid to meet this crisis. \* \* \* Therefore, I urge the Congress to take prompt action to provide grants from the Federal government to the States for elementary and secondary education. \* \* \* I urge the Congress to consider a comprehensive program of Federal aid to education and to enact immediate assistance to elementary and secondary schools."

## White House Conference

THE FIFTH White House Conference on Children and Youth will be held in 1950, the date to be set later, according to announcement. This will carry on the tradition of a decennial conference to appraise the health and welfare of the Nation's children and set goals toward which those concerned with the well-being of children and youth can work.

The preparatory planning for the 1950 White House Conference was launched at a meeting of leaders of State agencies and representatives of State citizen groups concerned with the interests of children, held in Washington this spring, called by the National Commission on Children and Youth and the Children's Bureau.

Held at the midcentury, this conference will offer a significant occasion to check the social gains of the past 50 years in relation to children and to mould action for the future.

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