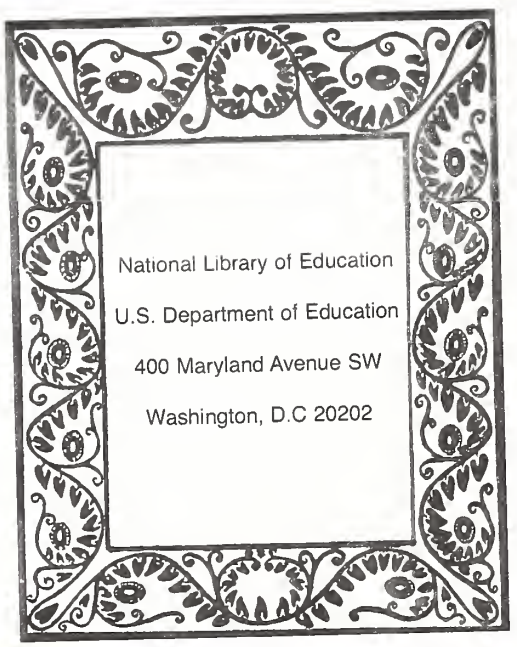

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FEDERAL SECURITY AGENCY——— OSCAR R. EWING, *Administrator*
OFFICE OF EDUCATION——— EARL JAMES MCGRATH, *Commissioner*

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School Life

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FEDERAL SECURITY AGENCY
Office of Education

School Life

Official Journal of the Office of Education · · · · · · · · · Federal Security Agency

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Cover photograph, by Archie L. Hardy, Federal Security Agency. Formerly a town hall, this building, used as a schoolhouse in Arlington County, Va., for about 35 years, is now being replaced by a modern school building. See article page 8, "The Race Between School Children and Schoolhouses."

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Published each month of the school year, October through June.

To order SCHOOL LIFE send your check, money order, or a dollar bill (no stamps) with your subscription request to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. SCHOOL LIFE service comes to you at a school-year subscription price of $1.00. Yearly fee to countries in which the frank of the U. S. Government is not recognized is $1.50. A discount of 25 percent is allowed on orders for 100 copies or more sent to one address within the United States. Printing of SCHOOL LIFE has been approved by the Director of the Bureau of the Budget.

OSCAR R. EWING..... Federal Security Administrator
EARL JAMES McGRATH... Commissioner of Education
RALPH C. M. FLYNT..... Executive Assistant to the Commissioner
GEORGE KERRY SMITH... Chief, Information and Publications Service
JOHN H. LLOYD..... Assistant Chief, Information and Publications Service

Address all SCHOOL LIFE inquiries to the Chief, Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

Left to right: Mrs. Annie Laurie McDonald, Dr. Morphet, and Dr. Clyde A. Erwin. See details in box on page 2.

Now is the Time For Educational Statesmanship

By Edgar L. Morphet

THE EDUCATIONAL STATESMAN is the person who shows unusual courage and wisdom in dealing with educational problems or directing educational affairs. The greatest educational statesman is the person who has progressed furthest in understanding and applying fundamental principles to the solution of important educational problems as contrasted with the person who merely does what is most expedient, what is easiest, or what is designed to bring him the most personal credit. This may constitute the significant difference between the great educational leader and the little or mediocre person, regardless of title, who tries to do the most popular thing, or the thing which will add most to his own prestige.

We do not yet know too much about how statesmanship in any field is developed. We know that it is not handed out with a college degree no matter how advanced the degree, nor with a position no matter how high the salary or the prestige carried by the position. A holder of a Ph. D. degree who heads a great city or State school system may or may not have the qualities that make him a great educational leader and statesman. We always hope he has those qualities because he needs them. We believe that good training helps to develop those qualities. Yet when we take up our lantern to search out the educational statesmen in the Nation today we know that the number we discover will be far fewer than the holders of advanced degrees or of important educational positions.

In fact, it should be apparent that one of our greatest needs today in education, as in all other fields, is for more persons ranging from classroom teachers to college presidents who have the understanding, the insight, the qualities of leadership, and the unselfish courage necessary to exercise real statesmanship on all occasions. If we had more such persons, we would have far fewer unsolved problems in education and more really good school systems and institutions of higher learning throughout the Nation.

Let us look briefly at a few of the important problems and issues being faced by education in this country and consider what educational leadership can and should do about solving these problems.

Assuring Competent Leadership

I believe the basic issue in this country, not only in education but in every other phase of public life, is whether we can and will train, select, and place responsibility on persons who have the qualities and courage to exercise the highest level of leadership. To the extent that we fail to attain that objective we are likely to fail to attain most every other objective we may consider desirable. While we have made considerable progress in education, we are still so far short of the possibilities that the task ahead of us will demand our best thinking.

TEN YEARS ago the author of this article, Edgar L. Morphet, was largely responsible for organizing the Southern States Work-Conference on Educational Problems. Since that time, while serving successively as Director of Administration and Finance of the Florida State Department of Education, Executive Secretary of the Florida Citizens Committee on Education, and Associate Research Director of the Council of State Governments' study of *The Forty-eight State School Systems*, he has been the Executive Secretary and Editor of publications of the Conference. During this year's Tenth Annual session of the Conference, held at Daytona Beach, Fla., in June, and attended by 150 persons representing the 14 States of the Southern Region, Dr. Morphet was presented with a silver pitcher "in appreciation of his leadership—unselfish, tireless, inspiring." Mrs. Annie Laurie McDonald of Hickory, N. C., serving as chairman of the Work-Conference committee on health education, made the presentation. Clyde A. Erwin, Superintendent of Public Instruction in North Carolina and President of the National Council of Chief State School Officers, presided at the meeting. (See accompanying photograph.) The presentation speech was made by Andrew D. Holt, Executive Secretary-Treasurer, Tennessee Education Association, the newly elected President of the National Education Association.

Dr. Morphet, who has served as Chief of School Finance in the Division of School Administration, Office of Education, since January 1, left this position in September to become Professor of Education in the field of School Administration at the University of California at Berkeley.

SCHOOL LIFE is pleased to present Dr. Morphet's challenging views on the present-day need for educational statesmanship in our country as included in his address at the recent cooperative Conference for School Administrators sponsored by Northwestern University and the University of Chicago.

We still select nearly two-thirds of our chief State school officers and most of our county superintendents of schools on the basis of popular vote. Many times able persons are selected by this method, but all too often the person selected may not be the most capable leader available. The very method of selection in many instances seems to place a premium on qualities other than statesmanship in education. Thus, before we can be assured of having the type of educational leadership which is needed in many States and counties, it will be necessary for the citizens themselves to exercise enough statesmanship to develop a plan which will be more likely to produce desirable results. We cannot afford to continue a system that tends to inject personal or partisan politics into education either at the local or at the State level.

But we must not blame the system of popular election alone for our failure to have an educational statesman in every important position. When we look at some of our college presidents and superintendents of schools who have been appointed by boards selected to represent the people, we know that we have fallen short somewhere. I suspect we have fallen short, in the first place, because the general public has not clearly recognized what constitutes educational statesmanship in strategic positions and, in the second place, because some of the boards which have been established to select persons for these key positions have not exercised enough statesmanship. In fact, in most instances, we must find the essential qualities of statesmanship in the members of the governing board before we can feel much confidence about finding them in the person selected by the board to serve as its executive officer.

Planning Needed Adjustments

A second basic issue arises out of one of our characteristics as human beings. We are constantly seeking to routinize things; to get things settled so we can continue to react according to an established pattern. But unfortunately we tend to try to settle many things before the evidence is all in. For example, we once concluded that warding off evil spirits was the way to avoid illness, so for many years we centered attention on trying to ward off evil spirits instead of on what causes illness.

The basic issue is really: How can we keep the pattern of education from becoming static before we know what is best? Or to put it another way: How can we develop a program which will be constantly adapted to meet the needs of a changing civilization?

We develop highways and high speed motor cars and, as far as most school programs are concerned, assume that when a person is old enough he will know how to drive a car and keep it in safe operating condition. Then we read the accident statistics and talk about reckless youth!

We develop a highly industrialized society and 9-months school term with no opportunity even during the summer months for real work-experience for a large proportion of the youth, then talk in shocked tones about wayward youth and juvenile delinquency!

We set up schools as educational institutions, then assume that they should do a perfect job in almost complete isolation from the homes, in spite of the fact that a child learns constantly and that he spends less than one-eighth as many hours at school as outside school during a school year. Yes, we even get so interested in subject matter that we tend to forget that the other things a child learns may be far more significant for him and for the civilization in which he lives than what he learns or fails to learn about any subject.

To solve problems such as these—to prevent the concepts of education from becoming stereotyped before the evidence is all in—we must have educational statesmanship of the highest order.

Cooperation Rather Than Isolationism

A third basic issue involves the problem of what we might call isolationism in education. It has been only a few years since we tried to follow the illusion of national isolationism. The results were all but disastrous for us and for the world.

Yet, look at our situation in education today. Doesn't the evidence indicate that we seem unconsciously to be rather generally following the same false premise? I am afraid the answer must be "Yes," but fortunately there are many communities to which that simple answer does not apply. Let us consider the following aspects of the problem:

(1) *The Lay Public.*—In many communities the schools have been run pretty largely by the school people, with sort of a "public-be-damned attitude," until greater support is needed or serious problems arise. Sometimes the superintendent has even considered the board a sort of necessary nuisance and sometimes the board has joined with the superintendent and his staff in considering the general public in that category. During recent years we have been brought to realize that the schools should be as much a concern of the lay public as of the educa-

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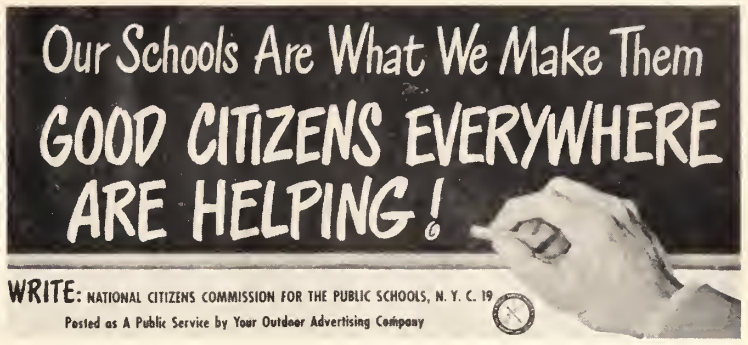
Educating Citizens on Education



Watch for this outdoor poster this fall—part of the "Better Schools" campaign of the Advertising Council—contributed by outdoor advertising companies.

EDUCATORS frequently are accused of being able to present facts on education to educators but not always to citizens generally.

Today some of the Nation's top-flight specialists in the fields of radio, advertising, publishing, and business are lending their time and talents to help educators inform laymen like themselves of problems facing our schools now and in the years immediately ahead.

When you hear George Hicks, Kate Smith, Arthur Godfrey, or any other radio star take time out to talk about the millions of children who will be crowding into our schools during the next few years and the need for more elementary teachers and better schools, credit the announcements to much cooperative planning. They grow out of months of planning and work by the Advertising Council, the Citizens Federal Committee on Education, the Office of Education, and the National Citizens Commission for the Public Schools.

A recent week's schedule of public-service messages on radio programs arranged by the Advertising Council revealed that "Better Schools" messages were announced on 80 radio programs broadcast over the ABC, CBS, NBC, and MBS networks. In addition, during the same week, 35 national advertisers were asked to carry a "Better Schools" message on their programs broadcast over 670 stations.

Blackboard type announcements will appear on outdoor posters across the Nation this fall. As you drive along the highways you will see many times the words:

Members of the Citizens Federal Committee on Education discuss school and college building needs this year. Presiding at the meeting in the Office of Education, Federal Security Agency, is Dr. Kathryn McHale, American Association of University Women, Chairman of the Committee. Standing is Ralph L. Goetzenberger, Engineer's Council for Professional Development, Committee Secretary.

Our Schools Are What We Make Them Good Citizens Everywhere Are Helping!

As you read the words you will be seeing evidence of another phase of the same "Better Schools" campaign, one which gives a sort of pat on the back to citizens for what they already have done to help improve school conditions, and challenges the great Nation-wide audience of the outdoor advertising industry to keep up the good work.

During the coming months you will see in popular magazines and trade journals and in your newspapers advertising copy that has been prepared by some of the leading advertising copy men in the business. The advertising firms which employ them provide the service gratis as a public service so that accurate figures and facts on our Nation's growing school problems may be presented to citizen readers in a professional way—to get the best results. Pattern advertisements are selected by business firms which pay millions of dollars to bring "Better Schools" information to the public.

Such catch lines as "You Wouldn't Let This Happen to Your Child—Or Would You?" "How Wide Will Your Child's World Be?" "What the Stork Could Tell the Schoolboard" and "The Boom That Can Become a Boomerang" are only suggestive of many others which may attract your attention this year and will identify advertising copy of the highest type, planned, prepared, checked and double-checked, and presented by business firms to citizens through every possible media of communication, in behalf of better schools.

It would be impossible to mention all of the national, State, and local organizations working for the improvement of education—endeavoring to keep citizens informed of the status quo and what is on the horizon.

(*Continued on page 14*)

Help Wanted—Teachers

Our Schools Need 160,000 New Teachers in 1949 and Over 100,000 Every Year for the Next 10 Years

by Edwin H. Miner

(This article was written by Mr. Miner when he was Associate Commissioner of Education. He was recently named Director of the Armed Forces Education Program. See page 13, column 3.)

Try checking your students against this list of questions.
YES answers would be indicators as to whether they have the stuff out of which good teachers are made:

1. Do you like people generally and especially those whom you can help?
2. Are you interested in children and their development?
3. Do you like to explore new ideas and are you intellectually curious?
4. Are you interested in what is happening in your town, your State and country, and in the world today?
5. Do you have faith in democracy as a form of government and a way of life?
6. Would you strive to inspire others with an understanding of their individual and group responsibilities to improve and perfect our practice of democracy?
7. Do you like to work on tough projects in which you can really dig into interesting and challenging problems?
8. Are you alert physically as well as mentally?
9. Are you emotionally stable?
10. Do you like to have others think well of you and what you do?

YOU may find this article useful in encouraging some of your most outstanding high-school students NOT to shut their opportunity door on the "Career of the decade." Home room teachers and guidance counselors will find many questions about teaching answered in the article. Reprints are available for class use from the Superintendent of Documents, Washington 25, D. C. ALL teachers must help in the campaign to recruit new teachers if our country's schools are to be staffed for our millions of new students. One of the best ways teachers can do this is to be so proud of their job and so successful in their working together with boys and girls and other teachers that their students will want to follow in their footsteps and become teachers!

THE second-grade teacher was waiting for the hubbub of a winter morning struggle with galoshes and snowsuits to wear itself out. One by one rosy cheeked youngsters slipped out of their wooly cocoons and tumbled happily into their seats. And then she saw Jimmy bumping his way down the aisle. A trip forward was always a major mission for Jimmy with his shambling gait. This morning a new pair of heavy shoes added to his obstacle course. Clutched firmly in one hand and safe from possible collision, he held a page from a magazine.

"Miss Wilson," he exclaimed with happy pride in his eyes, "I saw your picture in the Sunday paper yesterday. I cut it out for you."

"Thank you, Jimmy," she replied, looking quickly at an attractive young mother about to accept a four-leaf clover from her delighted son. "It was nice of you to bring it to me." He smiled up into her friendly face. She patted his head tenderly as he turned to work his way back to his seat.

It was obviously not a photograph of Miss Wilson, for she was 64 years old and stout, with thinning gray hair which defied both a wave and a semblance of ordered arrangement. I wondered how Jimmy had confused the two until I noticed that the warm smile of loving affection was common to them both. And then it struck me with majestic force that her kindly acceptance of the picture without any attempt to correct Jimmy's mistaken powers of observation was even further proof of this teacher's marvelous understanding of children . . . because Jimmy's observations weren't so faulty after all. He, a second grader, had already learned that love and affection show in a person's smile, face, and words—not in one's age or body appearance.

Most of us, I believe, remember with warm and grateful feelings those teachers, regardless of age or appearance, who treated us like individuals of promise.

Fun But Not Easy

It's a thrill to be a teacher and have *your* students like and respect *you*. It's fun to watch children grow. It's the most satisfying job in the world. Yes, teaching is all of this PLUS. But it is also trying and discouraging and exhausting. Even good teachers are sorely taxed at times to get things proceeding smoothly and all hands pulling together. A few teachers never quite make the grade. They are the ones pupils forget. Their example tends to discourage others from considering teaching as a career.

We teachers know that we are catalogued by our students. We know some of the listings students give us—not all of them are complimentary. The analyses are generally fair. When a class as a whole takes a dim view of a teacher, I am inclined to believe the teacher has earned that low opinion. If only we could get youth to use those sad experiences as a challenge to get into teaching themselves and do a better job!

Good teaching is a joy, both to teachers and students. Teaching's greatest allure is the satisfaction that comes from helping others learn and grow. "But," you say, "that serving-other-people angle is why Tom wants to be a doctor and why my cousin is studying law."

You're right as far as you go. You could have added all the professions and countless other jobs in which people practice the basic principles of right living while they work. But the whole purpose of teaching is to help others learn. And that in itself is cause enough for young women—*and men*—to choose teaching for a life work and to be proud of their choice. Remember, there'd be no lawyers without teachers. Nor doctors, nor engineers.

I frequently think folks are apt to build up ideas about the way teachers, and nurses, and ministers, and other groups of people should look. I wish it were as easy as that, because we could say to young people, "Go to your mirror. Study yourself carefully. If you look the part, then you can become a teacher." To be sure, physical appearance is as important in teaching as in many other jobs. But I don't agree with the superintendent of schools who used to say that when he had narrowed his selection down to three equally well qualified candidates, he would hire the man with the largest nose. I don't think *good* teachers are so typed that you can pick them out of a crowd by appearance alone.

If only we could have a student interested in teaching, push a button, and direct a special X-ray into his mirror so that he might see what teachers are really like—

inside as well as outside. We could expect the questions and answers to go something like this:

How good are the chances?

"Even if I wanted to become a teacher and could qualify, are there really any jobs open? Would there still be any by the time I am prepared? Would I have to live in a fish bowl? Could I find myself a gentleman to marry?"

The answers? We could explain that teachers cannot read horoscopes. Neither can they gaze into a crystal ball and foretell your future. But here are answers to these and related questions which you may find interesting:

Are there really jobs open?

Yes, Department of Labor statistics and U. S. Office of Education studies show a need for more than 100,000 new teachers every year for the next 10 years. These needs are figured on actual increases in the national birth rate since the War.

Would there still be jobs by the time I have finished teacher training?

Yes, and that holds true whether you plan to take 2-, 3-, or 4-year training courses. And that goes for men as well as women. (More and more States are coming to require 4 years of college training for teaching.)

What kind of openings are there?

For the next 7 years the demand will be for elementary school teachers. But as the tidal wave of swollen enrollments sweeps through the grades, our high schools by 1960 will be engulfed by approximately a 35 percent increase over that of 1950. Competition in the secondary school field will be keener because many of the teachers now being trained will have to head that way. The need for principals, supervisors, and administrators continues to grow. Competition is not acute for men in elementary education.

Would they pay me a living salary?

Although working conditions and salary arrangements vary locally, more and more States now have minimum salary regulations which insure teachers of a living wage. Most systems provide for regular salary increases. There is some jockeying in the employment of teachers as in other lines of work. Wealthier school districts are always alluring good teachers away into better paying positions. Remember that a demand market in education is a teacher's market. Currently, *average* salaries in the United States range from $4,100 to $3,600 per year for classroom teachers.

What security do teachers have?

Some States have permanent tenure laws which guarantee the teacher his or her job for life provided he does not give cause to be fired for insubordination, incompetence, or immorality. Even where there are no tenure laws, teachers are more and more being employed on indefinite tenure and less and less on 1-year contracts.

It is true teachers do not belong to the Social Security group, but most States now have pension plans for teacher retirement. These conditions are constantly being improved. Most systems have sick leave provisions and give teachers freedom to use their summers as they see fit.

There are teachers' unions, associations, and professional organizations through membership in which teachers can act cooperatively to improve their working conditions.

The greatest guarantee a teacher has against possible local abuse by individuals or hatchet groups is that which comes from the wholehearted support of teacher-parent groups and the school administrative staff.

What are the chances for promotion?

Good teachers are easily and surely spotted. Competition in that group is still not so keen as to prevent good chances for promotion. Promotion sometimes comes by moving from systems with lower pay scales to those which can pay more. Occasional moving is in itself likely to stimulate teacher growth and improvement. In-service and postgraduate training are the customary ways by which teachers improve their worth and earn promotions.

Pick Your Spot

Where would these teaching jobs be?

Although cities will need more teachers than country areas, the facts are that every State and all parts of them need more teachers. Depending upon your ability and experience qualifications for employment, you should be able to work almost anywhere you'd like to go. If you've always dreamed of traveling and seeing new places, teaching offers you the chance to have your dream come true. Teachers will be greeted

(Continued on page 6)

What can school people do to help recruit prospective teachers?

First, **take the time to help your outstanding youngsters see the *real* thrill and satisfaction in education.**

Second, **encourage students to seek out their favorite teachers and ask the personal questions they might not want to ask in class, such as "Why did you decide to become a teacher? Are you glad you did? Do you think I'd like it, too?"**

Third, **if you don't already have a Future Teachers of America Club in your school, start one. A note to Mrs. Wilda Faust, Executive Secretary of Future Teachers of America, 1201 Sixteenth St. NW., Washington, D. C., will bring you all the data you would need to get organized. FTA could be a fine addition to your roster of students clubs. It could supply you with current information about the demand for teachers and training requirements in the several States.**

Fourth, **work out a plan for junior teaching aides. Several schools have tried it with great success. Essentially it is a scheme where older students get time to work with little folks in the elementary grades. Call it a baby-sitters course if you want to, but by giving older students a supervised chance to work with young children you will build up a corps of prospective teacher's college students.**

Fifth, **send to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., for a copy of "Attracting New Teachers" (5 cents) and "What Are Good Teachers Like?" (10 cents). The latter tells the success story of 10 real life teachers in American schools today.**

Earl James McGrath, U. S. Commissioner of Education, reading the Conservation Pledge.

Education for Conservation

OUR country's natural resources have been depleted by the necessities of two world wars, and by waste reflecting the careless thinking during the days of the frontier era when our natural resources seemed inexhaustible.

The safeguarding of our remaining natural riches to avert the danger of America ever becoming a have-not nation is a continuing national responsibility and should be accepted by every youth and adult in the days and years ahead.

Our schools are accepting the challenge, but there is still much to be done educationally until young and old alike become just as well acquainted with America's Conservation Pledge as they may be with the Pledge of Allegiance to the Flag.

May all Americans, both in and out of school, learn to live up to this declaration, a democratic duty to help keep our nation strong.

Earl James McGrath

U. S. Commissioner of Education

Office of Education Aids

THE OFFICE OF EDUCATION has issued a number of publications in past years useful in teaching conservation education. A few are out of print but available for reference at school, college, and public libraries. Order those available by purchase from the Superintendent of Documents, Washington 25, D. C. Those that are free, request from Office of Education.

- **Conservation in the Education Program.** Bulletin 1937 No. 4 (Out of print).
- **Conservation Excursions.** Bulletin 1939 No. 13 (Out of print).
- **Conservation Films in Elementary Schools.** Bulletin 1941 No. 4 (Out of print).
- **Conserving Farm Lands.** Vocational Division Bulletin No. 201 (Out of print).
- **Teaching Conservation in Elementary Schools.** Bulletin 1938 No. 14 (Out of print).
- **Choose a Book About Things To Be Conserved.** Leaflet No. 60. 5¢.
- **Curriculum Content in Conservation for Elementary Schools.** Bulletin 1939 No. 14. 15¢.
- **Farm Forestry.** Vocational Division Bulletin No. 196. 15¢.
- **Landscaping the Farmstead.** Vocational Division Bulletin No. 189. 25¢.
- **Some Selected References on Conservation for Pupils and Teachers.** Circular No. 307. Free. Division of Secondary Education.
- A packet of conservation education material is available on a 3-weeks' loan basis upon payment of return postage. from the Office of Education, Elementary Education Division.
- **Selected References for the Teaching of Geography and Conservation.** (In press) Free. Division of Secondary Education. Five parts.
  1. **Philosophy and Goals.**
  2. **Programs and Procedures.**
  3. **Audio-Visual Aids.**
  4. **Inexpensive Teaching Materials.**
  5. **A Bibliography of Bibliographies.**

HELP WANTED—TEACHERS

(Continued from page 5)

by more than a "Welcome Stranger" salutation wherever they go. They'll be accepted and offered a job.

Could I lead a life of my own or would I constantly live in a fish bowl?

You can lead your own life, but complete disregard for community standards will most certainly bring forth a storm of protest. Generally a community expects high personal standards of living from its teachers, doctors, and lawyers. But since teachers are paid from public funds and not from fees paid by the individual served, most communities look to them for public example.

Teachers who are masters of the art of getting along with others and helping them to get along with each other rarely have any occasion to feel hampered. When teachers are enthusiastic about their communities, you will usually find the townsfolk will like and respect them.

Would I be worn out by extraclassroom jobs?

The teacher's work is not bounded by four classroom walls. Most systems expect teachers to take part in a reasonable number of extraclassroom activities. These tasks help keep many teachers from becoming subject-matter blind.

You may be asked to take on community jobs. Generally, there will not be outright insistence that teachers become Scout leaders or Sunday School teachers. Good teachers will continue to volunteer for these jobs and many others in the community because they want to identify themselves as bona fide members of their towns. They know that if they want to be accepted as regular people, they must work with and be understood by regular people.

One for the Girls

Can I find myself a man?

Although the question is timidly asked, it is the one question which every girl wants

to ask. They can be told that now—and for the next 10 years, the answer is and will be "Yes, your chances are good if you're really as interested in marriage as your non-teaching sisters are. Actually the odds are in your favor."

In the first place, there is much in a teacher's training—psychology and human relations—which should make her automatically more desirable as a mate and prospective mother.

Second, by experience she should be more patient and tolerant of children's ideas and ways of doing things.

Third, her general knowledge and experience should make her a capable and contributing member of the social groups of a community.

Fourth, more he-men are going into education.

"Maybe those points are okay," some girls may say, "but why is it so many teachers don't get married?"

We can agree that there was a time when getting married meant a teacher had to quit her work. That is not generally required now.

"But some teachers are sort of cranky and old-maidish."

I can't prove whether a teacher becomes old-maidish because she failed to get a man or failed to get a man because she was old-maidish. My guess is that unpleasant people will always have difficulty finding a mate.

One for the Boys

Could I be a teacher and still be a regular guy?

I know why that question pops up. You are thinking back to some man teacher who was generally considered a "panty waist." We all shudder over those examples of old maids in trousers! But what are the facts? The number of outstanding young men going to State teachers colleges has increased. The day when the bookish lad who shunned athletics was the typical male student in teachers college is past.

Certainly we don't look upon fathers as being unnecessary in the home when their sons are of lower school age. Quite the contrary, psychologists tell us that the right sort of male guidance and help is vitally essential to the well-balanced development of children.

Recently an educator with a long record of successful teaching in all grade levels from primary to postgraduate university told me that his most satisfying teaching years had been in intermediate grades. "I never felt so needed and helpful as I did with my third graders," he said. "I suspect I supplied them with many of the securities their fathers did not have time to give them."

In Conclusion

In short, I would say to both young women and men, your success in teaching will depend pretty largely on your success in being a thoroughly regular sort of a person, one whom others like and respect. And both of these successes are very much up to you and your own efforts. Both of you should remember that parents spend much of their time with adults. Teachers should also. They should enter into the full life of their community—not as parasites but as contributors. If, in becoming a teacher, you should cease to be a person of charm, personality, vigor, and attractive appeal,

(Continued on page 13)

Future Homemakers—Future Farmers

■ National officers of the fast-growing Future Homemakers of America visited with Federal Security Administrator Oscar R. Ewing when they attended the recent regional conference of their organization in Washington, D. C.

Shown in the photograph with Administrator Ewing are, left to right, Maxine Green, national secretary, Frederick, Md.; Maryanne Neff, national vice president, Johnson City, N. Y.; Jean Low, retiring national vice president, Brookline, Mass.; and Catherine Neill, retiring national treasurer, Bernardsville, N. J.

The Future Homemakers of America, sponsored by the Office of Education, Federal Security Agency, now enrolls more than 260,000 junior and senior high-school students in cities and rural areas who study homemaking. The organization supplements homemaking class work with an opportunity for girls to assume leadership and develop initiative. In local chapters and through State associations they sponsor group projects which contribute to the solution of problems important to home life.

■ "I'd like to be there," said Vice President Alben W. Barkley to the national officers of the Future Farmers of America as they invited him to their 1949 National FFA Convention to be held at Kansas City, Mo., October 10 to 13. The Vice President received the FFA boys in his office, giving each of them a hearty handshake in the presence of A. W. Tenney, FFA Executive Secretary, extreme left, and Earl James McGrath, Commissioner of Education, extreme right.

National officers of the Future Farmers of America shown in the photograph are, left to right, Alton Brazell, Lubbock, Tex., fourth vice president; Max Cobble, Midway, Tenn., student secretary; Bill Michael, Billings, Mont., third vice president; Paul Lindholm, Ortonville, Minn., first vice president; Ervin Martin, Salem, Ind., 1947–48 national FFA president; Doyle Conner, Starke, Fla., 1948–49 national president, shaking hands with Vice President Barkley; and Dale Hess, Fallston, Md., second vice president.

The Race Between School Ch

By Ray L. Hamon, Chief, School Housing Section, Division of School Administration

THE NATION is facing a grave schoolhousing crisis. School enrollments have been increasing while we deferred new construction and wore out the old schoolhouses.

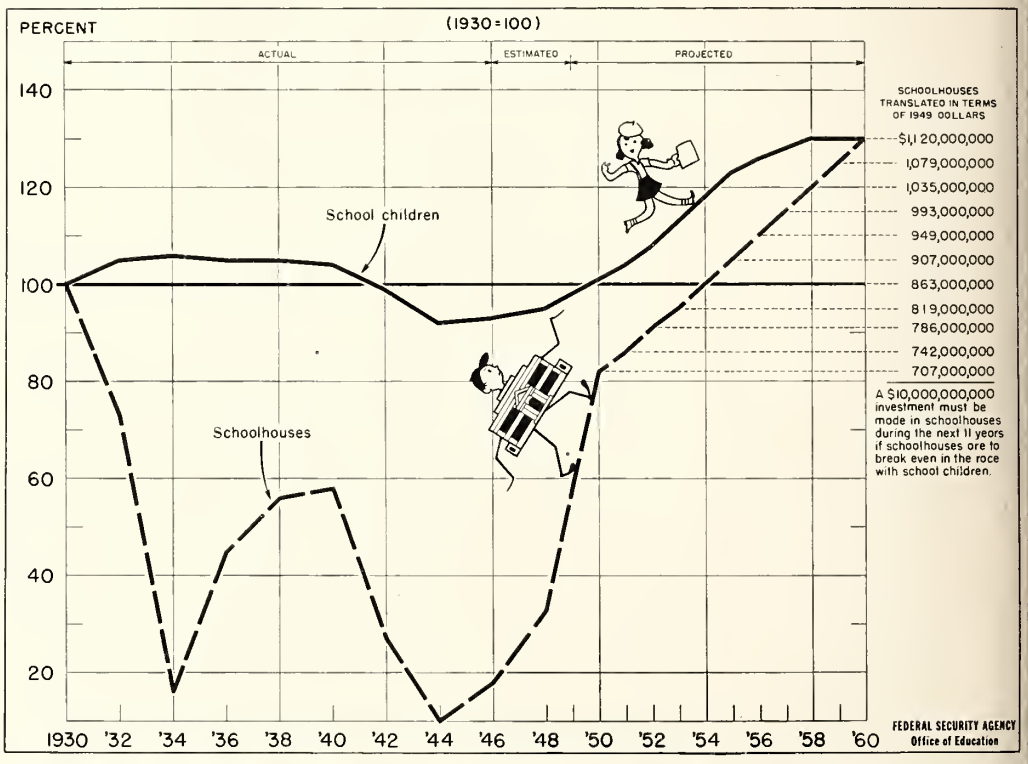
The accompanying chart shows the race between school children and schoolhouses, with schoolhouses lagging far behind. We'll have to dig deeper and move faster if we are to provide adequate, safe, and suitable schoolhouses for America's children.

Because of the great variation in construction costs since 1930, dollar volume of capital outlay has but little meaning until related to schoolhousing space provided by the investment. The accompanying table indicates the number of school children by years in relation to the number in attendance in 1930, and the dollar investment in schoolhouses related to equivalent space provided in 1930.

The estimated numbers of school children are certainly valid up to 1955, because those children have already been born. Because of the accumulative effect of births on school attendance, it is estimated that school attendance will continue to increase until 1958 and then level off as shown by the chart.

If school enrollments should decline after 1960, would a 10 billion dollar school construction program leave the Nation's schools overbuilt? The answer is "no," provided the schoolhouses have been properly planned and located. In the event that enrollments do decline, many school districts will then be able to abandon some of their most obsolete buildings which should have been replaced during the 1930's and 1940's.

Results from preliminary studies, and calculations based on enrollment increases, educational program expansion, and emergency replacements indicate that it will require a capital outlay investment of about 10 billion dollars from 1950 to 1960 to enlarge and improve physical plant facilities for public elementary and secondary schools. The accompanying table and chart show the investment which must be made (in terms of 1949 dollars) in schoolhouses during the next 11 years in order to regain the 1930 relationship between school children and schoolhouses. The race can be won, but it will require both immediate ac-



ldren and Schoolhouses

School children and schoolhouses (public elementary and secondary schools)

Year	School children		Capital outlay in millions of dollars		Index of schoolhouses purchasable by capital outlay shown in columns 4 and 5	
	Number in millions [1]	Percentage of the number in 1930	Invested	Needed	Purchased	Needed
1	2	3	4	5	6	7
1930	21.3	100	$371	.....	100	.....
1932	22.2	105	211	.....	73	.....
1934	22.5	106	59	.....	16	.....
1936	22.3	105	171	.....	45	.....
1938	22.3	105	239	.....	56	.....
1940	22.0	104	258	.....	58	.....
1942	21.0	99	138	.....	27	.....
1944	19.6	92	54	.....	10	.....
1946	19.8	93	111	.....	18	.....
1948	20.2	95	[2] 275	.....	33	.....
1949	20.9	98	[2] 500	.....	58	.....
1950	21.6	101	.....	$707	.....	82
1951	22.2	104	.....	742	.....	86
1952	22.9	108	.....	786	.....	91
1953	24.0	113	.....	819	.....	95
1954	25.2	118	.....	863	.....	100
1955	26.1	123	.....	907	.....	105
1956	26.8	126	.....	949	.....	110
1957	27.3	128	.....	993	.....	115
1958	27.6	130	.....	1,035	.....	120
1959	27.6	130	.....	1,079	.....	125
1960	27.6	130	.....	1,120	.....	130
Total capital outlay needed 1950–60			.....	10,000	.....	.....

[1] Office of Education average-daily-attendance data for 1930-46; and thereafter Bureau of the Census enrollment estimates for all elementary and secondary schools, less 10 percent for non-public-school enrollment, less another 10 percent to convert Census enrollment estimates to average-daily-attendance estimates.
[2] Estimated.

tion and long-range planning at the local, State, and Federal levels of government.

Significant School Plant References

During 1949 two very significant books have been published on this subject. It is urged that school officials and architects contemplating school building programs avail themselves of this literature.

American Association of School Administrators. *American School Buildings.* 1201 Sixteenth Street NW., Washington, D. C., the Association. 525 p. 1949 Yearbook. $4.

National Council on Schoolhouse Construction. *Guide for Planning School Plants.* The Council (W. D. McClurkin, Peabody College, Nashville, Tenn.), 1949 Edition. $1.25.

For further pertinent literature relative to the planning of school facilities, attention is called to the following bibliographies:

American Edueational Research Association. *Reriew of Educational Research,* "School Plant and Equipment," Vol. II, No. 5; Vol. V, No. 4; Vol. VIII, No. 4; Vol. XII, No. 2; Vol. XV, No. 1; and Vol. XVIII, No. 1, dated from 1932 to 1948.

American Institute of Architects, Department of Edueation and Research. "Building Type Referenee Guide No. I, The Public School Building," reprinted from *Bulletin of the A. I. A.,* March 1947.

Indiana University, School of Edueation. *Bibliography of School Buildings, Grounds, and Equipment,* Parts I, II, III, IV, V, and VI, dated from 1928 to 1945.

School Life (U. S. Office of Education), "School Plant Artieles," April 1947. Also available in reprint.

The American School and University, "School Plant Bibliography," 1947–48 Edition, p. 226–244. Also available in reprint.

Schools To Celebrate United Nations Day

THE SCHOOLS of the Nation are once more being asked to participate actively in the world-wide observance of United Nations Day on October 24, fourth anniversary of the coming into force of the United Nations Charter. By unanimous vote of the UN General Assembly that day is to be devoted each year "to making known to the people of the world the aims and achievements of the United Nations" through celebrations in all the 59 member nations. Commissioner of Education Earl James McGrath has sent a letter to the chief State school officers in all 48 States, the District of Columbia, Alaska, Hawaii, and Puerto Rico, offering the assistance of the U. S. Office of Education to American schools wishing to plan special assemblies, class discussions, and exhibits. *A Selected Bibliography for Teaching About the United Nations,* prepared by Dr. Helen Dwight Reid of the Division of International Educational Relations, is available on request from the Office of Education. The supply is limited but permission is granted for reproduction for wider distribution where local facilities for mimeographing are available. Several State Departments of Education have already done this.

Department of State and UN

The Department of State is issuing a number of helpful publications, including a pamphlet, *The United Nations—Four Years of Achievement;* a popular leaflet, *The United Nations at Work; a Guide to the US and the UN;* posters, and background information for lecturers. These materials are available on request from the Division of Public Liaison, Department of State, Washington 25, D. C. The Secretary of State has appointed a National Citizens' Committee for United Nations Day, with headquarters at 700 Jackson Place NW., Washington 6, D. C., to promote observance of the Day through the cooperation of all the major national private organizations and Government agencies. They also have prepared special kits of materials to assist schools and communities in developing their plans for local celebrations. Other materials have been prepared by the Department of Public Information, United Nations, Lake Success, N. Y., including films and filmstrips available free of charge to schools. The American Association for the United Nations, 45 East Sixty-fifth Street, New York 21, N. Y., has prepared special materials, including sets of small paper flags of the United Nations, with mounting sticks ($1 a set). Some radio scripts are available from the AAUN as well as from the Radio Education Officer, United Nations Radio Division, Lake Success, N. Y.

Other Organizations

Among the other organizations publishing useful and inexpensive pamphlets and study guides are the Foreign Policy Association, 22 East Thirty-eighth Street, New York 16, N. Y.; the Carnegie Endowment for International Peace, 405 West One Hundred and Seventeenth Street, New York 27, N. Y.; the League of Women Voters of the U. S., 726 Jackson Place NW., Washington 6, D. C.; Rotary International, 35 East Wacker Drive, Chicago 1, Ill.; and the National Education Association, 1201 Sixteenth Street NW., Washington 6, D. C. *The Instructor* had a special United Nations issue, May 1949, with many practical suggestions for use at various grade levels. The UNESCO headquarters in Paris recently published a small pamphlet, *Towards World Understanding:* Some Suggestions on Teaching About the United Nations and Its Specialized Agencies. This is available on request from the UNESCO Relations Staff, Department of State, Washington 25, D. C.

Recent Materials

A few of the more recent and particularly helpful materials are suggested below:

The World at Work: The Economic and Social Efforts of the United Nations and the Specialized Agencies. Texts of the basic documents, with explanations, questions, and charts. (Rotary International, 50 cents, special rates for quantity orders.) This is a companion to Rotary's excellent illustrated commentary on the UN Charter, *From Here On!* (35 cents).

Report on the UN, by Thomas J. Hamilton and Vera Micheles Dean. (Foreign Policy Association Headline Series No. 75; 35 cents.)

Freedom's Charter: The Universal Declaration of Human Rights, by O. Frederick Nolde and Eleanor Roosevelt. (Foreign Policy Association Headline Series No. 76; 35 cents.)

How Peoples Work Together: The United Nations and the Specialized Agencies, an illustrated pamphlet prepared by the staff of the UN Department of Public Information, available from the Manhattan Publishing Co., 225 Lafayette Street, New York 12, N. Y. (50 cents; rates for quantity orders).

United Nations Map of the World, by L. G. Bullock. 1946. A colorful map of the world showing the United Nations with their flags and seals, together with appropriate quotations and historical information, distributed by Frederick Warne, 79 Madison Avenue, New York, N. Y. ($1.50).

Thrift-Teaching Aids

A WEALTH of material useful in thrift education is available to teachers from the Education Section, U. S. Savings Bond Division, Treasury Department, or from Savings Bond Offices in each State.

These thrift-teaching aids, many of them prepared by teachers and endorsed by leading educators who serve on the National Advisory Committee on School Savings, range all the way from posters to plays, song sheets to radio scripts, clipsheets to curriculum guides.

Specific manuals for teachers include "Teaching Mathematics Through School Savings," for grades 7–9, "Budgeting for Security," for grades 6–12, and two new social studies units, "Learning To Use Money Wisely," for grades 4–7, and "Plans for Spending and Saving," for grades 7–12.

For information on the School Savings Program and the teaching aids available for use in thrift education, teachers are urged to address their State Savings Bond Offices or the Education Section, U. S. Savings Bond Division, Treasury Department, Washington 25, D. C.

In Limited Number

DO YOU need copies of SCHOOL LIFE to complete your 1948–49 files? We have a limited number of copies of each issue of SCHOOL LIFE for 1948–49 available upon request. Address: Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

". . . We have a supreme duty—to help, as teachers, to organize a society in which every man will be able to shake hands, in brotherly trust and friendship, with his kinsman from Europe or Asia, with the black man from Africa and the red man from America. All races, all peoples, all national aspirations must have scope for expression in this postwar world . . ."

". . . Without doubt the two most difficult things for humanity to learn are the art of ruling men and the art of educating them . . . We who are educationists—and those we have to guide—must all be the architects of that society in which, if we have well fulfilled our task, human rights and human liberties will flourish."

DR. JAIME TORRES BODET, Director-General of UNESCO, who addressed the opening session of the Twelfth International Conference on Public Education at Geneva, Switzerland, on "The Right to an Education." Above excerpts are from Dr. Bodet's address.

Twelfth International Conference on Education

DR. Ruth E. McMurry of the UNESCO Relations Staff, Department of State, and Dr. Rall I. Grigsby, Deputy Commissioner of Education, were U. S. delegates at the Twelfth International Conference on Public Education which met at the Palais Wilson, Geneva, Switzerland, July 4–12. The delegates reported on education in the United States during the past year and answered questions asked by delegates from other countries. SCHOOL LIFE *is pleased to present several of the questions asked and the answers given by Dr. Grigsby. See* SCHOOL LIFE, *November 1948 issue, for questions asked at the 1948 conference.*

Belgium:

■ Has the United States succeeded in equalizing the salaries of teachers in the lower grades and those in the higher grades? How do teachers' salaries compare with the salaries of administrators?

Answer: It is difficult to make general statements in regard to teachers' salaries in the United States because there are 48 different school systems. There is, however, a tendency toward the adoption of a single scale of pay for all primary school and secondary school teachers. Comparison with the salaries of other public employees is not favorable to teachers, because stenographers may sometimes receive a higher beginning salary and more rapid increases.

Switzerland:

■ Is the use of educational films included in the regular school curriculum in teaching geography, for example? Is it possible to obtain such films for the teaching of geography and where?

Answer: The use of educational films is becoming more and more general in the United States. About 90 percent of the secondary schools are equipped with projectors and screens. This is not true of the small rural schools, some of which do not have electric current.

Great Britain:

■ Does the Citizens' Committee mentioned in the United States Report have a local influence or does it extend its activities throughout the country?

Answer: The Citizens' Federal Committee has an important part in forming public opinion and awakening interest in all problems relating to education. Also, almost every school has a parent-teacher association. These various associations are federated on a State and national basis. The National Congress of Parents and Teachers has about 6 million members.

Thailand:

■ On page 9 of the United States Report "general education" is mentioned. Would the delegate from the United States explain this term?

Answer: The term "general education" is understood to mean, most of all, the knowledge which would be useful to pupils in life. In the secondary schools and those of higher level the United States has gone very far in the field of specialization. Now an effort is being made to reestablish the educational program in favor of a deeper culture.

France:

■ Does the superintendent help the teacher

(Continued on page 13)

Delegates attending the Twelfth International Conference on Public Education held at Geneva, Switzerland, July 4–12, 1949. Representing the United States at the Conference were Dr. Rall I. Grigsby, Deputy Commissioner of Education, second at table on right, and Dr. Ruth E. McMurry, of UNESCO Relations Staff, Department of State, third delegate sitting at table on extreme right.

STATESMANSHIP

(*Continued from page 2*)

tors themselves and that mutual understanding and cooperation are essential for best results. Statesmen are needed in education, not to "sell the public" a bill of goods about the schools, but to get enthusiastic cooperation in working out a program which will be understood and supported by all.

(2) *The Teaching Staff.*—In many communities the passing years and short-sighted policies have resulted in a growing gap between the administrative and teaching staffs. The situation is often considered somewhat like that frequently existing between capital and labor, yet there should be no basis for similarity. Bridging the gap is not merely a matter of talking about democratic administration; it involves real leadership in developing a cooperative program which is based on mutual understanding and respect. There is no longer any place for an isolationist philosophy in relationships between administrators and teachers.

(3) *Phases of Education.*—Artificial barriers have been erected in the minds of teachers and administrators between various integral aspects of education such as elementary and secondary education, English and social studies, and so on. But one of the biggest mental barriers that seems to have been erected thus far is between vocational education and other aspects of education. Too often the programs have been conducted in practical isolation even though they have been housed in the same building. I am not concerned at this time with how this came about, but with the fact that it often exists and that real educational statesmanship is required to deal with the problems involved.

(4) *Other School Systems.*—A study made in one State last year showed that, in spite of the fact that representatives of local school systems in each county were required to meet together one or more times during the year, there was little real cooperation. Each district was operating pretty largely as an independent principality. The artificial lines used to bound the many small districts were, in practice, almost as formidable barriers as the walls surrounding medieval castles. Competing busses sometimes ran along district boundary roads. Busses from rural districts sometimes hauled children from one part of a rural district through a portion of an independent small town to another part of the district. In spite of possible economies from cooperative purchasing of supplies or from rendering certain services cooperatively, such practices were almost nonexistent. What was needed there, and what is needed in many similar situations in other States, is more real educational statesmanship—leadership in bringing about a recognition of the fact that we are living in a cooperative society and that isolationism should no longer be condoned. Just think how many neglected opportunities there are in every State for voluntary cooperation among local school systems in studying problems, in rendering services, in planning programs, and in many other respects.

(5) *States and Local School Systems.*—Every school system in a State is handicapped to some extent by what is happening or failing to happen in the weakest school system. That important fact is frequently overlooked. All too often the wealthy school systems are too little concerned with what is happening in some remote section of the State. All too often large city school systems are satisfied to have a weak or political State department of education. Again and again the opportunity for a progressive step has been lost because supposed school leaders were too isolationist in their thinking or did not have enough statesmanship to cooperate for the common good. This is one of the most serious situations in education in the Nation today. If the educators throughout each State could always cooperate for what is best for the children instead of seeking to protect their own positions or to enhance their own prestige, the educational program would be far ahead of where it is at present. More opportunities for progress have been lost because of lack of real statesmanship on the part of educators than because of any inherent opposition on the part of the lay public.

(6) *Schools and Colleges.*—How can any real progress be made if there is a wall of isolationism between the schools and colleges of any State? Yet far too infrequently have the schools sought opportunities to learn about and use to maximum advantage the services that could be provided by the colleges. Equally infrequently have the colleges explored fully enough the possibilities of services to the public schools. Fortunately there have been many encouraging illustrations of cooperatively developed programs during recent years but it is still too often true that the campus of an institution of higher learning is psychologically considered to be bounded by the lines that mark the limits of the physical properties.

(7) *States and the Nation.*—If all the best educational practices that have been developed in any State could be put into operation in every State we would have a far better situation in education than we have today. But many States, like many communities, have difficulties in seeing any good beyond their own borders. Again and again States have continued practices that are outmoded and can be shown to be wrong long after neighboring States have solved the problem. While representatives from States and local school systems get together, from time to time, for conventions and meetings, States far too infrequently consciously cooperate in studies for their mutual benefit. Moreover, to only a limited extent has there been any serious study by the States of the educational services which are, or should be, provided by the U. S. Office of Education or other agencies of the Federal Government. What we are saying is merely that we live in an era of cooperation rather than a period of isolation and that many school officials do not yet seem, in practice, to have recognized that fact. We have made some progress, of course, but the possibilities to be realized through cooperative effort have thus far scarcely been touched. What we need are more leaders whose vision extends beyond the artificial boundaries of their own fields and whose lives are dedicated to the advancement of the common good.

Improving Organization and Finance

There are many other important issues in education which require better and more capable leadership if satisfactory progress is to be made. At this time I want to single out just two others because of their importance and urgency.

One of these is the organization of more adequate local school administrative units or districts. We have played around with that idea for a generation and have made some limited progress. But, if we face the situation realistically, we must admit that many school districts which exist today are more obsolete in terms of modern conditions and needs than the districts which existed a generation ago. Our vision has been too limited and our courage too uncertain to make much progress in solving this important problem. A district large enough

to require the services of 40 teachers should be considered a minimum even in the most sparsely populated areas, yet only about 3.6 percent of all districts in the Nation have as yet been expanded to that minimum size.

In the field of school finance we have talked for a long time about assuring adequate educational opportunities for all children, yet such vast differences in wealth have been brought about by our modern industrial civilization that, on a relative basis, educational opportunities for large portions of our children are less adequate today than they were a generation ago.

In State after State, largely because of the pressure of the more wealthy school systems, we have set up a large portion of our State support on a flat-grant basis and pretend that we have solved the problem. Then, because of other pressures, we often set up a series of special aids—for teachers' salaries, for tuition, for exceptional children, for this, that, and the other—and assume that all communities will have a comprehensive balanced program. To make such assumption is sheer nonsense. There are techniques available for solving the problems in this field. But they cannot be solved by "guessing" what the legislature can be expected to provide, by assuming that a uniform local tax rate based on widely varying assessment practices will be equitable, and that a plan of apportionment that will bring the fewest questions from the more wealthy areas will meet the needs.

I do not wish to seem pessimistic. I realize that in many parts of the country remarkable progress has been made and even greater progress is in prospect. But I also know what the facts show. They show clearly and unmistakably that we still have great unsolved educational problems in nearly every State. They show also that many of our needs are not being met satisfactorily; that we have too much isolationism in education; that we have taken too many steps on the basis merely of expediency; and that progress has often been blocked or at least retarded by the shortsightedness or selfishness of educators and school officials—by lack of statesmanship in education.

This is a crucial period in education. The public is now more conscious than at any recent period of some of the serious problems and needs in education. Now is the strategic time for *statesmanship* in education. The public is ready for and is demanding better educational leadership. The facts show that it is needed. What greater challenge could educators throughout the country want than the opportunity to become outstanding leaders in solving problems such as these; to become the urgently needed educational statesmen of this troubled but promising postwar era!

HELP WANTED—TEACHERS

(Continued from page 7)

you probably would lose both your students' interest and the happiness which comes from acceptance, by the community, as a regular person.

Let us remind young people that our schools need thousands of teachers, that if their younger brothers and sisters are to have an even more happy and profitable school experience than theirs, we must have more good teachers. Competition is not keen in the *good* and *superior* brackets. Here is a career of service with appeal for all outstanding youth. America's future is in the hands of her teachers. We should encourage every high school boy and girl to ask, "Is there a future for me in education?" I think those of us already in education should be sufficiently convincing to make them realize the answer is decidedly—YES!

GENEVA CONFERENCE

(Continued from page 11)

with administrative questions or with pedagogical questions?

Answer: The superintendent is primarily an administrative official who deals with problems relating to buildings and material and sometimes the selection of teachers. The essential task of the supervisor is to give advice to the teachers and help them to improve in their profession.

Italy:

■ Is it a good idea to have consolidated rural schools?

Answer: In many rural communities in the United States the small rural school with a single class has been joined with other small schools and classes. Thus it has been possible to reduce considerably the expenses of the small schools as well as to improve their curricula and teaching methods. There is a marked tendency now toward centralizing of such small secondary schools and classes.

■ Have you made any studies of the different classes, social and economic, attending secondary and higher schools, and the relative success of the different groups?

Answer: It is felt in the United States that secondary education should be open to all children capable of taking advantage of it. Ninety percent of the high-school age children do attend secondary schools. Higher education, college and university, on the other hand, is still the privilege of the more fortunate classes of society. An attempt is being made to remedy the situation by adopting the policy of a wider distribution of scholarships. There is a distinct tendency to make universities more democratic.

Other questions asked and answered dealt with such problems as establishing a balance between technical education and other aspects of education, school building needs in the United States as compared with those in other countries where buildings were destroyed during World War II, activities of the "welfare officer," and whether the recommendations of the President's Commission on Higher Education granting greater opportunities for higher education in the United States will be carried out.

Edwin H. Miner Named Director of Armed Forces Education Program

EDWIN H. MINER, Associate Commissioner of Education, U. S. Office of Education, since July 1947, has been named Educational Director of the Armed Forces Education Program, Armed Forces Information and Education Division, Office of the Secretary of Defense.

Mr. Miner will serve as director and staff advisor for the Armed Forces Education Program which was organized by the Army during World War II and now extends to all armed services. Millions of servicemen in all theaters of operation were offered educational opportunities through this program during the war. At the present time, through 1,500 educational centers, 1,000 of which are overseas, the armed forces educational program is carried on by 2,500 instructors, 1,500 of whom are civilians. USAFI courses enroll 107,000, university correspondence courses 6,300. Educational centers register 57,000 students, and civilian schools 6,000.

Mr. Miner has already entered upon his new duties.

EDUCATING CITIZENS

(Continued from page 3)

One in particular, the National Education Association, is going all out on this year's American Education Week observance. November 6–12, in cooperation with the American Legion, the National Congress of Parents and Teachers, and the Office of Education. This year's Education Week packet practically brims over with facts useful to citizens education committees which are being urged to sponsor the Week this year. To the theme, Visit Your Schools, has been added. Bring the Schools to the People.

Yes, many organizations and citizens individually are working hard for better schools. By national, State, and local action, citizens are being educated on education and its needs—today and tomorrow.

Representatives of the recently organized National Citizens Commission for the Public Schools meet with Division Directors of the Office of Education, Federal Security Agency, to discuss the school situation. Left to right at end of table, James F. Brownlee, Vice Chairman of the Commission, Commissioner of Education Earl James McGrath, center, and Roy E. Larsen, Commission Chairman, right. Writing at the conference table is Mr. Sloan Wilson of the Commission staff.

OFF THE ROSTRUM —OFF THE PRESS

"Where are the boys of high-school age who might be attending school? Why weren't they, why aren't they in high school?"

—Ellsworth Tompkins, Specialist for Large High Schools, Office of Education, Federal Security Agency, in *School and Society*, July 2, 1949 issue.

★ ★ ★

"Less than 10 percent of our teachers are trained in the use of audio-visual materials and methods, and few of our major universities and teacher-training institutions offer adequate training."

—Floyde E. Brooker, Chief, Visual Education, Office of Education, Federal Security Agency, in *The School Executive*, September 1949 issue.

★ ★ ★

"A recent inquiry shows that only 4,000 out of 26,000 secondary schools claim to have any kind of guidance provisions . . ."

—Harry A. Jager, Chief, Occupational Information and Guidance Service, Office of Education, Federal Security Agency, in *Occupations*, April 1949 issue.

★ ★ ★

". . . Imagine that! First grade! Doing the teacher's work! . . ."

—Bess Goodykoontz, Director, Division of Elementary Education, Office of Education, Federal Security Agency, in "The Packet," D. C. Heath & Co., Boston, Mass., April 1949 issue.

★ ★ ★

". . . There is a deep concern among guidance workers for increasing the level of competency of those who would call themselves counselors . . ."

—Clifford P. Froehlich, Specialist for Training Guidance Personnel, Office of Education, Federal Security Agency, *Vocational Education News*, October 1949 issue.

★ ★ ★

"Teachers do not always have an opportunity to help design the rooms in which they work. However, each teacher has an obligation to help make her room a desirable school home and a suitable learning laboratory for the pupils to be housed therein."

—N. E. Viles, Specialist in School Plant Management, Office of Education, Federal Security Agency, in *N. E. A. Journal*, February 1950 issue.

★ ★ ★

". . . Modern leadership increasingly uses the 'group dynamics' approach. This means simply the process of getting the people concerned with the problem together to discuss it thoroughly and eventually to arrive at a consensus . . ."

—John Dale Russell, Director, Division of Higher Education, Office of Education, Federal Security Agency, in address before Faculty-Trustee Dinner, Pennsylvania State College, May 13, 1949.

★ ★ ★

". . . there are kinds of problems on which teachers can work and ways they can work that will yield better results than time spent in other ways. This will probably be the frontier in teacher education for the next decade . . ."

—W. Earl Armstrong, Associate Chief for Teacher Education, Office of Education, Federal Security Agency, in *Annals*, September 1949 issue.

★ ★ ★

". . . It is not enough that we expose the fallacies of totalitarianism. We must, even more importantly, keep before us the high moral and spiritual values of democratic living. Nowhere have these conceptions been set forth better than in the Universal Declaration of Human Rights . . ."

—Earl James McGrath, U. S. Commissioner of Education, Office of Education, Federal Security Agency, in Address at N. E. A. Annual Convention, Boston, Mass., July 7, 1949.

College Scholarships

APPLICATIONS for U. S. Navy 4-year college scholarships offered to boys 17 to 21 years of age beginning the 1950–51 academic year, must be submitted to the Naval Examining Section, Educational Testing Service, Princeton, N. J., by November 12, 1949, for competitive examinations to be held on December 3, 1949. Detailed information regarding the scholarships is contained in NROTC Bulletin of Information, 1950, available at high school and college libraries and at Naval Officer Procurement and Navy Recruiting offices. The scholarships lead to a baccalaureate degree and a commission as Ensign in the Navy or Second Lieutenant in the Marine Corps.

Aids to Education—By Sight and Sound

by Gertrude Broderick, Radio Education Specialist, and Seerley Reid, Assistant Chief, Visual Aids to Education

Recordings

Forest Conservation. The Forest Service, U. S. Department of Agriculture, has produced a second series of six recorded programs emphasizing the importance of forest conservation. The staff of New York City's Board of Education Station WNYE served as counsellors in the preparation of script material and in the production of the dramatized programs. A teacher's manual accompanies the records. Scripts for this series, as well as for the first six programs which were produced more than a year ago, likewise are available. Recorded on 16-inch discs, they require playback equipment having turntable speed of 33⅓ r. p. m. Recordings may be borrowed for the customary 2-weeks loan period from the Script and Transcription Exchange, Office of Education, Federal Security Agency.

"Voice of America." "This is the Voice of America" is the title of a recorded program prepared especially for distribution through the Script and Transcription Exchange by the Department of State. It is intended to enlighten interested listeners of high-school age and above about some of the basic facts concerning the purpose and method of operation of the "Voice of America." Recorded at 33⅓ r. p. m.

Student Government. Now available is a recording of a simulated broadcast from a high-school student council meeting in which is demonstrated the techniques of a well-organized council as it deals with problems of mutual interest to students, high school administrators, and teachers. It is titled "Roots of Student Government." The script was written by Ellsworth Tompkins, Secondary Education Specialist, U. S. Office of Education, and recorded by the Philadelphia Radio Workshop over Station KYW. Recording was done at 33⅓ r. p. m. Requests for copies to be loaned should be addressed to the Script and Transcription Exchange.

United Nations Day. "No Other Road" is the title of a 30-minute program produced by the British Broadcasting Co. and broadcast September 5, 1948, as a prelude to the Third General Assembly of the United Nations in Paris. The program deals with the progress achieved by the United Nations in political, economic, and social fields and includes graphic illustrations of the work of some of the special UN agencies. It is a compellingly dramatic presentation of authentic information which might well be used for a special United Nations Day program.

"UNESCO World Review." A radio script bearing this title is issued by UNESCO in Paris and is distributed weekly in this country by the U. S. National Commission. Purpose of the review is to promote a type of understanding among peoples that will lead to peace. Its method is to highlight in news-reporter fashion, constructive progress and cooperation in the educational, scientific, and cultural fields. Copies are available on request to Commission headquarters in the Department of State.

Films

Health Films. Eleven motion pictures, produced in 1944–45 by Walt Disney for the Coordinator of Inter-American Affairs and withdrawn with the termination of the CIAA at the end of 1945, are now available from the Institute of Inter-American Affairs. Nine of the films deal with health subjects, one portrays the history of corn, and one is a travelogue on the Amazon River country.

All of the 11 motion pictures are 16-mm. sound color films and are available with English, Portuguese, or Spanish narrations. Prints can be purchased from the Institute of Inter-American Affairs, 499 Pennsylvania Avenue NW., Washington 25, D. C. Write to the Institute for descriptions, prices, and a purchase application form. Titles are: *The Amazon Awakens, Cleanliness Brings Health, Defense Against Invasion, Grain That Built a Hemisphere, How Disease Travels, The Human Body, Infant Care, Tuberculosis, Water—Friend or Enemy? What Is Disease? Winged Scourge.*

On Diabetes. A common-sense attitude toward diabetes is emphasized in a new U. S. Public Health Service motion picture, *The Story of Wendy Hill.* Wendy learns she has diabetes and both she and her husband are extremely disturbed, but their fears are quieted by their doctor. Placed on insulin and a special diet, Wendy leads a healthy, normal life. Prints of this film, which is 16-mm. sound, color, and runs 19 minutes, may be borrowed from State Health Departments and can be purchased from Castle Films, 1445 Park Avenue, New York 29, N. Y.

A Career. Medicine as a career is portrayed in the State Department film *Journey Into Medicine*, recently released for educational use in the United States through the U. S. Public Health Service. The film follows a single student through medical school, internship, further study in pediatrics(and finally his entrance into public health . . . his journey into medicine. Prints of *Journey Into Medicine*, 16-mm. sound, black-and-white, 39 minutes, may be borrowed from the Regional Office of the U. S. Public Health Service and can be purchased from Castle Films.

An Ohio Town. The life and people of a typical American community—Mount Vernon, Ohio—are portrayed in a series of five films originally produced by Julien Bryan for the Coordinator of Inter-American Affairs and now available, through the cooperative efforts of the Department of State and the U. S. Office of Education, for noncommercial, educational use within the United States. Titles are: *Ohio Town* (19 minutes), *The County Agent* (17 minutes), *The Doctor* (14 minutes), *The Mechanic* (14 minutes), *The School* (21 minutes). Prints of the films, 16-mm. sound, black-and-white, can be purchased from Castle Films or rented from many educational film libraries. Neither the Department of State nor the U. S. Office of Education lends these films.

Atomic Energy Education

RHODE ISLAND College of Education is conducting during the fall semester an in-service workshop in atomic energy education. The course carries credit for the Master's degree. Sessions are held twice a week for 15 weeks, beginning September 28.

New Books and Pamphlets

Annotated Bibliography of the Last Twelve Yearbooks. By the Department of Elementary School Principals. National Education Association. Washington, D. C., Department of Elementary School Principals (1201 16th St. NW.). 1949. 62 p. $1.

Appraising Vocational Fitness by Means of Psychological Tests. By Donald E. Super. New York, Harper & Brothers, 1949. 727 p. $6.

Article Writing and Marketing. By George L. Bird. New York, Rinehart & Co., Inc., 1948. 483 p. illus. $4.

Choosing the Superintendent of Schools. By the American Association of School Administrators. Washington. D. C., American Association of School Administrators. National Education Association, 1949. 12 p. 25 cents.

Counselor Preparation. Leonard M. Miller. Chairman. Joint Committee and Planning Committee. New York, National Vocational Guidance Association (82 Beaver St.), 1949. 37 p. 50 cents.

Educating for Citizenship. By the Department of Public Instruction. Harrisburg, Pa., Department of Public Instruction, 1949. 343 p. Illus. (Bulletin 242.)

The Forty-eight State School Systems. Chicago, Ill., Council of State Governments, 1949. 256 p. $4.

The Health Status and Health Education of Negroes in the United States. (The Yearbook Number 18 of the *Journal of Negro Education*, vol. 18, No. 3, summer 1949.) Washington, D. C., The Howard University Press, 1949. p. 197–443. $2.

Industrial Arts in General Education. By Gordon O. Wilber. Scranton, Pa., International Textbook Co., 1948. 362 p. $3.50.

Life Adjustment Through Health, Physical Education and Recreation. Prepared by a Committee of Instructors in the Department of Physical Education. Pasadena, Calif., Office of the Secondary Curriculum Coordinator, Pasadena City Schools. 1949. 72 p. (Secondary Curriculum Publication. No. 17, 1948–49.)

Primer of Life Adjustment Education for Youth. By J. Dan Hull. Chicago, Ill., American Technical Society, 1949. 30 p. 45 cents.

The Porters Try Sheep. By Margaret H. Carter. Published as Part of an Experiment in Applied Economics Made Possible by a Grant from the Alfred P. Sloan Foundation. Burlington, Vt., The University of Vermont and State Agricultural College, 1949. 39 p. 35 cents.

Relationships of Education and the Federal Government. The Report of a Conference of Representatives of the Constituent-Member Organizations of the American Council on Education, Washington, D. C., January 28–29, 1949. Edited by Francis J. Brown. Washington, D. C., American Council on Education, 1949. 25 p. 30 cents.

Safety Through Elementary Science. Developed by a Joint Committee of the National Commission on Safety Education and the National Science Teachers Association of the National Education Association. Washington, D. C., National Education Association, 1949. 40 p. Illus. 50 cents.

Your Life in the Country. By Effie G. Bathurst. New York, McGraw-Hill Book Co., Inc., 1948. 399 p. Illus. $2.80.

—Compiled by Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

Selected Theses in Education

Administration of Bond Issues in Selected Pennsylvania School Districts. By William B. Castetter. Doctor's, 1948. University of Pennsylvania. 112 p.

Analyzes data on long-term bond issues in 41 Pennsylvania school districts of the second, third, and fourth classes. Suggests ways of improving the administration and practices of school bond issues in the State.

Developing Democratic Practices in an Elementary School System. By William J. B. Truitt. Doctor's, 1947. New York University. 197 p. ms.

Describes the construction of a comprehensive and detailed check list, and presents a technique of applying the check list of democratic procedures and practices. Evaluates democratic practices and procedures in the elementary schools of Norfolk, Va.

The Geography of Certain Phases of Graduate Instruction in the United States. By Howard E. Tempero. Doctor's, 1944. University of Chicago. 122 p.

Analyzes data on the distance graduate students travel for instruction in departments offering the doctorate, the county distribution of the homes of graduate students in relation to the location of graduate institutions, the number of people between 20 and 29 years of age, and the socio-economic index of the county.

A Half Century of Teacher Training in State Normal Schools and Teachers Colleges of the United States, 1890–1940. By Arnold L. Thomasson. Doctor's, 1943. University of Illinois. 15 p.

Concludes that, in general, practice teaching, psychology, and methods courses have become well established and are regarded as important in the professional preparation of teachers.

Public Junior College Legislation in the 48 States as of June 1947. By Albert G. Duke. Master's. 1948. Syracuse University. 121 p. ms.

Finds that 24 States have general junior college legislation; that several others have special junior college laws; and that seven States have no junior colleges.

—Compiled by Ruth G. Strawbridge, Federal Security Agency Library Bibliographer.

U. S. GOVERNMENT PRINTING OFFICE: 1949

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EDUCATIONAL AIDS from Your Government

Free publications listed on this page should be ordered directly from the agency issuing them. Publications to be purchased should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Commission of Fine Arts

Fifteenth Report of the Commission of Fine Arts, July 1, 1944, through June 31, 1948. A study of architecture, landscape, statues, monuments, and art in and around Washington, D. C. 60 cents.

Department of Agriculture

A Step-saving U-Kitchen. Bureau of Human Nutrition and Home Economics. Miscellaneous Publication No. 646, 1949. Single copies free to teachers from Office of Information, Department of Agriculture.

Department of State

Eighteth Congress and the United Nations. 1948. 35 cents.

Education in the New Japan (in two volumes). 1948. $3.75 for set of 2 volumes.

Selected Publications and Materials Relating to American Foreign Policy. Division of Publications, Office of Public Affairs. Publication 3495, April 1949.

President's Committee on Religion and Welfare in the Armed Forces

Community Responsibility to Our Peacetime Servicemen and Women. First Report, March 24, 1949. 29 p. 15 cents.

Public Roads Administration

Manual on Uniform Traffic Control Devices for Streets and Highways. August 1948. 50 cents.

Federal Security Agency

Health Information Series. Prepared by Public Health Service.

No. 6. **Ringworm,** including athlete's foot. 1938. 4 p. 5 cents.
No. 7. **Swimming.** 1946. 5 cents.
No. 11. **Scabies.** 1948. 5 cents.
No. 16. **Typhoid Fever.** 1948. 5 cents.
No. 26. **Louse Infestation.** 1948. 5 cents.
No. 37. **Diphtheria.** 1948. 5 cents.
No. 43. **Constipation.** 1948. 5 cents.
No. 51. **Pinworms.** 1948. 5 cents.

National Mental Health Act and Your Community. 1949. 10 cents.

Library of Congress

Presidential Inaugurations: A Selected List of References. General Reference and Bibliography Division. 1949. 40 cents from the Card Division, The Library of Congress.

Office of Education

Printed Publications

Administration of Vocational Education. Vocational Education Bulletin No. 1, General Series No. 1, Revised 1948. 30 cents.

An Evaluation of Local Programs of Vocational Education in Agriculture. Vocational Division Bulletin No. 240, Agricultural Series No. 58. 20 cents.

Annual Report of the Federal Security Agency 1948: Office of Education. 25 cents.

College Building Needs. Special Series No. 1. 25 cents.

Directory of 897 16-mm. Film Libraries. Bulletin 1949, No. 10. 15 cents.

Education in Bolivia. Bulletin 1949, No. 1. 25 cents.

Evaluating and Reporting Student Progress in Business Education. Vocational Division Bulletin No. 238, Business Education Series No. 17. 10 cents.

Index, *School Life,* Volume 29, October 1946–July 1947. Free.

Industrial Arts: Its Interpretation in American Schools. Bulletin 1937, No. 34 (reprinted June 1949). 25 cents.

Science Teaching in Rural and Small-Town Schools. Bulletin 1949, No. 5. 20 cents.

Statistical Summary of Education 1945–46. Chapter I, Biennial Survey of Education in the United States 1944–46. 15 cents.

Statistics of City School Systems 1945–46. Chapter III, Biennial Survey of Education in the United States 1944–46. 20 cents.

Statistics of Public High Schools 1945–46. Chapter V, Biennial Survey of Education in the United States 1944–46. 25 cents.

Statistics of State School Systems 1945–46. Chapter II, Biennial Survey of Education in the United States 1944–46. 25 cents.

Teaching of United States History in Public High Schools. Bulletin 1949, No. 7. 15 cents.

Processed Materials

(Free—Limited Supply)

Correspondence Study. Adult Education Ideas No. 4, May 1949. Division of Secondary Education.

Counselor's Reading List. Misc. 3341, July 1949. Division of Vocational Education, Occupational Information and Guidance Service.

Criteria for Evaluating Guidance Programs in Secondary Schools, Form B. Misc. 3317, Jan. 15, 1949. Division of Vocational Education, Occupational Information and Guidance Service.

How To Use the Criteria for Evaluating Guidance Programs in Secondary Schools, Form B. Miscellaneous 3317–A Tentative Edition, March 1949. Division of Vocational Education, Occupational Information and Guidance Service.

Educational Leadership in Action. 1949. Division of School Administration.

Guidance Workers' Preparation: A Directory of the Guidance Offerings of Colleges and Universities. Miscellaneous 3333, July 1949. Division of Higher Education and Division of Vocational Education.

Large and Small Classes in Secondary Schools. Circular No. 306, 1949. 20 cents.

Motion Pictures on Democracy: A Selective Bibliography. Preliminary Edition. April 1949. Auxiliary Services Division, Visual Aids to Education.

Orientation and English Instruction for Students from Other Lands. [1949] Division of International Education.

Report of the Regional Demonstration Workshop on Teacher Education for Health in Secondary Schools, at the University of New Mexico, June 13–25, 1948. Sponsored by the Office of Education in cooperation with the American Cancer Society and The University of New Mexico. Secondary Education Division.

Social Studies Courses of Study. *Selected References* No. 17, April 1949. Division of Elementary Education.

Teaching the Social Studies. *Selected References* No. 18, May 1949. Division of Elementary Education.

Some Selected References on Conservation for Pupils and Teachers. *Selected Science Services,* Circular No. 307, May 1949. Division of Secondary Education.

Surveys of Higher Education in the United States 1937–49. Circular No. 257, May 1949. Division of Higher Education.

Teaching of Social Studies. *Selected References* No. 18, May 1949. Division of Elementary Education.

What is Democracy? America's Schools Are Writing the Definition. Reprinted, with permission, from *The Christian Science Monitor,* by the Office of Education, 1949.

Workbooks. *Selected References* No. 19, June 1949. Division of Elementary Education.

—Florence E. Reynolds, Information and Publications Service.

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U. S. Office of Education Publications (1948–49)

Bulletins

1. Education in Haiti. 25 cents.
2. School Bus Maintenance. 15 cents.
3. Education of Negro Leaders. 20 cents.
4. Teaching Elementary Science: Suggestions for Classroom Teachers. 15 cents.
5. Crippled Children in School. 15 cents.
6. Intellectual Abilities in the Adolescent Period. 15 cents.
7. Working With Parents: A Handbook. 15 cents.
8. Statistics of Land-Grant Colleges and Universities, 1947. 15 cents.
9. Broadening the Services of Small High Schools. 15 cents.
10. Making Democracy Work and Grow. 15 cents.
11. Education for Freedom: As Provided by State Laws. 20 cents.
12. Education in Panama. 25 cents.
13. Fundamental Education. 10 cents.
14. Education in Venezuela. 30 cents.
15. With Liberty and Justice for All. 25 cents.
16. Teacher Education for the Improvement of School Health Programs. 15 cents.
17. Radio and Television: Bibliography. 15 cents.

Vocational Bulletin No. 237, Agricultural Series No. 57. Summaries of Studies in Agricultural Education. 30 cents.

Pamphlets

101. School Transportation Insurance. 15 cents.
102. Cooperative Planning: The Key to Improved Organization of Small High Schools. 10 cents.
103. School Fire Drills. 10 cents.
104. Lighting Schoolrooms. 10 cents.
105. 14 Questions on Elementary School Organization. 10 cents.
106. Postgraduate Education in High Schools, 1947–48. 10 cents.

Leaflets

79. Federal Government Funds for Education, 1946–47 and 1947–48. 15 cents.

Education Directory 1948–49

Part 1. Federal Government and States. 15 cents.
Part 2. Counties and Cities. 20 cents.
Part 3. Higher Education. 30 cents.
Part 4. Education Associations and Directories. 15 cents.

Office of Education, FEDERAL SECURITY AGENCY, Order from Superintendent of Documents, Washington 25, D. C.

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NOVEMBER 1949

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School Life

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FEDERAL SECURITY AGENCY
Office of Education

School ★ Life

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Schaal Life is indexed in Readers' Guide ta Periadical Literature, and in Education Index.

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Published each month of the school yeor, October through June.

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THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

by Roy E. Larsen, chairman of
The National Citizens Commission for the Public Schools

The Key Problem

DURING THE YEAR 1945 a small community I know of had a rather poor public school system. Classrooms were overcrowded and teachers were so poorly paid that there was a tremendous turn-over in the faculty. No clearly defined educational goals were being pursued, and the standards of that school system were not very high. Worst of all, nobody seemed to care. When, in 1945, a public meeting was held to consider a school budget, only 17 people attended.

A year later the entire picture in this community had changed. When a meeting was held in 1946 to consider the school budget, more than 400 people attended. In short order many improvements followed. Teachers' salaries were increased. An old school building which had been abandoned was completely rebuilt and modernized. The whole educational program of the community was revitalized and far higher standards were maintained.

What, it is natural to ask, caused all this improvement? What happened to cause so great a change in so short a time? The answer is that a local committee of citizens was formed to interest everyone in the schools. Out of the interest which this committee evoked came the improvements.

We, the members of the National Citizens Commission for the Public Schools, feel there is much to be learned from examples of this kind. We believe that in communities such as this is proof that only a broad and active public interest in the public schools can overcome the many difficulties which the public schools face today. The key problem, we believe, is how to arouse such interest throughout the Nation.

We believe that communities such as the one I have described also give evidence that the most successful efforts to improve the public schools are conducted at the community level. Regardless of how much State or Federal aid is granted, the thought and energy necessary for the improvement of any school can come only from the community where that school is located.

We formed the National Citizens Commission for the Public Schools last May to help arouse just such a broad public interest in the public schools throughout the

Nation. We hope that widespread interest will result in more support for local committees now working for the improvement of their schools, and we also hope that more such local committees will be formed.

Our Commission is made up of laymen, for we want to exemplify the responsibility laymen have to join the professional educators in working for better schools. Eventually we will expand our present membership of 28 to 60. None of our members are professionally connected with education, religion, or politics. They come from many sections of the Nation. They reflect many different kinds of experience and many points of view.

We, members of the Commission, do not pose as experts on school affairs—like all laymen, we have to find out what the problems are and what solutions to work for. We will formulate our program slowly, building each new project on the experience gained in previous ones.

We are beginning by learning all we can about local citizens' committees which have made substantial contributions toward the improvement of their schools. We hope to be of assistance to such organizations by setting up a clearinghouse of information to enable one to find out what others are doing. Although we are fully conscious of the fact that no two committees face exactly similar situations, we feel that each will be able to profit from the experience of others.

To encourage the formation of additional such groups, we are cooperating with the Advertising Council in its present campaign to bring the problems faced by the public schools to the attention of the public. Advertisements dramatizing the necessity to work for better schools are currently appearing in newspapers and magazines. Spot radio announcements are also used, and billboards are carrying the message, "Our Schools Are What We Make Them—Good Citizens Everywhere Are Helping."*

As the Commission's program develops, it plans a series of studies dealing with various problems, both local and national, confronting public education in this country. All our current plans center, however, on the key problem—that of inspiring the broad citizen interest in the schools which we believe is so necessary for any large-scale improvement.

THE members of the National Citizens Commission for the Public Schools are, besides Mr. Larsen: JAMES F. BROWNLEE, former deputy director of the OPA, vice-chairman; JOHN A. STEVENSON, president of Penn Mutual Life Insurance Co., treasurer; LEO PERLIS, director of the National CIO Community Services Committee, secretary; Mrs. BARRY BINGHAM, vice president, Louisville (Ky.) *Courier-Journal and Times;* STUART BRADLEY, member of the executive board, Louisiana Education Foundation, New Orleans; JOHN COWLES, president, *The Minneapolis Star and Tribune;* EDWARD R. EASTMAN, president and editor, *American Agriculturist,* Ithaca, N. Y.; GEORGE GALLUP, director, American Institute of Public Opinion; Mrs. BRUCE GOULD, editor, *Ladies' Home Journal;* LESTER B. GRANGER, executive director, National Urban League; RALPH A. HAYWARD, president, Kalamazoo Vegetable Parchment Co., Parchment, Mich.; ROBERT HELLER, Robert Heller & Associates, Inc., Cleveland; PALMER HOYT, editor and publisher, *The Denver Post;* Mrs. SAMUEL A. LEWISOHN, chairman, Board of Trustees, New York Public Education Association; WALTER LIPPMANN, columnist, Washington, D. C.; ROBERT LITTELL, senior editor, *The Reader's Digest;* STANLEY MARCUS, executive vice president, Neiman-Marcus Company, Dallas, Tex.; JAMES G. K. MCCLURE, president, Farmers' Federation, Inc., Asheville, N. C.; GEORGE HOUK MEAD, honorary chairman of the board, The Mead Corporation, Dayton, Ohio; Mrs. EUGENE MEYER, *The Washington* (D. C.) *Post;* RAYMOND RUBICAM, cofounder of Young and Rubicam, Inc. (N. Y.), Scottsdale, Ariz.; BEARDSLEY RUML, New York; HARRY SCHERMAN, president, Book-of-the-Month Club; LOUIS B. SELTZER, editor, *Cleveland Press;* RICHARD JOYCE SMITH, partner in law firm of Whitman, Ransom, Coulson & Goetz, New York; CHARLES ALLEN THOMAS, executive vice president, Montsanto Chemical Company, St. Louis; and Judge CHARLES E. WYSANSKI, Jr., U. S. District Judge for Massachusetts, Boston.

*See pages 24 and 25 for further information on how this Commission and other national groups are cooperating in the "Better Schools Campaign."

From the Printed Page

"HIGHLIGHTED in this report of the Office of Education are significant facts about American education—information which relates to school and college programs in every State as they touch the lives of children and adults alike."

—Rall I. Grigsby, Acting Commissioner of Education, in *Annual Report of the Federal Security Agency, Office of Education, 1948,* price 25 cents.

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"THE PERCENTAGE of the total school enrollment in high school (the holding power) is one measure of the efficiency of administration of the educational system in a State. The average for the Nation is 24.1 percent."

—David T. Blose, Associate Specialist in Educational Statistics, in *Statistics of State School Systems, 1945–46,* Chapter II, Biennial Survey of Education, 1944–46, price 25 cents.

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"IT HAS BEEN roughly and conservatively estimated that in the United States there are between 4,000,000 and 5,000,000 children of school age who are so exceptional as to need some special adjustment in their school programs if they are to attain optimum development. The classification 'exceptional' includes the various types of physically handicapped, of which crippled children are a major group, the socially handicapped and emotionally disturbed, the mentally handicapped, and the mentally gifted."

—Romaine P. Mackie, Specialist for Schools for the Physically Handicapped, in Leaflet No. 80, *Education of Crippled Children in the United States,* price 10 cents.

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"THE UNITED STATES Constitution and the Government of the United States are stressed in almost all courses in United States history . . ."

—Howard R. Anderson, Chief, Instructional Problems, in Bulletin 1949 No. 7, *Teaching of United States History in Public High Schools,* price 15 cents.

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". . . THERE ARE MANY interesting problems in their environment which children have never encountered. They cannot

(*Continued on page 23*)

"Road Blocks" to Life Adjustment Education

by Walter H. Gaumnitz, Specialist in Small and Rural High Schools

THE PHILOSOPHY behind Life Adjustment Education is not new. For years, especially in the elementary schools, we have talked about serving "all the children of all the people." We have emphasized teaching in terms of individual needs and interest. We have said education is life.

Even in the secondary schools the basic emphasis of Life Adjustment Education has long been discussed under such themes as teaching the common learnings, functionalizing the high-school subjects, extending general education and delaying specialization, and developing a pupil-centered, experience-centered, or life-centered school.

Much has been said and written in recent years about bringing the life and the problems of the community into the high schools and using its various resources for educational purposes. Some have urged that the high school test all parts of its program against the very simple and pragmatic criterion of "teaching youth to do better those desirable things they will do anyway." Others have simplified the matter even further by suggesting that we teach in terms of "what comes naturally."

Unmistakable Challenge

The challenge to the high school seems unmistakable. Nation-wide statistics tell us that, despite the progress made, the senior high school fails entirely to reach about 30 percent of the youth, and that it loses about 30 percent more of its students before graduation.

In recent years the number of high-school students reaching the senior year has increased somewhat. This can be ascribed to the return of many veterans to their high-school studies. Entrance figures have fallen slightly, however.

Granting that certain factors—inaccessibility, lack of funds the pupils believe necessary to meet the costs of attendance, need or desire to supplement the family income, carelessness in dealing with labor and attendance provisions—account for many of the approximately 60 percent who now fail to reach high school or complete high-school study, educators seem to agree that any block to high-school attendance can be overcome if there is an all-impelling interest on the part of students and their parents in doing so.

The problem of Life Adjustment Education, therefore, comes down to this:

1. Can we develop curriculums and other high-school activities which will have such meaning, value, and appeal as to attract and retain *all* youth of high-school age, and especially those not now in school?

2. Can we produce an administrative and instructional climate which will be conducive to the happy and successful growth of *all* youth, and especially to those now lost by our schools?

3. Can we develop positive and recurrent opportunities for the high-school staff, the students, and their parents to study, evaluate, and plan so that their high-school program will better serve the *real* needs of youth today and tomorrow rather than the traditional academic needs which now so largely rule the situation?

Increasingly, leaders in education are thinking, planning, and organizing their secondary schools so as to place greater emphasis on Life Adjustment Education for Every Youth. Some of these leaders have for years been busily at work to help this part of the school system reformulate its governing philosophy, reexamine its objectives, and reorganize its programs. Under such leadership many high schools have progressed a long way toward the development of programs of study and other educational services which are basically meaningful to each participating pupil and to the enrichment of his daily living.

Academic Emphasis

Other high schools continue to be dominated largely by the desire to select and educate youth for success in college, regardless of the few destined for higher education or the many in need of functional learnings. Their emphasis is primarily upon such academic objectives as mastery of college preparatory subjects, textbook assignment and study, deferred learning values, the achievement and maintenance of accreditment standards, the administration of tests, ruthless grading against scholastic norms, and elimination of those regarded as "unfit."

Insofar as such high schools have recognized the needs of pupils for practical types of education, they have done so chiefly by adding a limited number of vocational courses. Pupils unable to benefit from either of these types of instruction are left to flounder or to leave the schools as soon as the compulsory education laws will permit.

Certain administrative problems or "road blocks" to Life Adjustment Education seem to emerge. These problems could be spelled out in some detail. Indeed, they have been quite fully spelled out in a number of Office of Education reports, conferences, and workshops on Life Adjustment Education primarily concerned with giving specificity to problems, principles, and projected solutions of Life Adjustment Education.

No Ready-Made Solutions

To achieve the desired results, the attack must be a cooperative one. It is hard to say, therefore, which of the basic problems involved belong primarily to the school administrator and which depend upon the interrelationships of pupils and teachers, or require parent, professional organization, guidance officer, or other assistance.

Certain "road blocks" involving administrative policies and procedures will have to be removed, however, before much real progress can be made either in the classroom or in the community. These "road blocks" are deep-seated in our traditions. They are complicated in character. I shall point out a few of them for which there are no ready-made solutions. These must be forged in the heat of much careful study, numerous discussions, many carefully controlled experiments, and some real soul searching into deeply held traditions and concepts, some of them bordering on prejudices. Several "road blocks" are:

1. The Carnegie unit, with all that this implies in the way of marks, passing and failing grades, pupil cataloging, pupil expulsion, retardation and repetition of courses, bluffing, teacher's pets, teacher's scapegoats, becomes obsolete if we take seriously the challenge to keep in school all youth of high-school age and to give all of them an opportunity to grow and to develop their assets to the maximum.

We must shift the emphasis of student

evaluation and appraisal from the neutral and often negative and destructive process of grading, selecting, labeling, and eliminating pupils to a positive process of discovering and developing whatever latent talents, capacities, interests, and other assets they may possess.

2. The traditional accreditment of high schools on the old quantitative and college-preparatory bases, already extensively under fire, must be entirely abandoned. The newer evaluative criteria produced by the Cooperative Study stressing personal, local, functional, and democratic objectives must become operative everywhere. The greater degree of freedom and variation resulting will impose great responsibilities for cooperative planning upon local school administrators, their staffs, and lay citizens.

3. The awarding of high-school diplomas or school-leaving certificates with their infinite variety of meaning and value needs to be seriously revised. This practice has its roots solidly in the college-preparatory tradition. The criticisms and doubts of educational leaders and commercial and industrial employers concerning the worth and meaning of the high-school diploma must be taken seriously. The tie-up between the high-school diploma and the accumulation by the pupil of Carnegie units, academic marks, and scholastic standing is so close that any changes in one will also require changes in the other.

4. The fixed curriculum with its constants and variables, its required and elective courses, its single and multiple form, its fusion and core aspects, all constitute problems to which the school administrator and his staff must address themselves.

Questions for Administrators

What of credit and noncredit courses?
What of school-work programs?

(Continued on page 22)

Steps in Development of Life Adjustment Education

THE FOLLOWING basic sources setting forth the essential features and processes of Life Adjustment Education are reviewed by Walter H. Gaumnitz:

1. The National Association of Secondary-School Principals came out in 1936 with a fundamental blueprint of modern secondary education in its "Issues of Secondary Education"; in 1939 it published "That All May Learn," in 1944 "Planning for American Youth," in 1947 "The Imperative Needs of Youth of Secondary School Age," and in 1948 "Secondary Education Programs for Improved Living."

2. The American Council on Education through its American Youth Commission published several documents showing the problems of youth and the high-school's failure to deal with these problems. In 1940 the Council published "What the High Schools Ought To Teach"; in 1942 it followed with "Youth and the Future" and other publications exemplifying many concepts of Life Adjustment Education.

3. The Educational Policies Commission also made several salient contributions to the idea of Life Adjustment Education when in 1938 it brought out "The Purposes of Education in American Democracy," in 1940 "Education and Economic Well-Being" and "Learning the Ways of Democracy," and in 1944 it published the epoch-making volume "Education for All American Youth."

4. To any casual list of sources setting forth recent blueprints for improvements in secondary education there would have to be added "The Cooperative Study of Secondary School Standards" made in the middle thirties, later revised and now again under revision, Spaulding's "High School and Life" published in 1940, "The Story of the Eight-Year Study" of 1942, the Harvard Report on "General Education in a Free Society" published in 1945, and "Vocational Education in the Years Ahead" published by the Office of Education in 1947.

"But these important reports, which have been generally known in educational circles," Mr. Gaumnitz points out, "did not bring about a Nation-wide plan of action. Neither did they envisage an organization which would spark plug a specific program designed to bring about the desired improvements in secondary education. Of course, much progress resulted from these efforts, but it was at best sporadic. So far as the major "road blocks" were concerned, these too often remained unaffected. This was largely the situation when in 1945 leaders in Vocational Education met in Washington to consider "Vocational Education in the Years Ahead." It was this conference that produced and adopted the "Prosser Resolution" and sent it to the Commissioner of Education with the request that specific action be instituted. The following roughly approximates the pronouncements and steps stipulated by this resolution:

1. We believe that with the aid of the report just adopted our secondary schools will be better able to prepare some 20 percent of the youth of secondary school age for the skilled occupations and that they will improve their offerings for another 20 percent preparing for entrance and success in college;

2. We believe that about 60 percent of the youth do not now receive the life-adjustment training they need and to which as American citizens they are entitled;

3. We believe that school administrators and leaders in vocational education can jointly formulate the educational programs needed by these neglected youth; and

4. We call upon the Commissioner of Education to initiate such action as may be necessary to bring about improvements which will more realistically serve all youth of secondary-school age.

"The various regional and national conferences of educational leaders which soon grew out of this resolution, as well as the Life Adjustment Commission appointed late in 1947," according to Mr. Gaumnitz, "adhered strictly to the proposition (1) that the problem be attacked *jointly* by the school administrators and leaders in vocational education, and (2) that their efforts be centered chiefly upon the youth *now poorly served or not served* at all by most of the high schools. The five regional conferences called covered the Nation during the calendar year 1946. They were followed by a national conference held in May of 1947. This Chicago conference worked out a far-reaching program of action; it recommended a Commission to determine policy and give leadership. The Office of Education was made the clearinghouse for the activities proposed and given the task of developing a program of implementation. In keeping of these assignments, a notable list of materials has been published; help has been given to a large number of workshops and conferences; consultative services have been provided in working out new programs and in launching and coordinating experiments. Appraisal techniques are being developed and the work of the Commission is being facilitated."

Mouse Traps for Chain Reaction

SCHOOL LIFE is pleased to present this article on atomic-energy study at Keene High School, Keene, N. H. The article is based upon information furnished originally to the Atomic Energy Commission by Mr. Arthur Houston, Head of the Science Department at Keene High School, to whom credit must be given for this effective atomic-energy educational program. Both L. O. Thompson, Superintendent of Schools at Keene, and Edward A. Sillari, Headmaster, lent fullest cooperation in helping make the Keene program a success. Much credit also goes to Miss Constance Brennan, Head of the Art Department at Keene High School, Miss Mildred Turner, the student who coordinated the study, and other Keene educators, laymen, and students.

EMERSON is credited with having written the words, "If a man can . . . make a better mouse trap than his neighbor . . . the world will make a beaten path to his door."

This quotation comes to mind as more than usual public attention is given a program of atomic energy education at Keene High School, Keene, N. H., in which, strangely enough, two dozen mouse-traps were brought into play to help demonstrate chain reaction.

The Keene High School experience in this new area of education was a pioneering one which should show the way to many other high schools desiring to bring atomic energy education into their classrooms and into their communities.

Shortly after World War II there was a recognition at Keene of the need for atomic energy education, but how much and what shape it should take had to be decided. As information was collected, two decisions were made—that some sort of atomic energy study must be included in the regular physics course, and that, if necessary, some of the old course would have to be transferred to other science courses or omitted entirely to make room for the new, vital, and stimulating material.

But information on atomic research was not easy to find. The Smythe report was welcomed. Science publications and other magazines were scanned for atomic energy articles or references. Each pupil was given a copy of "The World Within the Atom" prepared by The Westinghouse Company. Nuclear physics charts were obtained from the same source for their use. A guide sheet pointing out what should be learned from "Adventure Inside the Atom," a comic presentation of the General Electric Company, helped the pupils learn fundamental facts. A book, by Wesley Stout, titled "Secret" and published by the Chrysler Corporation also proved useful.

What to teach? How to teach it? The answers, based upon the type and content of information available, boiled down to this teaching outline:

1. History of atomic research.
2. Structure of the atom.
3. Natural radioactivity.
4. Nuclear fission. Chain reaction.
5. High energy imparting devices—Van de Graaff Generator, cyclotron, etc.
6. The atomic pile.
7. Isotopes.
8. The story of the atomic bomb.
9. Artificial transmutation.
10. Radioactivity detection.
11. Applications in war, medicine, power, heating, and agriculture.
12. The necessity for universal understanding of atomic energy.

How to teach the program with understanding? Using the printed page was not in itself sufficient. High-school pupils needed to translate abstractions in the literature into concrete and meaningful ideas.

An atomic energy exhibit from the Brookhaven National Laboratory on display at Boston was viewed with interest by the pupils. They studied the Westinghouse charts, attended a lecture at Massachusetts Institute of Technology given by Dr. Lyle B. Borst, chairman, Nuclear Reactor Project, Brookhaven National Laboratory.

The high school art department under Miss Constance Brennan made the study of atomic energy a cooperative project. More charts were needed. They had to be neat, simple, and in quantity. The art department furnished them, ranging all the way from a model of the hydrogen atom to a

Both youth and adults alike displayed great interest in the Keene demonstrations of atomic energy.

Parents learn about atomic energy from a "pupil" professor.

Chain reaction is demonstrated with the aid of two dozen mouse traps.

chart showing nuclear fission with the famous equation $E\text{-}MC^2$.

Models and mock-ups were produced by boys in the physics classes. They developed a Van de Graaff generator, nuclear fission cabinet, atomic models, atomic power plant, Tesla coil, radioactivity detector, and chain reaction demonstrator.

The nuclear fission cabinets strikingly demonstrated the splitting of the nucleus. Models of atoms were made with varicolored wooden spheres glued together in a cluster to represent the nucleus, with other spheres on the ends of wires extending out from the nucleus to represent electrons in their orbits.

Atomic piles had moderators, control rods, and insulation against radioactivity. These piles were dummy models, but they were made quite real by buckling a luminous wrist watch around one of the control rods. When a Geiger counter was thrust into the pile, radioactivity was registered.

One boy constructed an amplifier for use with the school-owned Geiger tube. This amplifier had both visual and audio indicators, and registered radioactivity as well as one could wish.

Coarse mesh screening and inch-square wooden strips, a quantity of rubber stoppers, and the two dozen mouse traps, previously referred to, were used to demonstrate chain reaction.

Thus we see how pupil-made charts and devices made atomic energy principles meaningful. All the pupils learned about atomic energy with understanding.

To bring the benefits of this classroom experience and experiment to the community, the Keene High School's annual science fair served to show the pupil-made charts and exhibits to the public. Lights flashed, sparks flew, radioactive material registered on the Geiger counters, pupils explained, and charts made the story complete.

A large display window of the Public Service Company in Central Square put the Keene pupils in the position of atomic energy teachers to the public.

Atomic Energy Education Aids Available From the Office of Education and the Superintendent of Documents

Atomic Energy Here To Stay (Special Supplement to SCHOOL LIFE, March 1949 issue), 10 cents.

Reprint of articles on Atomic Energy (which appeared in SCHOOL LIFE, March 1949, Vol. 31, No. 6), 5 cents.

Special Atomic Energy issue of HIGHER EDUCATION (Feb. 1, 1949, Vol. V, No. 11), 5 cents.

(Order above from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

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Series of Atomic Energy Bibliographies compiled by Israel Light for the Inter-Divisional Committee on the Educational Implications of Atomic Energy (available free upon request from the Office of Education, Federal Security Agency, Washington 25, D. C.):

1.—Bibliography of Bibliographies on Atomic Energy.

2.—Introductory Bibliography on Atomic Energy.

3.—Teaching Aids in Atomic Energy: Bibliography for Teachers.

4.—Inexpensive Books and Pamphlets on Atomic Energy.

"ROAD BLOCKS"

(Continued from page 20)

What of definite scheduling of pupils and teachers which at the same time leaves room for essential flexibility?

When should general education cease and specialization begin?

Can extracurricular activities be curricularized?

How can study procedures and programs be individualized?

Should the school year be extended on a year-round basis to facilitate closer identity with community life?

5. Then there is a whole family of "road blocks" to Life Adjustment Education inherent in the policies and procedures of training, selecting, and programming the work of the teaching staff.

If more emphasis is to be given to guiding the growth, development, and behavior of youth, and less to the mastery of subject-matter as such, then more of the teachers' education needs to be concerned with the nature, diversity, and learning problems of youth and less to majors and minors in the usual subject matter fields. If all types of youth are to be served by the high school, teachers must learn to understand, respect, and work with *all* types of youth.

If the general education period of youth is to be extended, and more closely related to life, then the teachers need more education in the nature and problems of the work-a-day world than most teacher-education programs contain today.

Federal Communications Commission Hears Plea for Educational Television Channels

by Ralph M. Dunbar, Acting Director Auxiliary Services Division

EDUCATION has an important stake in the hearings on television which began on Sept. 26, 1949, before the Federal Communications Commission in Washington. The decisions, when rendered, will determine in large measure, the extent to which the educational program of the Nation can be served by this new medium of communication. Among other things the Commission will decide what channels, if any, are to be set aside exclusively for educational television broadcasting. Since the number of such channels is limited and many have been applied for or are already in use, the competition for the remaining frequencies is very great. Once the channels are assigned, no more will be available.

In view of the importance of these decisions to education, the Office of Education requested permission to have witnesses present arguments at the hearings showing the need for reserving a certain number of television channels for the exclusive use of school systems, colleges, and universities for educational broadcasting. In this action, the Office of Education has cooperated closely with educational associations and with school and college television specialists who are familiar with the problem.

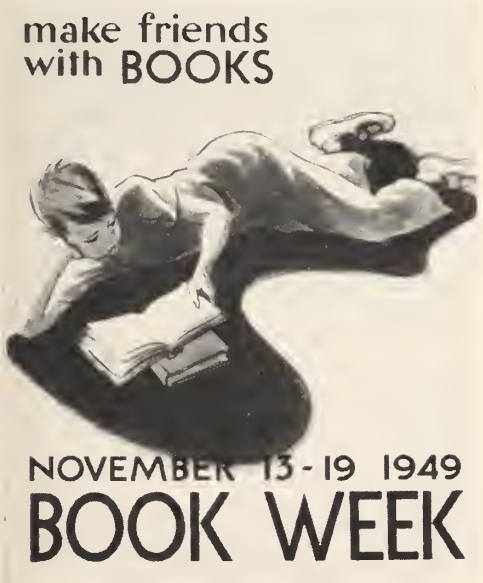
The Office of Education based its arguments in the main on these facts: (1) Television is an essential instructional medium in the classroom; (2) television can render invaluable educational service to the community; (3) educational television broadcasting can be rendered best by stations owned and operated by school systems, colleges, and universities; and (4) enough television broadcast frequencies must be reserved for educational institutions so that their needs can be met.

In support of the essentiality of television to classroom instruction, examples have been assembled from program directors and others to show the effectiveness of this new medium of communication. It is significant that television, combining the advantages of both the radio and the motion picture, can bring immediately to the teacher the visual image of an event as it happens, together with the associated sounds. A new experience of reality becomes possible, when a musical concert, a laboratory experiment, or a current news event can be "loaded on" the radio frequency carrier waves and distributed with the speed of light from a distant point to a classroom.

The argument for the potentiality of educational service to the community outside the classroom parallels that used in the frequency modulation hearings in 1944. The Office of Education maintains that television broadcasting can explain vividly the work and purposes of schools and colleges to the public; can demonstrate to home listeners samples of student achievement; can provide instruction to shut-ins and physically handicapped individuals of public-school age; and can offer adult education and continuation courses of accredited grade.

On the matter of the use of time on commercially owned television stations, the Office of Education has taken the position that educational needs are best served when the school systems, colleges, and universities own and operate their own stations. The commercial stations have shown a willingness to cooperate with educational authorities, but they naturally have to operate as "paying businesses." Hence, the time available to schools is likely to be at unsuitable hours, because it depends upon commercial commitments to sponsors and on meeting the broad tastes of the general listening audience.

In view of these facts, the Office of Education has asked the Federal Communications Commission to set aside, exclusively for use by school systems, colleges, and universities, an adequate number of channels in the new ultra-high frequency television broadcast band; and to make all future station assignments in the existing twelve-channel very-high frequency band with a view to having at least one locally usable television broadcast frequency available for assignment to educational-station applicants in every metropolitan and in every college center.



Book Week will be observed from November 13 to 19. Headquarters for the availability of materials in connection with the special week is The Children's Book Council, 62 West 45th Street, New York 19, N. Y.

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(Continued from page 18)

show interest in things they do not know exist. Here the teacher gives assistance in suggesting possibilities . . . Our whole program could stand a stiff fumigation to kill off the extraneous material that has little or no bearing on the lives of children and make room for the meaningful to flourish."

—Glenn O. Blough and Paul E. Blackwood, Specialists in Elementary Science, in Bulletin 1949 No. 5, *Science Teaching in Rural and Small Town Schools*, price 20 cents.

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"IT IS APPARENT that the extremely small high school is growing into a larger high school or is being abandoned . . ."

—Carl A. Jessen, Chief, School Organization and Supervision, Division of Secondary Education, in *Statistics of Public High Schools, 1945–46*, Chapter V of Biennial Survey of Education in the United States, 1944–46, 25 cents.

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"PARENTS will be better able to understand the program of the school if they keep in close touch with the teacher. The teacher also needs the help of parents to give the best guidance to the child. Success of a child in school is dependent in large measure on close cooperation between home and school."

—Hazel F. Gabbard, Specialist for Extended School Services, in Pamphlet No. 108, Preparing Your Child for School, price 15 cents.

"Better Schools Make Better Comm

WITH APPROXIMATELY 33 million children and young people enrolled in the Nation's schools and colleges during September and October, the true friends of American education are joining forces to make this a most profitable year for those in school and college, and to build a firm foundation for education in the years ahead.

By "the true friends of American education" we refer to the business firms, the advertising industry, and educators themselves who "have pooled their resources," as the Advertising Council says, "to help avert a crisis in the Nation's educational system by pounding home to citizens what they can do to help make sure their communities are maintaining the best possible education standards."

SCHOOL LIFE presents on these pages reproductions of advertisements to appear in daily and large weekly newspapers across the country this year. These advertisements, planned with educators and produced by the advertising industry, also are being sent to newspapers and superintendents of schools in communities of 2,500 population and over. Cost of their publication will be borne largely by business firms, their public service investment in better schools. You may wish to offer cooperation to local newspapers in getting business sponsorship of these important announcements. You may also wish to express appreciation individually and in behalf of your school or school system to the business firms which pay the cost of publishing the advertisements. The national ex-

...unities"

penditure by business for this purpose has already reached into the millions of dollars.

Working together the Citizens Federal Committee on Education, the National Citizens Commission for the Public Schools, the Office of Education, Federal Security Agency, and the Advertising Council this year in the "Better Schools Campaign" are emphasizing the maintenance of improvements achieved in our Nation's schools since the end of World War II and the raising of substandard school conditions which exist in many parts of the country. Acquainting citizens generally with current facts about school conditions and apprising them of possible pyramiding problems during the 10 years immediately ahead because of sharply rising trends in population growth are also high-priority objectives.

In line with the effort of the National Citizens Commission for the Public Schools to encourage citizen participation in the solution of school problems, the latest March of Time release will be on "The Fight For Better Schools." This 2-reel documentary film portrays the story of citizen action programs in Arlington, Va., and in other communities which are paying off in improved school conditions. It will be available for nontheatrical showing after April 1, 1950, from the March of Time, New York 17, N. Y.

Watch your outdoor posters, listen to your radio, read your newspapers and magazines for results of the planning and work that the triumvirate of education, business, and advertising is producing in every community of our country. Your cooperation will number you among the true friends who recognize the fact that "Better Schools Make Better Communities" and are doing something about it.

Emerging Programs for Improving Educational Leadership in American Education

by John Lund, Specialist in the Education of School Administrators

WITH the Kellogg Foundation as host, 115 conferees assembled on August 28 at Clear Lake Camp, Dowling, Mich., for the third annual work conference of professors of administration and their consultants. The group was made up of professors and deans from 53 schools and departments of education from coast to coast and representatives of the U. S. Office of Education, the National Council of Chief State School Officers, the American Association of School Administrators, the Division of County and Rural Area Superintendents of the NEA, the National Association of Secondary School Principals, the National School Boards Association, the National Citizens Commission for the Public Schools, elementary school principals, classroom teachers, and consultants from the fields of sociology and political science.

Among the draft reports filed by the working committees at the close of this conference, the following reflects the approach of the group in its thinking and planning for the future:

THE NATIONAL Conference of Professors of Educational Administration has moved into the third year of its program for the upgrading of Educational Leadership. The accomplishments of its third annual work conference are reported to you in this article by Dr. Lund, who continues to serve as Secretary to the Planning Committee of the NCPEA. It is hoped that the full report of the Clear Lake Conference will be available for distribution later this fall.

Our Concern About Leadership

"We said at Endicott that education can change community life—that education by its impact on people and institutions can change these people and these institutions. This we believe!

"The school must share in responsibility for community improvement. It must operate so as to make a difference in standards of living, in health and safety, in cultural and spiritual advancement, and in dynamic citizenship. This does not mean that the school is to prepare a blueprint for community acceptance. It could not do this even if it would. It does mean rather that the leadership of the school must play a key role in the cooperative planning processes through which the community seeks to use all available resources in meeting its needs and in realizing its own aspirations.

"We recognize the increasing complexity of the administrator's task. New responsibilities must be assumed for the functional adaptation of instruction, the in-service improvement of teachers, and the creation of dynamic school-public relations. At the same time the usual functions of school administration are complicated by mounting enrollments which intensify already acute shortages of school buildings and of qualified elementary teachers. The times call for educational statesmanship.

"The administrator and his staff must no longer bask in an aura of complacency, nor can they yield to a sense of futility in the face of these new challenges. The job cannot be done by professionals working in isolation. Educational planning must take on new significance in terms of purposes and of methods. A cooperative process is required for the utilization of all available resources. The school must make common cause with other agencies and relate itself to the total service program of the community. The school administrator must become a social engineer.

"What does this emerging concept of educational leadership mean to the conventional patterns of administration? Can we longer justify the line-staff organization? How do we make the transition from centralized to decentralized leadership? How do we prepare for leadership of cooperative effort in organizing school districts more efficiently and in tailoring educational programs to fit community needs? These are but a few of the questions that must be answered if significant improvement is to be made in the professional education of school administrators.

"At Madison we said that democratic educational leadership does not come about accidentally: That it has a structure and a technique and inward motivations, highly personal in nature, resting upon abiding convictions; that the welfare of the group is assured by the welfare of each individual; that decisions reached by the cooperative use of intelligence are, in total, more valid than decisions made by individuals; that every idea is entitled to a fair hearing; that all persons can make unique and important contributions; that real growth comes from within the group rather than from without; that democratic methods are efficient methods; and that a real and devout respect and affection for all men is the essential component of a great personal leadership in a democratic society.

New Techniques

"New techniques of leadership are being discovered and utilized. We are learning that an administrator must exercise leadership in group determination of wants and needs, in group evaluation, in devising plans of action, in the implementation of group planning, and must join with others in appraising the quality of his leadership. We are learning that informing people about the school program is not enough; that public relations involves participation in policy and prgram development, and evaluation. We are learning also that the same techniques must be used for stimulating individual and staff growth.

"We are learning that among the functions of leadership are responsibility for group analyses, real knowledge of the groups in the community, and understanding of why they are formed, and what they do, and an appreciation of the importance of the development of group consciousness and morale. We are learning that capitalizing upon these sociological forces is the best way to bring about the needed improvement of living in the community through the school.

"The school administrator must therefore maintain a clear definition of the expanding task and must utilize these emerging concepts of educational leadership as, along with others, he shares responsibility for putting group plans into action.

Agencies Responsible

"Whose is the responsibility for bringing about the improvement so urgently needed? Obviously we are faced with a gigantic task of cooperation. No one group should act alone; the key is cooperative action. Progress will be made only as the machinery of cooperation is developed and the processes revised. Leadership in education can be developed and improved only as we purposively involve all persons concerned.

"Already we are seeing evidences of increasing concern and participation on the part of the layman: witness the formation of the National Citizens Commission for the Public Schools, the rapid expansion of State school board associations and their recently established national association, the development by the organized teaching profession of check lists for the evaluation of leadership and the studies made by the Council of State Governments. Institutions and school systems in many areas and regions are responding to the challenge as evidenced by the development of several regional school study councils.

"The organized groups of educational administrators, local, State, and national, must cooperate for the self-improvement of their members. Boards of education must participate by insisting upon hiring those educational leaders who are imbued with the democratic philosophy of educational administration. State departments of education must assume cooperative responsibility in the certification phases of this improvement program. Administrative officers in institutions preparing school administrators must ease the way for the organizational and program improvements which must be made before the teachers of educational administration can discharge the tremendous load thus thrust upon them. Indeed it is this last group, it is we ourselves, who must shoulder the major responsibility if the kind of administrator we envisage is to be prepared to lead in tomorrow's world. We therefore earnestly seek the cooperative participation of all agencies, lay and professional, local, State, and national, to assist us in this complex and challenging task.

The Role of the Institution

"At Madison we identified 10 areas where the programs of colleges, schools, and departments of education need revision. We recognized the need of (1) formulating criteria for developing programs of preparation for leadership, (2) agreeing upon the areas of preparation necessary, (3) organizing more effective programs and procedures, (4) improving the techniques of instruction, (5) improving educational services bearing upon the instructional program, (6) improving the administration of the program, (7) raising professional standards and requirements in relation to certification, (8) selecting candidates who show the highest promise of success as leaders, (9) coordinating placement and follow-up services with the preparation program, and (10) improving the preparation of teachers of school administration. Great emphasis was given to programs that reflect the cooperative process within and among institutions.

"The conference at Clear Lake has directed major attention to the problem of implementation. Basic principles have been reviewed and developed. Emerging practices have been described and proposals offered for experimentation and research."

INSTITUTIONS (70) represented at one or more work conferences: Alabama Polytechnic Institute,** Colorado State College of Education,** Columbia University,** Cornell University,** Indiana University,** Michigan State College,** New York University,** Ohio State University,** Oklahoma A & M College,** University of Buffalo,** University of California at Berkeley,** University of Chicago,** University of Kentucky,** University of Maryland,** University of Mississippi,** University of Pennsylvania,** University of Pittsburgh,** University of Tennessee,** University of Texas,** University of Utah,** University of Wisconsin,** Ball State Teachers College,* *Boston University,** Butler University,* Claremont Graduate School,* Drake University,* Duke University,* East Carolina Teachers College,* Harvard University,* Indiana State Teachers College,* Iowa State Teachers College,* Northwestern University,* Ohio University,* *Pennsylvania State College,** Stanford University,* State College of Washington,* Syracuse University,* *University of Denver,** *University of Florida,** University of Georgia,* University of Idaho,* University of Illinois,* *University of North Carolina,** University of Omaha,* University of Oregon,* University of Rochester,* Washington University (St. Louis),* Wayne University,* West Virginia University,* Bowling Green State University, Dartmouth College, *George Peabody College for Teachers, George Washington University, Illinois State Normal University,* Mississippi State College, Purdue University, *Temple University, Texas Christian University, Southern Illinois University,* University of Alabama, *University of Connecticut,* University of Iowa, University of Michigan, *University of Minnesota,* University of Nebraska, *University of North Dakota,* University of Oklahoma, *University of Washington, University of Wyoming, Yale University.*

** Represented at 3 conferences.
* Represented at 2 conferences.
Institutions in italics, not represented at Clear Lake.

Committees of the Clear Lake Conference worked intensively on the following problems during their week together and produced reports which will constitute an important part of the full report of the conference:

1. *The Institutional Program for the Preparation of Administrators.*—This committee reviewed the desirable characteristics of the job of educational administration and the desirable qualities and competencies of educational leaders. Specific program practices and proposals were presented and discussed as they are related to the qualities and competencies identified.

2. *Institutional Organization for the Preparation of School Administrators.*—The statements in this report delineate some of the major operational relationships which will maintain the qualities of democracy in the institutions preparing school administrators for educational leadership.

3. *Internship Programs for Educational Leadership.*—A set of guiding principles was developed by this committee. Present practices and projected plans for internship were reviewed and analyzed. Problems and proposals for further study and experimentation were presented.

4. *Disciplines Contributing to Educational Leadership.*—This committee broke its task down into three major divisions: (*a*) The competencies essential in educational administration—the task of the educational leader, (*b*) the disciplines out of which these competencies stem—the content and methodology from selected disciplines which contribute to these competencies, and (*c*) the problem of execution—how can these contributions be incorporated into the education of the school administrators.

5. *Institutional Evaluation and Research.*—General principles of evaluation are outlined and suggested criteria for evaluating the institutional program are presented in the report of this committee. The discussion of research is limited to that research which may be undertaken to secure evidence appropriate to some aspect of the program of appraisal.

6. *Cooperative Research Projects.*—A special conference committee arrived at two basic conclusions. First, that the next phase of conference work should be to test and apply the Conference's philosophy of education and of leadership by factual studies, research, and trial applications and that, after considering several types of co-

(*Continued on page 30*)

Some Radio Programs for Good Listening

THIS LIST of programs for adults and youth along with suggested listening for boys and girls both in and out of school has been selected for SCHOOL LIFE readers under the direction of Franklin Dunham, chief, Educational Uses of Radio, and representative of Association of Education by Radio on the Federal Radio Education Committee.

[All times listed CST (Central Standard Time). EST (Eastern Standard Time), 1 hour later; PCT (Pacific Coast Time), 2 hours earlier; MST (Mountain Standard Time), 1 hour earlier. These programs may be heard generally over both FM and AM stations of the network.]

Programs Suggested for Youth and Adults

Sunday

C. S. T.

a. m.		
7:30	NBC	*NBC String Quartette*
7:45	CBS	*Memo from Lake Success*
8:00	NBC	*World News*
8:45	CBS	*Trinity Choir*
9:30	ABC	*Southernaires Quartette*
10:05	CBS	*The Newsmakers*
10:15	ABC	*Fine Arts Quartette*
10:30	CBS	*Mormon Tabernacle Choir*
11:00	CBS	*Invitation to Learning*
11:30	CBS	*Peoples Platform*
p. m.		
12:15	CBS	*Elmo Roper*
12:30	NBC	*University of Chicago Roundtable.*
1:00	NBC	*NBC University Theatre*
1:00	ABC	*The World This Week*
1:30	ABC	*Mr. President—with Edward Arnold.*
2:00	NBC	*One Man's Family*
2:00	CBS	*New York Philharmonic Orchestra.*
3:00	NBC	*NBC Documentary feature*
3:30	NBC	*American Forum of the Air*
4:00	NBC	*Radio City Playhouse*
4:30	ABC	*The Greatest Story Ever Told*
5:00	CBS	*Family Hour of Stars*
5:30	CBS	*Our Miss Brooks—Adventures of a Teacher.*
7:00	NBC	*Four Star Playhouse*
7:30	NBC	*Theatre Guild of the Air*
9:15	ABC	*Ted Malone—Poetry and Stories.*
10:15	CBS	*United Nations in Action*
10:15	NBC	*Clifton Utley*
11:00	NBC	*News Roundup*
11:00	CBS	*News Roundup*
11:00	ABC	*News Roundup*

Monday

a. m.		
11:00	NBC	*News Reports*
12:00	ABC	*Bankhage Talking*
12:00	NBC	*Dress Rehearsal Boston Symphony Orchestra*
p. m.		
5:00	NBC	*News with Kenneth Banghart*
5:00	CBS	*News—Eric Sevareid*
5:45	CBS	*Lowell Thomas*
6:15	NBC	*News of the World*
6:15	ABC	*News with Elmer Davis*
6:45	NBC	*H. V. Kaltenborn*
6:45	CBS	*Edward R. Murrow*
7:00	NBC	*The Railroad Hour*
7:30	NBC	*The Firestone Hour*
7:45	ABC	*Henry J. Taylor*
8:00	CBS	*Lux Radio Theatre*
11:00	NBC	*News Roundup*
11:00	CBS	*News Roundup*
11:00	MBS	*News Roundup*

Tuesday

a. m.		
7:00	NBC	*News of the Day*
7:00	CBS	*News with Phil Cook*
p. m.		
2:55	ABC	*Ted Malone—Travels*
5:00	NBC	*News with Kenneth Banghart*
5:00	CBS	*News—Eric Sevareid*
5:45	CBS	*Lowell Thomas*
6:15	NBC	*News of the World*
6:15	ABC	*News with Elmer Davis*
6:45	CBS	*Edward R. Murrow*
7:00	NBC	*Cavalcade of America*
7:00	ABC	*Carnegie Hall*
7:30	ABC	*America's Town Meeting of the Air*
9:00	NBC	*Big Town*
11:00	NBC	*News Roundup*
11:00	CBS	*News Roundup*
11:00	MBS	*News Roundup*

Wednesday

a. m.		
7:00	NBC	*News of the World*
7:00	CBS	*News with Phil Cook*
7:55	ABC	*Gems of Thought*
12:00	ABC	*Bankhage Talking*
p. m.		
2:55	ABC	*Ted Malone—Travels*
5:00	NBC	*News—Kenneth Banghart*
5:00	CBS	*News—Eric Sevareid*
5:45	CBS	*Lowell Thomas*
6:15	NBC	*News of the World*
6:15	ABC	*News with Elmer Davis*
6:45	CBS	*Edward R. Murrow*
7:00	NBC	*This is Your Life—with Ralph Edwards.*
7:00	ABC	*Amazing Mr. Malone*
7:00	CBS	*Mr. Chameleon*
7:30	ABC	*Adventures of Sherlock Holmes.*
7:30	CBS	*Dr. Christian with Jean Hersholt.*
8:30	NBC	*Mr. District Attorney*
9:00	NBC	*The Big Story*
9:30	NBC	*Curtain Time*
9:30	ABC	*On Trial*
9:30	CBS	*Capitol Cloakroom*
11:00	NBC	*News Roundup*
11:00	CBS	*News Roundup*
11:00	MBS	*News Roundup*

Thursday

a. m.		
7:00	NBC	*News of the World*
7:00	ABC	*News—Martin Agronsky*
7:00	CBS	*News with Phil Cook*
11:00	NBC	*News Roundup*
12:00	ABC	*Bankhage Talking*
p. m.		
5:00	NBC	*News—Kenneth Banghart*
5:00	CBS	*News—Eric Sevareid*
5:45	CBS	*Lowell Thomas*
6:15	NBC	*News of the World*
6:15	ABC	*News with Elmer Davis*
6:45	CBS	*Edward R. Murrow*
7:00	CBS	*FBI in Peace and War*
7:30	NBC	*Father Knows Best—with Robert Young.*
9:00	CBS	*Hallmark Playhouse*
9:10	ABC	*Robert Montgomery Speaking*
9:30	NBC	*Dragnet—Sketch*
9:30	CBS	*The First Nighter*
11:00	NBC	*News Roundup*
11:00	CBS	*News Roundup*
11:00	MBS	*News Roundup*

Friday

a. m.		
7:00	NBC	*News—with Bob Smith*
7:00	ABC	*News—with Martin Agronsky*
7:00	CBS	*News—with Phil Cook*
12:00	ABC	*Bankhage Talking*
12:00	NBC	*News Roundup*
p. m.		
2:55	ABC	*Ted Malone—Travels*
5:00	NBC	*News—with Kenneth Banghart.*
5:00	CBS	*Eric Sevareid*
5:15	CBS	*World Affairs with Bill Costello*
5:45	CBS	*Lowell Thomas*
6:15	NBC	*News of the World*
6:15	ABC	*News with Elmer Davis*
6:45	NBC	*H. V. Kaltenborn*
6:45	CBS	*Edward R. Murrow*
7:00	CBS	*The Goldbergs*
7:30	ABC	*This is Your FBI*
8:00	NBC	*Screen Directors Playhouse*
9:00	MBS	*Meet the Press*
9:45	NBC	*Pro and Con with Leif Eid*
11:00	NBC	*News Roundup*
11:00	CBS	*News Roundup*
11:00	MBS	*News Roundup*

Saturday

a. m.		
7:00	NBC	*News—with Johnny Andrews*
7:00	MBS	*News—with Prescott Robinson*
7:00	ABC	*News—with Martin Agronsky*
7:00	CBS	*News with Phil Cook*
7:30	NBC	*Frank Luther—Baritone*
8:15	NBC	*Stamp Club*
9:00	NBC	*Fred Waring Show*
10:30	CBS	*Junior Miss—with Barbara Whiting*
11:00	NBC	*News—with Charles F. McCarthy*
11:00	MBS	*Man on the Farm*
11:00	CBS	*Theatre of Today*
11:15	NBC	*Americans the World Over*
11:30	CBS	*Grand Central Station*
12:00	NBC	*National Farm and Home Hour.*
p. m.		
2:00	NBC	*Football Games*
2:00	ABC	*Metropolitan Opera*
2:00	CBS	*Football Games*
3:30	MBS	*Proudly We Hail*
4:30	MBS	*Scattergood Baines*
4:30	CBS	*Make Way for Youth*
4:45	NBC	*Confidential Closeups—with George Fisher.*
5:00	NBC	*News—with Kenneth Banghart.*
5:00	MBS	*News—with Lyle Van*
5:15	CBS	*CBS Views the News*
5:30	NBC	*NBC Symphony Orchestra—Arturo Toscanini.*
6:00	ABC	*Here's Hollywood with Owen James.*
6:00	CBS	*Johnny Dollar*
7:00	NBC	*Hollywood Star Theater*
8:30	CBS	*Escape—Sketch*
9:00	MBS	*Chicago Theatre of the Air*
11:00	NBC	*News Roundup*
11:00	CBS	*News Roundup*
11:00	MBS	*News Roundup*

Programs for Children

Sunday

a. m.		
7:30	MBS	*Here's Heidy*
9:30	NBC	*Just for Children*
p. m.		
1:30	ABC	*Mr. President—with Edward Arnold.*

p. m.
4:30 ABC *The Greatest Story Ever Told*
5:00 CBS *Family Hour of Stars*
5:30 CBS *Our Miss Brooks*

Tuesday

p. m.
2:55 ABC *Ted Malone—Travels*
7:00 MBS *Cavalcade of America*

Wednesday

2:55 ABC *Ted Malone—Travels*
7:30 CBS *Dr. Christian—with Jean Hersholt.*

Thursday

p. m.
2:55 ABC *Ted Malone—Travels*
7:30 NBC *Father Knows Best with Robert Young.*

Friday

p. m.
2:55 ABC *Ted Malone—Travels*
7:00 CBS *The Goldbergs*

Saturday

a. m.
7:30 NBC *Frank Luther*
8:15 NBC *Stamp Club*
9:30 ABC *Big and Little Club*
10:00 NBC *Lassie*
10:05 CBS *Let's Pretend*
10:30 CBS *Junior Miss*

p. m.
2:00 NBC *Football Games*
2:00 ABC *Metropolitan Opera*
2:00 CBS *Football Games*
5:30 NBC *NBC Symphony Orchestra—with Arturo Toscanini*

Consult your daily newspaper for any changes in above listings.

Major Needs in Elementary Education

by Bess Goodykoontz, Director, Division of Elementary Education

REPRESENTATIVES of 33 national, lay, and professional organizations, upon invitation of the Office of Education, attended the Third Annual Conference on Elementary Education held in Washington, D. C., during the past summer. These representatives analyzed and discussed present critical conditions in the public elementary schools of the United States. They recommended unanimously that their constituent associations and all other organizations in any way concerned with the educational growth and development of America's children concentrate during the coming year on promoting the widest possible understanding on the part of the public generally and of the teaching profession itself concerning the following areas of need:

1. That the teaching of children today involves not only the training of their minds in the 3 R's and other skill subjects, but also concern for their balanced growth and development as human beings and as citizens. This involves:

(a) Recognition that each child is unique and different and needs individual understanding and guidance.

(b) Recognition that each child must learn to work with others in groups, which is the essence of civic education.

(c) Recognition that the program of individual and group instructions should aim to: (1) Keep children sensitive to the world about them; (2) develop skills, habits, and attitudes that will function effectively now and later; (3) develop understanding rather than mere memorization of facts; (4) cultivate a desire for learning; (5) develop physical health and emotional balance.

2. That elementary schools, with rare exceptions, are already overcrowded as a result of the high birth rate during the war peak (1942–1943), but that a far greater tidal wave of children born in 1946, 1947, 1948 will completely overwhelm them from 1952 on unless immediate steps are taken to do the following things:

(a) Increase the number and usability of classrooms. This means new buildings and additions to present buildings, located, designed, and equipped to promote most effectively the work of elementary education in all its broad phases. It also means land sufficient for and suited to recreational and educational purposes.

(b) Increase the supply of qualified elementary school personnel by: (1) Recruitment of the best potential young men and women to be elementary teachers; (2) reexamination, with a view to making necessary changes, of the pre-service training and certification of elementary teachers; (3) increased in-service training through leaders who understand and are sympathetic toward the program outlined under No. 1, above; (4) improvement in the status of teachers in the community, including a single salary schedule for elementary and secondary teachers; (5) sufficient provision for special services to children.

(c) Increase greatly the tools of instruction (study materials, reading materials, reference materials, audio-visual aids, experimental apparatus, play equipment, and other tools) in order that teachers may do the best possible job with the least waste of effort.

3. That the most effective solution of educational problems in any community is arrived at by the joint efforts of all the school personnel and all citizens, whether or not they have children or pay taxes, working together through the instrumentality of the Board of Education. This may be accomplished by

(a) The creation of some kind of community council representing every organization and agency in the community having any concern with the education of children, and

(b) Provision for investigation and research which will produce all the facts, pro and con, needed for the full consideration of any given problem.

"Plentiful Foods" Education

TEACHERS, especially those in the home-economics field, and school-lunch workers are being encouraged to make use of teaching aids available from the Department of Agriculture on "The Plentiful Foods Program."

This program urges increased consumption of plentiful foods. Consumers thus get more for their food dollar by taking advantage of economies resulting from selective buying of plentifuls. Producers remain in better position to maintain efficient production when their produce finds a ready market at a fair price and the food trade is aided through merchandising opportunities created by accelerating consumer purchases of plentiful foods.

Specially prepared monthly lists of plentiful foods may be requested for educational use from area office of the Food Distribution Programs Branch, Department of Agriculture, at Atlanta, Chicago, Dallas, New York, and San Francisco, or from the Production and Marketing Administration, Department of Agriculture, Washington 25, D. C.

School Library Movement Growing

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

THE OFFICE of Education is preparing a statistical circular regarding school library facilities in cities of 100,000 or more population based on data obtained from superintendents of schools. Evidence indicates the growing importance to children of up-to-date and effective library service in schools.

Returns from superintendents of schools in the 5 cities of more than a million population show, for example, that there are now 1,310 centralized school libraries in these cities, a 14 percent increase during the past 6 years.

A larger number of elementary schools have established centralized libraries in recent years. There were 946 reported in 1947–48 as contrasted with 779 in 1941–42, an increase of 21 percent.

In addition, the school systems in the five large cities reported 574 elementary schools with classroom collections only. This type of service was not reported for high schools of the five systems. It is interesting to notice that the service centered in classrooms is also on a decrease in elementary schools. There were 756 schools with this type of service in 1942, as contrasted with the present 574, a decrease of 24 percent.

The number of full-time librarians employed in these cities was 656 in 1941–42 and 698 in 1947–48. All of these school systems reported personnel serving in the capacity of director or supervisor of school libraries.

Book stock in the centralized libraries of these cities increased from 3,388,771 in 1941–42 to 4,271,367 in 1947–48, or 26 percent.

Expenditures for books, pamphlets, periodicals, and newspapers reported in 1947–48 showed an upward trend of 138 percent over the 1941–42 expenditure of $494,272. The 1947–48 expenditure was $1,178,214. Two school systems indicated an expenditure for audio-visual materials amounting to $138,348. Another indicated data not available and still another reported a special division in this area. In 1941–42 no data were reported from these cities for audio-visual material expenditures from the library budget.

The total amount for salaries paid to school librarians in 1941–42 was incomplete but in 1947–48 there was a school librarian salary expenditure of $2,803,717 reported by the five cities of more than a million population, included in the Office of Education survey.

Number of schools by type of library service offered in cities of 1,000,000 population or more, 1947–48

City	Total	Type of service			
		Centralized libraries	Classroom collections only	Other types of service	No library facilities
1	2	3	4	5	6
Total	1,920	1,310	574	30	6
Los Angeles, Calif.	387	76	311	------	------
Chicago, Ill.	386	360	26	------	------
Detroit, Mich.	233	157	40	30	6
New York, N. Y.	693	544	149	------	------
Philadelphia, Pa.	221	173	48	------	------

School library statistics for cities of 1,000,000 population or more, 1947–48

City	Centralized libraries				
	Number	Enrollment	Librarians		Number of volumes
			Full-time	Part-time	
1	2	3	4	5	6
Total	1,310	1,474,196	698	43	4,271,367
Los Angeles, Calif.	76	98,228	89	------	760,000
Chicago, Ill.	360	352,062	224	43	1,158,505
Detroit, Mich.	157	169,160	155	------	405,746
New York, N. Y.	544	680,958	187	------	1,459,222
Philadelphia, Pa.	173	173,788	43	------	487,894

Expenditures for school libraries, purpose, and amount, in cities of 1,000,000 population or more, 1947–48

City	Total	Purpose						
		Salaries	Books and pamphlets	Periodicals and newspapers	Binding and rebinding	Audio-visual materials	Equipment	Other purposes
1	2	3	4	5	6	7	8	9
Total	$4,355,182	$2,803,717	$1,137,706	$40,508	$137,103	$138,348	$49,882	$47,918
Los Angeles, Calif.	1,488,682	462,222	760,593	----------	75,000	120,750	49,882	20,235
Chicago, Ill.	1,270,257	1,035,845	142,949	25,484	23,648	17,598	----------	24,733
Detroit, Mich.	739,350	662,250	43,200	7,900	26,000	----------	----------	----------
New York, N. Y.	674,356	511,406	150,000	----------	10,000	(1)	----------	2,950
Philadelphia, Pa.	182,537	131,994	40,964	7,124	2,455	----------	----------	----------

[1] Special division.

LEADERSHIP

(*Continued from page 27*)

operative projects, one essential type must be that which is undertaken by this Conference of Professors, and which will form the basis for further meetings of this group. It proposed therefore that during the year ahead appropriate factual studies shall be undertaken under the sponsorship of the Planning Committee, the presentation and discussion of which will form the program of future meetings.

The second conclusion was that the whole problem of research and action projects needs further study. The recommendation therefore was made that the Planning Committee be encouraged to secure and allocate funds for a research committee organized to develop research and action projects. As a start in the right direction this committee outlined some 30 roughly formulated research and action proposals.

These recommendations were approved by the conference and specific plans were made to implement them during the coming year through institutional studies in 1949–50 of "Ways and Means by Which an

Elementary school library, Waco, Tex.

Cameron D. Ebaugh

Dr. CAMERON D. EBAUGH, a member of the staff in the Division of International Educational Relations, died of a cerebral hemorrhage on September 21, 1949. Dr. Ebaugh came to the Office of Education in 1943 in the Division of Comparative Education.

As a result of his studies of Latin-American Education, Dr. Ebaugh was the author of *Education in Chile, Education in Peru, Education in Ecuador, Education in Guatemala, Education in El Salvador, Education in Nicaragua, Education in the Dominican Republic.*

He was born in Chambersburg, Pa., October 25, 1893; received his B. A. and Ph. D. at Johns Hopkins University. Before joining the staff of the Office of Education, Dr. Ebaugh had an illustrious teaching career at Miami University, Rice Institute, Middlebury College, and Shorter College.

Institution Can Improve Its Program for the Preparation of Educational Administrative Leadership." The Conference elected a Project Chairman and Co-Chairman and set up 6 subcommittees to develop projects related to: (1) Philosophy or Point of View, (2) Qualities of Leadership, (3) Program Organization, (4) The Program, (5) Personnel Policies, and (6) Institutional Evaluation.

It was upon this note of action and with these purposes that the Clear Lake work conference adjourned.

Members of the Planning Committee for the National Conference of Professors of Educational Administration for 1949–50 are: Clyde M. Campbell, Michigan State College, chairman; Daniel R. Davies, Teachers College, Columbia University; Dana M. Cotton, Harvard University; David W. Mullins, Alabama Polytechnic Institute; Roald F. Campbell, University of Utah; G. T. Stubbs, Oklahoma A. & M. College; Dan H. Cooper, State University of Iowa; Eugene S. Lawler, Northwestern University; Edgar L. Morphet, University of California at Berkeley; Daniel R. Davies, Columbia University, treasurer; John Lund, Office of Education. secretary. Walter D. Cocking, chairman, Board of Editors, *The School Executive*, New York City, and John Dale Russell, Office of Education, are consultants to the Committee.

Recent Changes in Office of Education Personnel

Appointed

Name	Title	Division	Former Employment
Margaret M. Alexander.	Agent for Home Economies Education.	Vocational....	University of Missouri.
Willard W. Blaesser.	Specialist for Student Personnel Programs.	Higher.....	Washington State College.
Erick L. Lindman.	Chief, School Finance.	School Administration.	Department of Public Instruction, State of Washington.
Zxlema P. Price..	Agent for Home Economies Education (temporary).	Vocational....	Alcorn A & M College, Alcorn, Miss.
Arne W. Randall.	Specialist in Fine Arts.	Elementary . .	Eastern Washington College of Education, Cheney, Wash.
Frank L. Sievers.	Specialist Individual Inventory and Counseling Techniques.	Vocational....	University of Maryland.
Bernard B. Watson.	Specialist for Physics.	Higher.....	Temple University

Separated

Name	Title	Division	New Employment
Arthur L. Benson	Specialist Individual Inventory and Counseling Techniques.	Vocational....	Educational Testing Service, Princeton, N. J.
Marian Brown...	Agent for Home Economies Education.	....do.....	University of Vermont.
William H. Coleman.	Resident Educational Officer.	Veterans Educational Facilities.	Department of the Army.
William H. Conley.	Specialist for Junior Colleges and Lower Divisions.	Higher.....	Loyola University, Chicago, Ill.
Mary Lee Hurt...	Agent for Home Economies Education.	Vocational....	Future Homemakers of America.
Edwin H. Miner..	Associate Commissioner.	Office of the Commissioner	Office of the Secretary of Defense.
Edgar L. Morphet.	Chief, School Finance.	School Administration.	University of California.
Harold Punke....	Specialist for Exchange of Professors, Teachers, and Students.	International.	Alabama Polytechnic Institute, Auburn, Ala.

New Books and Pamphlets

Bibliography of Research Studies in Music Education 1932–1948. Prepared by William S. Larson and presented by the Music Education Research Council. Chicago, Ill., Music Educators National Conference (64 East Jackson Boulevard), 1949. 119 p. $2.

Cooperative Extension Work. By Lincoln David Kelsey and Cannon Chiles Hearne. Ithaca, N. Y., Comstock Publishing Co., 1949. Illus. 424 p. $4.

Critical Issues and Trends in American Education. Edited by E. Duncan Grizzell and Lee O. Garber. Philadelphia, Pa., The American Academy of Political and Social Science, 1949. 231 p. (The Annals of the American Academy of Political and Social Science, vol. 265, September 1949.) $2.

Education Through Physical Activities; Physical Education and Recreation for Elementary Grades. By Pattric Ruth O'Keefe and Helen Fahey. St. Louis, Mo., The C. V. Mosby Co., 1949. 309 p. Illus. $4.

First Aid Textbook for Juniors. Issued by The American National Red Cross. Philadelphia, The Blakiston Company, 1949. 132 p. Illus. $1.

A Health Program For Colleges: A Report of the Third National Conference on Health in Colleges, May 7–10, 1947, New York, N. Y. New York, National Tuberculosis Association, 1948. 152 p. $2.

Homemaking Education For Adults. By Maude Williamson and Mary S. Lyle. New York, Appleton-Century-Crofts, Inc., 1949. 236 p. $2.50.

How Peoples Work Together. The United Nations and the Specialized Agencies. Prepared by the United Nations Department of Public Information. New York, Manhattan Publishing Company, 1948. 47 p. Illus. 50 cents.

Opportunities in Home Economics: An Annotated Bibliography on Home Economics Careers. By Charlotte Biester. Millbrae, Calif., The National Press, 1948. 50 p. $1.

Perception of Symbol Orientation and Early Reading Success. By Muriel Catherine Potter. New York, Teachers College, Columbia University. 1949. 69 p. (Contributions to Education, No. 939) $2.10.

Textbooks in Education. A Report from The American Textbook Publishers Institute to its membership, its friends, and any others whose interest in the development of the educational system in the United States goes beyond a mere passing fancy. New York, The American Textbook Publishers Institute, 1949. 139 p. $2.

These Are Your Children; How They Develop and How To Guide Them. By Gladys Gardner Jenkins, Helen Shacter, and William U. Bauer. Chicago, Ill., Scott, Foresman and Co., 1949. 192 p. Illus. $3.50.

Youth—Key to America's Future; an Annotated Bibliography. By M. M. Chambers and Elaine Exton. Washington, D. C., American Council on Education, 1949. 117 p. $2.

—Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

Selected Theses in Education

An Analysis of Principles Related to Vocational Guidance Practice. By Harry L. Coderre, jr. Doctor's, 1949. Harvard University. 309 p. ms.

Discusses the present and future status of vocational guidance and the relationship between theory and practice. Offers suggestions for the improvement of vocational guidance practice.

Children's Experiences Prior to First Grade and Success in Beginning Reading. By Millie C. Almy. Doctor's, 1948. Teachers College, Columbia University. 124 p.

Explores the possible relationships between success in beginning reading and reading experiences before the first grade, by studying 106 children in five first grades in three schools in Elmont, N. Y.

A Determination of Fundamental Concepts of Healthful Living and Their Relative Importance for General Education at the Secondary Level. By Wesley M. Staton. Doctor's, 1948. Boston University. 103 p. ms.

Lists in tabular form the major and minor fundamental concepts of healthful living, and describes the techniques employed in selecting them.

The Effect of Reading Instruction on Achievement in Eighth Grade Social Studies. By Kathleen B. Rudolf. Doctor's, 1947. Teachers College, Columbia University. 72 p.

Analyzes data on 365 pupils in three Rochester, N. Y., public schools, divided into experimental and control groups.

An Evaluation of Instructional Film Usage in United States Navy Training Activities, Other Than Air, World War II with Implications for Post-War Civilian Education. By Julio L. Bortolazzo. Doctor's, 1949. Harvard University. 340 p. ms.

Suggests a plan for the improvement of education on the college level through the use of audio-visual aids.

The Negro and Education in Missouri. By Ulysses S. Donaldson. Master's, 1948. Indiana State Teachers College. 77 p. ms.

Traces the history of Negro education in Missouri and the laws governing it.

Nursery School Administration in New Jersey. By William F. Lawrence. Doctor's, 1947. New York University. 195 p. ms.

Evaluates factors in the administration of 21 nursery schools in New Jersey which are operated by the boards of education of 12 communities.

—Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library.

U. S. GOVERNMENT PRINTING OFFICE: 1949

EDUCATIONAL AIDS from Your Government

Free publications listed on this page should be ordered directly from the agency issuing them. Publications to be purchased should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Department of Labor

Occupational Outlook Publications. Bureau of Labor Statistics. List and order blank. May 1949. Free.

Your Job Future After High School. Women's Bureau. 1949. Single copies free. Quantity copies 5 cents each.

Library of Congress

The Atlantic Pact. Public Affairs Bulletin No. 69, April 1949, prepared by Legislative Reference Service. 45 cents, from the Card Division, The Library of Congress.

The Bogotá Conference. Public Affairs Bulletin No. 71, July 1949. 45 cents, from the Card Division, The Library of Congress.

National Conference on Family Life

The American Family: A Factual Background. Prepared by the Inter-Agency Committee for the National Conference on Family Life. 1949. *Education*, Chapter 3, p. 131–197. $1.25.

Pan American Union

Americas. A monthly magazine. English edition $3; Spanish edition $2; Portuguese edition $2. Available from the Pan American Union, Washington 6, D. C.

Superintendent of Documents

Aviation. Price List 79, 1st Edition. June 1949. Free.

Census Publications. Price List 70, 27th Edition, July 1949. Free.

Checklist of the Reports and Task Force Reports of the Hoover Commission on the Organization of the Executive Branch of the Government. Free. (Complete set of Reports of the Commission, $10.)

The Citizen's Kit. A specially selected group of publications designed to help you better understand your country—its people and its government. $1.

United Nations

Universal Declaration of Human Rights. A statement of principles approved as a common standard of achievement for all peoples and all nations. 1949. 5 cents.

Veterans' Administration

List of Foreign Educational Institutions Approved by the Veterans' Administration Under Public Law 346, Seventy-eighth Congress As Amended (GI Bill of Rights, supersedes list dated January 1, 1948, and its supplements 1, 2, and 3). 1949. Free.

Office of Education

Printed Publications

Adult Education Activities of the Public Schools: Report of a Survey, 1947–48. Pamphlet No. 107. 15 cents.

Business Experience for Business Teachers: Plans and Procedures. Vocational Division Bulletin No. 241, Business Education Series No. 18. 5 cents.

Education of Crippled Children in the United States. Leaflet No. 80. 10 cents.

Frontiers in Homemaking Education: Programs for Adults. Vocational Division Bulletin No. 239, Home Economics Education Series No. 25. 20 cents.

Higher Education. Semimonthly publication, September through May. 75 cents a year in advance (5 cents a single copy).

How Large Are Our Public High Schools? Circular No. 304. 25 cents.

Preparing Your Child for School. Pamphlet No. 108. 15 cents.

State Legislation for Education of Exceptional Children. Bulletin 1949, No. 2. 20 cents.

Statistics of Land-Grant Colleges and Universities: Year Ended June 30, 1948. Bulletin 1949, No. 8. 15 cents.

Teaching of United States History in Public High Schools. Bulletin 1949, No. 7. 15 cents.

Processed Materials

(Free—Limited Supply)

Children Who Speak Two Languages. Selected References No. 20, August 1949. Elementary Education Division.

Counselor Competencies in Analysis of the Individual: One of a Series of Reports on Counselor Preparation. Misc. 3314–4, July 1949. Division of Vocational Education, Occupational Information and Guidance Service.

Detective (occupation classifications). Misc. 3337–2, August 1949. Division of Vocational Education, Occupational Information and Guidance Service.

Education of Exceptional Children and Youth: Speech Defective. Selected References No. 5–VIII, September 1949. Elementary Education Division.

Guidance Bibliography (Selected): Counselor Preparation 1945–1949. Misc. 2363–9. Division of Vocational Education, Occupational Information and Guidance Service.

The Major Principles of the Biological Sciences of importance for General Education. (Selected Science Services Series.) Circular No. 308, May 1948. Secondary Education Division.

Orientation of Displaced Persons and Other Immigrants. Adult Education Ideas, No. 5, August 1949. Division of Secondary Education.

Publications of the Occupational Information and Guidance Service. Misc. 3275, Revised June 1949. Division of Vocational Education, Occupational Information and Guidance Service.

Selected References for the Teaching of Geography and Conservation. Circular No. 310, August 1949. Division of Secondary Education. In four parts:

I. **Philosophy and Goals.**
II. **Programs and Procedures.**
III. **Audio-Visual Aids.**
IV. **Inexpensive Teaching Materials.**
V. **A Bibliography of Bibliographies.**

Special Series of Test Lists, June 1949. Secondary Education Division:

Circular No. 312. **Selected List of Tests for Pupil Personnel Services.**

Circular No. 313. **List of Intelligence Tests.**

Circular No. 314. **List of Test Batteries.**

Circular No. 315. **Special Guidance Test List.**

Circular No. 316. **List of Personality Tests.**

Statistics of Public Libraries in Cities With Populations of 100,000 or More for 1948, With Comparative Summaries for 1945, 1946, and 1947. Circular No. 258, July 1949. Service to Libraries Section, Auxiliary Services Division.

The President's Picture

A photograph of President Truman, inscribed especially to the Nation's teachers and pupils at the suggestion of the Office of Education, is being reproduced at the Government Printing Office and will appear as an insert in the December 1949 issue of SCHOOL LIFE.

Requests for copies of the December SCHOOL LIFE, with the special photographic insert, suitable for framing, should be sent as early as possible to the Superintendent of Documents, Washington 25, D. C.

The single copy price of SCHOOL LIFE is 10 cents. One year's subscription is $1. A discount of 25 percent is allowed on orders of 100 copies or more sent to the same address.

FEDERAL SECURITY AGENCY, Office of Education

Volume 32 Number 3
DECEMBER 1949

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School Life

← *"Christmas Yawning," National High School Photographic Awards Winner, 1948.*

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Office of Education

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Cover photograph, titled "Christmas Yawning," was taken by Jack Gibbs, Creighton Prep School student, of 4693 Pacific Street, Omaha, Nebr. The photograph was awarded a first prize of $100 in Class V—Babies and Small Children—in the Third Annual 1948 National High School Photographic Awards.

School Life is indexed in Readers' Guide to Periodical Literature, and in Education Index.

School Life Spotlight

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Published each month of the school year, October through June.

To order SCHOOL LIFE send your check, money order, or a dollar bill (no stamps) with your subscription request to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. SCHOOL LIFE service comes to you at a school-year subscription price of $1.00. Yearly fee to countries in which the frank of the U. S. Government is not recognized is $1.50. A discount of 25 percent is allowed on orders for 100 copies or more sent to one address within the United States. Printing of SCHOOL LIFE has been approved by the Director of the Bureau of the Budget.

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GEORGE KERRY SMITH... Chief, Information and Publications Service
JOHN H. LLOYD..... Assistant Chief, Information and Publications Service

Address all SCHOOL LIFE inquiries to the Chief, Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

Illiteracy in the Americas

by Homer Kempfer

Specialist for General Adult and Post-High School Education

TWO-THIRDS OF THE PEOPLE of the world cannot read or write—in this enlightened age. Three-quarters of the world's population go to bed hungry every night—in this age of science. And every morning for breakfast we have 55,000 more mouths to feed than we had the day before. These are the latest estimates provided by the United Nations and the Food and Agriculture Organization.

For 5 weeks, July 27 to September 3, the Inter-American Seminar on Illiteracy and Adult Education, meeting at Quitandinha Hotel north of Rio de Janeiro, focused on these and related problems. Unesco, the Organization of American States (the Pan American Union), and the government of Brazil cosponsored the seminar in which delegates from 19 of the 21 American Republics and observers from 5 other countries studied the problems involved under these heads:

1. Documentation and Statistics.
2. Organization of Campaigns Against Illiteracy.
3. Objectives, Methods, and Materials for Literacy Teaching.
4. The Primary School and Illiteracy.
5. Illiteracy and the Education of Adults.

Accurate and up-to-date data are not available from many countries, but an estimated 70 million adults over 15 years of age in North, Central, and South America cannot read or write. This number continues to be fed from a pool of approximately 19 million children who are without schools, without teachers, without formal educational opportunity of any kind.

Where Are the Illiterates?

The United States has far too many—2,838,000 native whites, Negroes, and foreign born—according to the latest estimate, which is undoubtedly low. Nearly 9 million adults have had only 4 or fewer years of schooling and are considered functionally illiterate. In World War II over 676,000 men between the ages of 18 and 37 were classified 4–F because they could not read and write at fourth-grade level.

Aside from the illiterates in the United States and a few in Canada the remainder in the Western Hemisphere are in Latin America. The following data and estimates are derived from information provided by the Pan American Union. Minimum ages included range from 7 to 15 years.

Country	Year of census or estimate	Percent of illiteracy in population
Argentina	1943	16.6
Bolivia	1943	80.0
Brazil	1940	56.0
Canada	1941	2.6
Chile	1940	27.0
Colombia	1938	44.0
Costa Rica	1927	48.0
Cuba	1943	22.2
Dominican Republic	1935	62.5
Ecuador	1942	55.5
El Salvador	1930	72.4
Guatemala	1940	67.3
Haiti	—	—
Honduras	1940	65.8
Mexico	1940	53.9
Nicaragua	1940	63.0
Panama	1940	38.0
Paraguay	—	—
Peru	1940	57.6
United States	1940	3.0
Uruguay	—	—
Venezuela	1941	58.5

These estimates indicate that 51 percent of the adults in South America and 57 percent of those in Central and Insular America are illiterate—67,000,000 of them. This is a tremendous drag on progress. It is soft earth in which to anchor the foundations of democracy in our hemisphere.

The chief cause of adult illiteracy, of course, is lack of primary schools even though the constitution or laws of every nation except those of the United States commit the government to a program of universal, free, and compulsory education. Causes of this lack are multiple: Poverty, sparsity of population, difficulties of communication and transportation, sanitary troubles especially in the tropics, indifference of the mother countries to education in the colonies, race and class prejudice, lack of interest of leaders and government in popular culture, lack of administrative continuity caused by frequent changes in government, and ignorant and superstitious populations. People unacquainted with the benefits of education have little interest in it.

More than a half million additional teachers would be needed to educate the 19 million children who now have no school. Reasons for the teacher shortage in Latin America are similar to those in the United States: Low pay, inept recruitment, low social prestige, lack of opportunity for advancement, hesitancy to go to or remain in isolated and rural areas, insufficient and inadequate training opportunities, and lack of professional ethics.

Even where schools exist, absenteeism often is high because of poverty, child labor, ill health, indifference of uneducated parents to any form of culture, distance from school, inadequate buildings and equipment, sterile curriculum, and unenforced attendance laws. A Brazilian authority estimates that in rural areas 5 years of enrollment are required to gain the equivalent of 3 full years of primary schooling. To close off the stream of illiterate children growing into illiterate adults, the Seminar suggested that in every nation primary schools should be established and financed by the government so that a minimum of 3 years of schooling would be guaranteed every child.

What Is Being Done?

The United States is doing very little to reduce illiteracy among adults, although 351 school districts reported that they offered literacy classes in 1947–48 and 323 claimed to have classes in elementary education for adults.[1] Probably no more than 200,000 adults are enrolled in literacy classes in the whole country.

[1] Adult Education Activities of the Public Schools, 1947–48. Washington, Superintendent of Documents, U. S. Government Printing Office. 15 cents. (Federal Security Agency, Office of Education Pamphlet No. 107.)

At least a dozen Latin American countries have started literacy campaigns during the last 10 years. Usually these campaigns are connected with primary schools and use primary teachers. Some campaigns are integral parts of life-improvement programs or general elementary education for adults. Special materials for adults are used in a few programs although children's materials are used in others with content having little practical application to daily life.

Methods almost without exception are based upon the alphabetic approach; results of research in the psychology of reading seem not yet to have permeated Latin America in any significant way. The Seminar, however, after due study and much debate, came out in favor of the sentence or global method of teaching reading. The first Basic Spanish Word List similar to that developed by Thorndike years ago in English is now being prepared by the University of Puerto Rico.

Benefits of most of the literacy campaigns are often hard to estimate. Meaningful statistics are scarce. Enrollment figures mean little because of many unspecified factors. People who achieve only a low level of literacy often lose their skills in the absence of a variety of suitable reading materials. The campaign in Brazil enrolled 594,000 last year. Ecuador claims 140,000 adults were made literate in 6 years. Mexico has reached 1,700,000 since the each-one-teach-one campaign started. The Dominican Republic campaign claims to have benefited a quarter million during the last 8 years. In the United States only a few thousand adults earn their elementary school diploma each year.

Even with literacy campaigns in Latin America and a long tradition of public education in the United States, the illiteracy problem still faces us. Democracy depends upon educated people—in other parts of the world as well as at home. Every typical community in the United States of 500 people has enough illiterate adults in it to form a class. Many communities of the same size in parts of Latin America have too few educated adults in them to teach a class. We still have our own problems, but if we could share some of our technical skills, we could go far in helping our neighboring countries to raise their educational level. The very least we could do is to shut off the spigot which lets scores of thousands of functionally illiterate youth pour past the compulsory attendance ages each year into adult life. That calls for more money for more teachers and buildings so that every child in the Americas can have his birthright of education.

Survey of Adult Education

WHAT KINDS of educational activities for adults and out-of-school youth are going on under public school auspices? Where is adult education best developed? Where are the activities held? How many adults are served?

These are the chief questions answered in Pamphlet No. 107 *Adult Education Activities of the Public Schools*, a report of a survey covering 1947–48 recently issued. The study was conducted by Homer Kempfer, Specialist for General Adult and Post-High School Education, Office of Education, with assistance of a number of State education department officials.

Inquiry blanks were sent to districts in all communities having a population of 2,500 or above in 1940, and returns were received from 80.8 percent of them. In addition, 1,202 smaller districts thought to have adult education activities were queried.

An estimated 3,000,000 adults and out-of-school youth were served by public school programs during the year covered. Data broken down by States indicate that California, Wisconsin, and New York had most extensive programs in relation to population. California schools alone served nearly a million adults.

Over four-fifths of all school districts in communities of 2,500 or above returning the questionnaire claimed to provide education for adults, although the amount in many cases was small. Less than 1.5 percent of the total population was involved in adult education provided by the public schools in 1947–48. Small districts usually reported less adult activity.

Recreation, high-school subjects, arts and crafts, Americanization, physical education and fitness, and music education ranked high in the nonvocational fields. One out of eight schools reported having literacy classes for adults, whereas one-half of the evening schools offered high-school subjects. Advisory committees were connected with fewer than half of all the programs reported.

Copies of the survey report are available on request from the Superintendent of Documents, Washington 25, D. C., 15 cents.

State Departments of Education To Fit the Times

by Fred F. Beach, Specialist in State School Administration

WE HAVE outgrown State educational structure in many parts of the country. No more fitting analogy could be found to depict the present status of the structures of a number of State departments of education than the immortal words of Thomas Jefferson, inscribed on his memorial in Washington.

I am not an advocate for frequent changes in laws and constitutions. But laws and institutions must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made, new truths discovered and manners and opinions change with the change of circumstances, institutions must advance also to keep pace with the times. We might as well require a man to wear still the coat which fitted him when a boy as civilized society to remain ever under the regimen of their barbarous ancestors.

Early in our history State structure and organization for education were fixed in constitutions and statutes by the people in terms of then existing social, economic, and educational conditions. Most of the basic structures were conceived and have persisted for more than half a century with little or no modification. Yet during these same years the concept of the functions and services of State departments of education and the loads they must bear has changed radically. Organizational structures are conceived, they are employed, and they finally disintegrate unless remodeled. Those for education are no exception. They must be frequently overhauled to carry the load of the times.

Growth of State Services for Education

A portion of the major developments in American education since the turn of the century, which are reflected in services State departments are called upon to provide, include: The universal extension of secondary school opportunities to a high percentage of our youth, wide expansion of vocational education and vocational rehabilitation, the extension of the ideal of equality of educational opportunity through more suitable programs of State financing, the transportation of millions of pupils daily to and from school, the development of more satisfactory local administrative units, the establishment of State-wide programs for the care and education of exceptional children, the development of State-wide programs for improved school plants and sites, the growth of nursery school and kindergarten education, the provision of educational opportunities for out-of-school youth, the upward extension of public educational opportunities through the thirteenth and fourteenth years, and the rapid increase in higher education enrollments.

Because of these and many other educational developments, it is not surprising that some of the early State educational structures which have persisted have become less and less adequate to carry the load of the times.

Need for Modernizing State Educational Structure Recognized

The urgent need for modernizing State educational structure is recognized by those who are chiefly concerned with the problem. The desire of the National Council of Chief State School Officers to perfect State organizational structure is clearly expressed in its Policy Statements. Moreover, it is currently sponsoring a 3-year self-improvement project which has this as one of its objectives. Literature in the field of State school administration, survey reports on State educational systems, and the Policy Statements of the National Council of Chief State School Officers are in general accord on the necessity for modernization and on the goals to be attained.

These major goals involve the three elements which constitute the central education agency in the State—the State board of education, the chief State school officer, and the State department of education.

A Single State Educational Authority for Elementary and Secondary Education

It is generally agreed that a most significant goal to be achieved is the unifying of authority and responsibility for the State educational program for elementary and secondary education in a single properly constituted State board of education. Eleven States now have State boards of education vested with such powers. In other States there is a diffusion of authority and responsibility among State boards, agents, and agencies. In some cases there are as many as a dozen such authorities.

State educational survey reports show that such diffusion of authority and responsibility is a serious handicap to education; it renders difficult, if not impossible, the development of comprehensive State educational programs, it establishes barriers to effective coordination of State educational programs, it often fosters duplication of effort and leads to confusion, it makes difficult the fixing of responsibility for the success or failure of the State educational enterprise and it hinders the development of a strong unified central education agency. The absence of a single State educational authority also makes it difficult for the Federal government to know with whom to deal in the State on particular educational problems.

Trend Toward Making State Boards of Education Directly Represent the People

Some of the early State boards of education were composed wholly of ex-officio members, that is, of officials elected by the people to State offices such as governor, attorney general, secretary of State, and chief State school officer. The trend is definitely toward the elimination of ex-officio members from State board membership and their replacement by laymen who are selected for the sole purpose of serving on the State board of education. With the recent change from an ex-officio to a lay State board in Colorado, there remain but 2 States which will have State boards composed solely of ex-officio members.

Another type of State board membership, that of special interest group representation, such as professional educators, farmers, employers, and the like, appears also to be on the wane. The inadvisability of having special interest group representation on State boards of education has been recognized so that now but 5 States continue such membership.

(*Continued on page 43*)

British Exchange Teachers received by President Truman at the White House. To left of President, Oscar R. Ewing, Federal Security Administrator, and to his right, Earl James McGrath, Commissioner of Education.

Trading Posts for Teachers

by Paul E. Smith, Chairman, Committee on Interchange of Teachers

"THE CLASS will please come to order." All over the United States, these words have been used again and again since schools opened in September. Plans have been taking shape for the class party, the class play, the orchestral concert, the Senior Ball, the Yearbook, Christmas holidays. And in the minds of some teachers plans for next summer and next year are stirring.

There has been a good deal of talk about teachers going abroad to study or to teach for a year. State educational journals, publications of teachers associations, newspapers have carried stories about the possibilities of teaching abroad or about teachers who have taught in other countries. These accounts have led teachers to ask, "What is this teacher interchange program?" "How does one apply for an exchange position?" "Who is eligible?" "What about pension, tenure, and increment rights?" "How much will it cost?" "What countries may I select?"

All of these questions and more have come to the Office of Education because the Office has been administering an interchange of teachers program since 1946. During that year, in cooperation with the Department of State and assisted by the National Education Association, the American Association of School Administrators, the National Association of Secondary School Principals, the American Council on Education, the American Federation of Teachers, the Institute of International Education, and the English-Speaking Union, the Office of Education inaugurated interchanges of teachers between the United States and the United Kingdom as well as in the following year between this country and Canada.

Since that time teachers in 225 cities in 44 States have exchanged teaching posts with teachers from England, Scotland, Wales, Northern Ireland, Canada, and France. During the present school year there are 97 American teachers in the British Isles, 7 in France, 16 in Canada who have exchanged positions.

Already announcements of the 1950–51 exchange program for teachers have been sent to State school officers, superintendents of schools, and educational journals throughout the United States, indicating that interchange programs will be operating in the United Kingdom, Canada, and France. In addition to these countries, plans are under way to send teachers to Belgium, the Netherlands, Sweden, Norway, New Zealand, Burma, and the Philippines.

In the announcements concerning the interchange of teachers between this country and Great Britain, Canada, and France, the fundamental condition is that the post must be an exchange. That means the teacher must not only secure a year's leave of absence with pay but must also make provision for the teacher with whom she exchanges positions for a place in the school system. In Great Britain and Canada, since language barriers are not obstacles, the exchanges are as nearly identical as possible; that is, a second grade teacher from the United Kingdom exchanges with a second grade teacher from the United States. Or a teacher of high-school biology in a high school in this country exchanges places with a senior biology master in a grammar school in Great Britain. At this point a word of caution should be added to teachers of English in this country who wish to go to Great Britain because experience has taught us that not a large number of teachers of English from the British Isles have indicated a wish to come to the United States.

The openings in Great Britain are in all schools at all levels from the nursery-kindergarten through the grammar school. We have included and wish to continue to do so, teachers from special schools, such as those from the schools for the deaf, schools for the otherwise handicapped, and open-air schools. There is also a rather marked interest in home economics, physical education, and some vocational subjects. In Canada similar conditions obtain so far as the identical exchanges are concerned. In France, our high school teachers of French are assigned to lycées, where they teach English; the teachers from France are assigned to French classes in American high schools.

All teachers in the United States are eligible for consideration for these posts abroad. The national committee has been reluctant to set rigid standards regarding age and experience. In the main, however, teachers with 5 or more years experience have been selected. Since approval by ministries of education abroad is one of the factors in final selection, those teachers under 45 have had a better chance of selection. One absolutely essential attribute each teacher contemplating an exchange must possess is good health, both mental and physical.

To apply for these exchange posts, the teacher may secure application forms from the city superintendent of schools or from the Division of International Educational Relations, Office of Education, Washington 25, D. C. When these forms are completed and signed by the superintendent, they are returned to the Office. Accompanying the application forms are reference forms which the teacher is responsible for distributing to the superintendent, principal, and one representative citizen of the community. In midwinter the teacher is informed that she is to appear before one of the 25 regional interviewing committees in this coun-

try. These committees have been organized in localities so that teachers have only a limited amount of traveling to do, and the meetings are held on week ends so that school duties are not interrupted. Then in March the chairmen of committees in Great Britain and the United States match the pairs of teachers. During April and May announcements of completed exchanges are made and preparations begun for the year ahead.

It is still the hope of the Committees on both sides of the Atlantic that selections may be made early this year, so that teachers who are going abroad may have a maximum time for preparation. Similar matchings are made for the Canadian and French exchanges and approximately the same schedule holds as for the British program.

The costs of the program have been carried by the teachers from the several countries involved. The American teacher is paid by her school board and thereby protects her pension, tenure, and salary increment rights. The Canadian, British, and French teachers are also paid their regular salaries by their local educational authorities. During the present school year the teachers from the United States going to Great Britain and the British teachers coming here have received partial travel grants of $200 each under the Fulbright Exchange Program. The teachers from France and the American teachers going to France have received round-trip travel under the same program.

The cost of living abroad for a year is approximately the same as the amount required in this country plus the additional amount necessary for travel during the long vacations in England and France.

There are also limited opportunities for teachers in countries such as Belgium, Ceylon, Ethiopia, the Netherlands, Sweden, Norway, Burma, and the Philippines. These teacher programs are not necessarily direct exchanges whereby a place must be provided for a teacher from those countries. And these posts do not require that the American teacher secure leave of absence with pay, because they are under the auspices of the Fulbright Exchange Program which provides a stipend, travel and maintenance allowance to teachers selected to teach in the national schools of these countries. In most instances the country involved requests teachers in certain fields and the recruiting, therefore, is more selective. Announcements of these opportunities as they become available are made in SCHOOL LIFE, in professional educational journals, and to the teacher placement agencies of the State departments of education. State teacher associations, and teacher education institutions.

Flight Enlightenment for Pupils and Teachers

BOTH TEACHERS and pupils brushed up on aviation experiences during the past few months.

For the boys and girls there were the events which bring together model airplane flyers in national and international competition held annually in July and August. Results were many brilliant new national records and at least one international record for the United States, established by an Alameda, Calif., school boy. His gas-powered model flew at a speed of 81.587 m. p. h., officially clocked by National Aeronautic Association officials as a new international model plane speed record. The previous record of 66.536 m. p. h. was held by Russia.

In the competition for the International Wakefield Trophy, established in 1928 by Lord Wakefield of England, the winner this year was a boy representing Finland. The two previous cup winners were boys from the United States and England. The United States six-boy team of aero-modeling experts with an experienced coach were flown by Pan American Clipper to the competition in Cranfield, England, where they ably represented this country. After the competition, the Wakefield team were guests of the British Society of Model Aeronautical Engineers in London.

The trend of increased attendance at a greater number of Air Age Education workshops indicates that teachers will be more air-minded this fall. A record of 96 Air Age Education summer workshops are known to have been offered to teachers in all parts of the country. This figure of 96 workshops for 1949 compares with 84 in 1948 and 75 in 1947.

Many teachers experienced their first flight by means of these programs through the courtesy of arrangements made with local flight operators. Other teachers took special educational tours made available at lower rates to teachers by a leading airline.

One group made an air study of "Surface Geology" via a DC–3 Flying Classroom. Arrangements for this unique approach to teacher education were made by State Teachers College, California, Pa. The 2-day field trip took 24 selected educators on a planned observation flight to study the older geologic area of the Northern Appalachians including the Triassic Lowlands, Delaware Water Gap, Finger Lakes Region of New York, the glaciation area, and Niagara Falls.

Two worth-while publications on Air Age Education were recently received. Both are jointly issued by State Departments of Education and State Departments of Aeronautics.

The first, entitled, *Air Age Education in Idaho*, is in five sections: History of Air Age Education in Idaho; Analysis of Idaho Teacher Suggestions for Air Age Education; Future Program of Air Age Education in Idaho; Aviation for Teachers; Sources of Air Age Education Materials.

The second, entitled, *Air Age Handbook for Teachers in Missouri Public Schools*, replaced an older publication. It is concerned with aviation in the various grades and subject fields. It contains suggestions for programs, activities, assemblies and stresses the need for proper school guidance facilities. Source materials are listed.

—Willis C. Brown, Specialist in Aviation Education, Division of Secondary Education.

On Other Countries

MANY countries throughout the world have established services to provide commercial, travel, and general information to those requesting it. Kenneth H. Campbell, manager, Foreign Commerce Department, Chamber of Commerce of the United States, Washington 6, D. C., announces publication of "A Guide to Foreign Government Information Services" which lists and gives the specific addresses of these information offices. Copies of the guide are available upon request.

Number-Portraits of Typical High Schools

by Ellsworth Tompkins, Specialist for Large High Schools,
and Walter H. Gaumnitz, Specialist for Small and Rural High Schools

PUPILS make the school, but the professional staff makes the *success* of the school. Ample equipment aids the learning process very little unless a competent specialized staff stimulates and guides pupils' growth. Teachers, guidance counselors, librarians, principals, clerks, and other specialized personnel are the ones who make possible a high quality of suitable education for youth. Therefore, the number and disposition of adequate professional and clerical staff are most important factors in the effectiveness of high-school programs.

Though the importance of an adequate professional and clerical staff has long been recognized as an ideal of secondary education, it is now possible to check our practice against our ideals. "The common practice norms" indicated on this page concern statistical averages and do not portray actual service in particular schools. Obviously, many high schools exceed these norms; the extent to which they exceed them may be a measure of the numerical adequacy of their professional and specialized personnel. The high schools which fall short of achieving these norms may find them a stimulant to professional improvement. Your school or schools, classified by type of secondary school organization and size of pupil enrollment, are represented in the statistics on this page. Where do they stand?

The accompanying data present in capsule form some basic norms involving 19,522 secondary schools in terms of organization, enrollment, and professional staff. See *High School Staff and Size of Schools?* (Office of Education Circular No. 317) and *How Large Are Our Public High Schools?* (Office of Education Circular No. 304), for more detailed information.

Questions	Major types of public high-school organization [1]		
	Regular 4-year	*Junior-senior 6-year*	*Separate 3-year senior*
1. How many schools of each major type of public high-school organization enroll more than 10 pupils?	11,957	6,358	1,207
2. How many States have each type of high school?	All except D. C.	All except D. C.	All
3. For every 10 regular 4-year schools, how many public high schools of other major types are there?	10	5	1
4. In how many States does a particular type of organization predominate?	31	16	1
5. What is the approximate total enrollment (by millions) of each type of school?	2.7	1.8	1.2
6. What is the average enrollment per school?	195	281	880
7. What is the average total enrollment per grade?	675,000	300,000	400,000
8. What is the enrollment of the school of median size?	97	185	685
9. At what enrollment does a high school first have—			
(*a*) a full-time principal? [2]	200–299	200–299	100–199
(*b*) a full-time principal and full-time assistant principal?	1,000	1,000	1,000
10. At what enrollment does the high school first have a full-time guidance counselor?	750–999	750–999	500–749
11. At what enrollment does the high school first have a full-time librarian?	750–999	750–999	750–999
12. At what enrollment does the high school first have—			
(*a*) one full-time clerical assistant?	500–749	500–749	400–499
(*b*) two full-time clerical assistants?	1,000	1,000	1,000
13. At what enrollment does the high school have—			
(*a*) the greatest amount of guidance personnel per teacher?	750–999	750–999	1,500
(*b*) what is the ratio of teachers to counselors?	26 to 1	32 to 1	25 to 1
14. At what enrollment does the high school have—			
(*a*) the greatest amount of library personnel per teacher?	300–399	400–499	300–399
(*b*) what is the ratio of teachers to librarians?	26 to 1	28 to 1	22 to 1
15. At what enrollment does the high school—			
(*a*) have the greatest amount of clerical staff per teacher?	1,500	2,500	2,500
(*b*) what is the ratio of teachers to clerical staff?	16 to 1	17 to 1	16 to 1
16. At what enrollment does the high school have—			
(*a*) the greatest amount of clerical staff per principal?	2,500	2,500	2,500
(*b*) what is the ratio of clerical staff to principals?	2.2 to 1	1.5 to 1	1.9 to 1
17. At what enrollment does the high school have—			
(*a*) the fewest number of teachers per principal?	100–199	100–199	100–199
(*b*) what is the ratio of teachers to principals?	8.1 to 1	9.2 to 1	7.7 to 1
18. At what enrollment does the high school have—			
(*a*) the largest number of teachers per principal?	2,500	1,500	2,500
(*b*) what is the ratio of teachers to principal?	38.3 to 1	27.3 to 1	29.4 to 1

[1] Statistics for the separate 3-year junior high school are available for only a few of the above questions: 1 (2,654); 2 (all States); 3 (2 schools); 5 (1.3 millions); 6 (480 pupils); 7 (425,000 pupils).

[2] A "full-time" professional staff member means one who devotes half or more than half of his time to the duties implied by the title of the position.

Aids to Education—By Sight and Sound

by Gertrude Broderick, Radio Education Specialist, and Seerley Reid, Assistant Chief, Visual Aids to Education

Radio Scripts

Life With the Kenworthys. A series of 13 radio scripts now available through the Office of Education Script and Transcription Exchange. Designed for use in programs of vocational guidance, the 15-minute scripts include dramatizations of daily happenings in the lives of a typical American family—the parents and their four teenage children. Problems are pointed up in such a way as to stimulate discussion after each broadcast. Scripts were prepared by the Elmira (N. Y.) Free Academy Radio Workshop, under the supervision of William F. Dobberstein, Director of Guidance. Copies may be borrowed for the customary 4-week period.

Nutrition in Our Health Programs. The title of a script as it was broadcast by a representative of the Iowa State Department of Health and which is now available on loan through the Script and Transcription Exchange. It is an interview type of script containing basic material about the importance of proper food in our daily health programs, with special emphasis on the "basic seven" foods. It is written in such a way as to be easily adapted to local situations.

Radio Programs

Radio Programs for Student Listening. Selected by the Federal Radio Education Committee for the 1949 fall quarter, this list contains descriptive annotations of more than 50 programs currently being broadcast by the four major radio networks. Purpose of the list is to provide the classroom teacher with sufficient information about existing programs to enable her to select those she may wish to assign both for in-school and out-of-school listening. Available in limited quantity to teachers on request.

Films

Army Film Documentaries of World War II. The famous "Why We Fight" films, produced by the United States Army for the orientation and education of military personnel during the war, are now available for nonprofit educational use in American schools and colleges. These film documentaries, which were produced under the direction of Colonel Frank Capra of the Signal Corps, picture the rise and fall of Nazism and the triumph of democracy. They have been released by the Department of the Army through the facilities of the U. S. Office of Education and may be purchased under a Government contract from Castle Films, Division of United World Films, Inc., 1445 Park Avenue, New York 29, N. Y. All of the pictures are 16mm sound, black-and-white films. The titles are self-explanatory, and the lengths are: *Prelude to War* (54 minutes); *The Nazis Strike* (41 minutes); *Divide and Conquer* (60 minutes); *The Battle of Britain* (55 minutes); and *War Comes to America* (67 minutes).

Filmstrips on Surveying. The Department of the Army has released, through the U. S. Office of Education, five filmstrips on surveying which may now be purchased from Castle Films for 72 cents each (65 cents to schools). The self-explanatory titles are: *Surveying—Measuring and Leveling; Surveying—Traversing; Surveying—Building and Utility Layout; The Transit—Description, Set-up, and Leveling;* and *The Transit—Verniers.*

Air Force Activities. Four films portraying the functions and duties of the U. S. Air Force have recently been released and may be borrowed from Air Force Headquarters or purchased from Castle Films. The films are: *Air Chaplain, Know Your Air Force Better, New Wings for Peace,* and *Road Show.*

Rural Co-op. The activities of rural cooperatives in the United States are portrayed in a new film, "The Rural Co-op," produced by the Civil Affairs Division of the Department of the Army for showing overseas and released for use in the United States through the facilities of the U. S. Department of Agriculture and the U. S. Office of Education. The film, 16mm sound, black-and-white, 23 minutes, may be borrowed from the Farm Credit Administration or purchased from Castle Films.

"A Step-Saving Kitchen." This film, same title, picturing the now-famous kitchen developed by the Bureau of Human Nutrition and Home Economics of the U. S. Department of Agriculture, may be borrowed from the official film depositories of the USDA or may be purchased from Castle Films. The film, 16mm sound, color, 14 minutes, shows the *why* and *how* of this U-shaped kitchen, illustrates its features, and demonstrates its practicality. An accompanying publication, same title, M. P. 646, may be obtained free from the Office of Information, U. S. Department of Agriculture, Washington 25, D. C.

Bibliography of Democracy Films. Write to Castle Films, 1445 Park Ave., New York 29, N. Y., for a descriptive bibliography of U. S. Government films on democracy. (Ask for Newsletter No. 37.) This bibliography lists and describes, briefly, with audience recommendations, 38 films of various Government agencies which deal with different aspects of American democracy. Subjects portrayed in the films include American Traditions, America Today, Democracy in the Community, Democracy in Industry, Democracy and the World, Racial and Religious Freedom, Welfare of the Individual, Your Government in Action, and American Songs.

Films on Latin America. The U. S. Office of Education, in cooperation with the Institute of Inter-American Affairs, Pan American Union, and the Department of State, has prepared a catalog listing all of the motion pictures on Latin America produced and/or distributed by United States Government agencies. There are 108 such films and the catalog explains how and where to purchase, rent, or borrow them.

Single copies of this catalog, *United States Government Motion Pictures on Latin America,* can be obtained without charge from the Visual Aids to Education Section, U. S. Office of Education, Washington 25, D. C.

Visual Aids Reference Materials. Write to the Visual Aids to Education Section, U. S. Office of Education, for the following reference materials. Only single copies can be furnished. No charge.

How to Obtain U. S. Government Motion Pictures.
General Catalogs of Educational Motion Pictures and Filmstrips.
Lists and Directories of 16mm Film Libraries.

Life Adjustment Education for Youth

—"*statesmanship of a very high order . . . in operation.*"

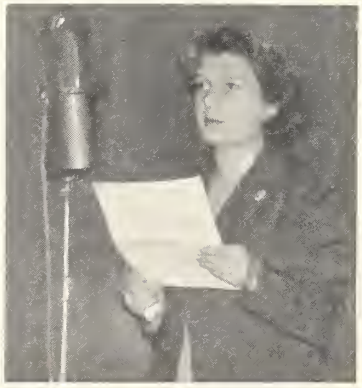
WHAT happens when imagination and statesmanship are coupled in action?

An illustration cited by Earl James McGrath, U. S. Commissioner of Education, in an address before the fall meeting of the Minnesota Council of School Executives in Minneapolis, November 5, is the work and program of the National Commission on Life Adjustment Education for Youth.

The Commissioner of Education said that the efforts of this Commission to revise the curriculum of secondary schools throughout the Nation represents "statesmanship of a very high order . . . in operation."

"Terms such as 'flapdoodle' have been ruinous to certain educational projects," said Commissioner McGrath, "but I am confident that no incident of name calling can similarly endanger Life Adjustment Education. It is too well established in the public confidence.

Less than a month before Commissioner McGrath delivered his Minneapolis address, more than 200 educators from 32 States and the District of Columbia met in Washington, D. C., at the call of the Office of Education and request of their respective chief State school officers to discuss ways of advancing educational programs to meet the life needs of young people more



John J. Seidel, Asst. State Supt. for Vocational Education, Baltimore, Md., Mrs. John Semon, West Virginia Univ. Demonstration H. S., Morgantown, W. Va., Cary Byerly, Director of Special Services, Clayton Pub. Schs., Clayton, Mo., Sister Gertrude Leonore, West Philadelphia Catholic Girls H. S., Philadelphia, Pa.

TOP LEFT: Partial view of conference assembly.
ABOVE: Panel of classroom teachers reporting at conference, Miss Evalyn C. Johnson, Springfield, Mo., speaking.

specifically than those now offered by most secondary schools. Members of the National Commission on Life Adjustment Education for Youth were hosts to the visiting educators.

They heard two addresses at the conference—one by Dr. Robert J. Havighurst, Professor of Education and Secretary of the Committee on Human Development, University of Chicago, and another by Gordon W. Blackwell, Director of the Institute for Research in Social Science, University of North Carolina. Dr. Havighurst's subject was "How Do We Determine the Needs of Youth of High School Age?" and Dr. Blackwell took up the question, "How Do We Determine the Needs of Society?"

The conferees were brought up to date on the history and progress of the National Commission on Life Adjustment Education for Youth by Dr. J. Dan Hull, Assistant Director, Division of Secondary Education, Office of Education, and Secretary of the Commission.

Work groups were organized to discuss the study of individual pupil needs, pupil and school adjustment to the community, improving learning experiences for youth, changing administration to broaden the school program, promotion of teacher security, and what State departments of education can do in the Life Adjustment Education Program.

The opening session of the conference featured a panel of teachers describing practices which they found effective in meeting the needs of individual pupils in their respective communities

Benjamin C. Willis, Superintendent of Schools, Yonkers, N. Y., and Chairman of the National Commission on Life Adjustment Education for Youth.

and school systems. These teachers reported "how we do it" in Ann Arbor, Mich.; Forest Hills, N. Y.; Spencer, N. Y.; Washington, D. C.; Springfield, Mo.; Philadelphia, Pa.; New Britain, Conn; Midland, Mich.; Rockville, Md.; Ashland, Va.; and Pittsburgh, Pa.

The closing session of the conference brought forth pithy presentations of work-group chairmen emphasizing points essential to a more well-rounded education for the Nation's youth to meet life's needs. A few high-light recommendations are offered:

Individual differences must be identified before individual needs can be met.

The needs of youngsters cannot be met in a school that functions in isolation with respect to the community.

Every teacher should be a skillful and competent person in the area of human relations, in the greater and better understanding of pupils and their problems, not as groups, but as individuals in the group.

Every child should be known intimately by at least one member of the faculty, preferably more.

Find successes for pupils who have had a series of failures.

Standards of achievement should be adjusted to fit various standards of ability.

Work experience should be provided for more and more, if not all students.

Include so-called extracurricular activities in the regular school program.

Expand the school program of health and recreation.

Explore the possibility of having the school open 12 months a year, and longer than 6 hours a day.

Restudy the total school program, making deletions and additions in curriculum as required.

Redefine the teacher's job to include time to study the pupil.

Give recognition in the community for significant contributions by teachers.

Allow pupils and teachers to participate in administrative decisions.

State department of education leadership is essential, with participation by lay people a cardinal principle.

Study resources available to educators to do the work assigned them.

Any decision affecting schools or their services should be made in light of the needs of the individual in the community.

A detailed report of the Work Conference on Life Adjustment education is in preparation and will be available at an early date.

Concepts Reflected in School-Housing Bills

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

DURING THE FIRST session of the Eighty-first Congress, 43 bills were introduced for the purpose of authorizing Federal financial assistance for the construction of elementary and secondary school facilities, exclusive of bills for advance planning only. Eleven of these bills, including three duplicates, pertain only to specified school buildings in connection with specific Federal projects or for Indian pupils. One is for Negro and Indian pupils; and one is for public works in Alaska, including schools. The other 30 school construction bills now pending before the Congress may be classified as follows:

1. *Eight* of the bills propose to authorize Federal grants through the Federal Works Agency (now a part of the General Services Administration) directly to local school districts overburdened with enrollments resulting from war, defense, and Federal activities. These bills do not include an objective means of allocation to States.
2. *Four* propose grants and loans, through the Reconstruction Finance Corporation, to States in proportion to school-age population. They provide that a State could receive a grant of 50 percent and a loan of 50 percent of the cost of school facilities.
3. *Four* propose grants, through the General Services Administration, to States on the basis of total population, Federal tax collections, and administrative discretion, with special provisions for States with public lands exceeding 5 percent of the total area of the State. These bills require equal matching with non-Federal funds.
4. *Three* propose grants, through the General Services Administration, to States in proportion to school-age population for surveys, drawings, and construction. These bills require equal matching with non-Federal funds.
5. *Three* propose allotments, through the Office of Education, to States in relation to school population for surveys and construction; with individual project construction grants made to local school districts in amounts ranging from 40 to 90 percent of the cost of construction as determined by the Commissioner of Education.
6. *Three* propose allotments, through the Office of Education, to States for surveys and construction on the basis of school-age population and financial ability. These bills would provide a uniform construction expenditure per child in all States from combined Federal and non-Federal sources, with Federal participation ranging from 40 to 60 percent in inverse relation to average per-capita income payments. The States would determine project grants within their allotments according to State program plans.
7. *One* proposes allotments, through the General Services Administration with consultation with the Office of Education, to States according to school-age population; with individual project grants made directly to local school districts for 50 percent of the cost of construction.
8. *One* proposes allotments, through the Office of Education, to States for surveys and construction in accordance with a formula which provides for a uniform non-Federal contribution per pupil in average daily attendance in all States; plus a Federal contribution ranging from about 0.8 to about 1.8 times the non-Federal contribution, calculated in inverse ratio to fiscal capacity of the States.
9. *One* proposes allotments, through the Office of Education with supervision by the General Services Administration, to States according to school-age population; and requires matching with non-Federal funds ranging from one-third to three-fourths, according to fiscal ability of States, of the total construction cost.
10. *Two* identical bills (S. 2317 and H. R. 5718) were introduced as a result of Senate hearings on school construction bills. These bills propose to authorize, through the Office of Education with technical assistance of the General Services Administration, (1) grants to States for surveys, (2) grants to States for construction of school facilities according to overall State program plans, (3) advance planning of school facilities through State agencies, and (4) grants to local

(*Continued on page 47*)

State Departments of Education

(*Continued from page 35*)

The desire to obtain State board members who directly represent the will of the people in educational matters has been a difficult problem for States to solve. The methods which will now be used by the 3 States which have most recently changed their methods of selecting State board members may throw some light on the problem. In 1947 the State of Washington provided for the election of State board members by regional school board conventions. In 1948 Colorado and in 1949 Texas passed legislation providing for direct election of State board members by the people. Although appointment by the governor of State board members in 29 States is still the predominant method, the recent action of the 3 States in making members directly responsible to the people and free from the control of the governor may be indicative of a trend.

Trends in the Selection of the Chief State School Officer

Authorities have repeatedly pointed out that the most satisfactory method of selecting the chief State school officer is by assigning this function to the State board of education. This procedure makes the chief State school officer, as professional executive, responsible to the State board for carrying out its policies. This method recognizes the clear-cut distinction between the lay control of education (in the hands of the State board of education) and the professional administration of our educational systems (by the chief State school officer). Furthermore, it is the only method of selection which can assure unity in policies and procedures when there is a State board and a chief State school officer.

For when the chief State school officer is appointed by the Governor or elected by the people duality of control exists. Even though the chief State school officer may be executive officer of the State board, his primary responsibility is to the governor, if appointed by him, or to the people, if elected by them. Under such circumstances it is difficult for the State board of education to have any recourse should the chief State school officer fail to carry out its policies. The impasses which have developed in the past and might easily develop to the detriment of the State educational program under this system of duality of control have led students of this problem to urge its elimination. It is important to note that all 4 States which have changed their method of selection of the chief State school officer during the last decade have assigned this responsibility to the State board of education.

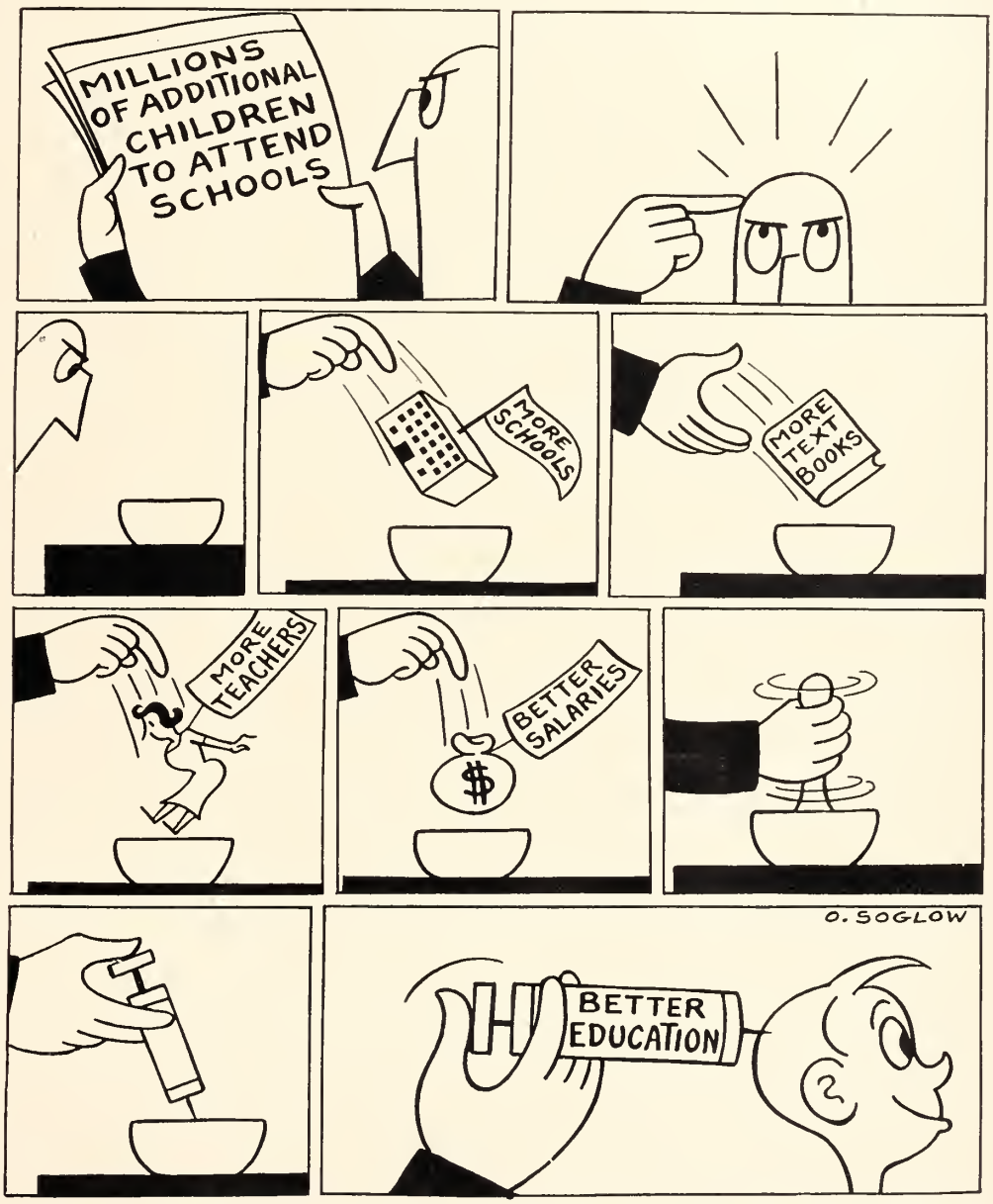
Trends in Department Internal Organization

When State departments of education were small the need for careful and scientific internal organization was not apparent. With their growth. the problem has become a real and important one.

The early tendency was often to create a new division for each newly added service, and to pay little attention to coordination machinery, with the result that thorough coordination of work frequently became an impossibility.

Recently a number of States have taken steps to improve the internal organization of their departments. In these States the departments have been reorganized into a few major divisions of related services, with subdivisions constituted likewise. Coordinating machinery has been established such as policy committees composed of division heads and interdivisional committees composed of division staff members. Departmental procedures have been developed with a view to energizing the work of all the staff toward specific State department of education goals. These developments have been in accord with the generally accepted principles of sound organization.

(*Continued on page 47*)



This cartoon by O. Soglow was printed in *The New Yorker* in support of The Advertising Council's campaign for better education. *The New Yorker*, 25 West 43d St., New York, N. Y., offers reprints of the advertisement to anyone who wishes to have them.

Free Textbook Trends Across the Nation

by Ward W. Keesecker, Specialist in School Legislation

THE TEXTBOOK is recognized in the United States as an essential part of the American public school system. Free textbooks make educational facilities more nearly equal and complete. Experience has shown that the distribution of free textbooks at the opening of the school term promotes dispatch and efficiency in inaugurating and proceeding with the work of the school. Free-textbook systems have tended to promote State or local uniformity of content and efficiency of instruction.

Table 1.—Principal provisions of State laws which REQUIRE free textbooks

States	Unit paying the cost	Applicable to—	
		Elementary grades	High-school grades
1	2	3	4
Alabama	State [1]	x (1–6)	....
Arkansas	do	x	....
Arizona	do	x	....
California	do.[2]	x	x
Connecticut	Town or city	x	x
Delaware	State	x	x
District of Columbia.	Federal and District.	x	x
Florida	State	x	x
Georgia	do	x	x
Idaho	do.[1]	x	([3])
Kentucky	do	x	....
Louisiana	do	[4]x	[4]x
Maine	Town or city	x	x
Maryland	State and county	x	x
Massachusetts	Town or city	x	x
Mississippi	State	[4]x	[4]x
Montana	District	x	x
Nebraska	do	x	x
Nevada	do	x	x
New Hampshire	Town or city	x	x
New Jersey	do	x	x
New Mexico	State	[4]x	[4]x
North Carolina	do	x	....
Ohio	District	x	x
Oklahoma	State	x	([3])
Oregon	District	x	....
Pennsylvania	do	x	x
Rhode Island	Town or city	x	x
South Dakota	District	x	x
Tennessee	State [1]	x	....
Texas	do	x	x
Utah	County	x	([3])
Vermont	Town or city	x	([3])
Virginia	State	x	....
Wyoming	District	x	x

[1] By discretion of State Board of Education and legislative appropriation therefor.
[2] Elementary textbooks printed by State Printing Office.
[3] May furnish for high schools.
[4] Also furnish for pupils in private and parochial schools.

Trends in Free-Textbook Systems

Recent textbook legislation among the States in this country indicates the following trends:

1. A distinct tendency to change from optional to mandatory free-textbook systems. (No mandatory system has been replaced by an optional plan.)
2. A tendency to provide for State purchase and ownership of textbooks rather than local ownership and purchase.

At present it appears that approximately one-third of the States provide for State purchase and ownership of free textbooks. In the remaining States, textbooks are usually purchased by county, city, or local school districts.

In all of the States having mandatory free-textbook systems, textbooks are provided for all children in the elementary grades of public schools and in a great majority of these States textbooks are also provided free to children in public high schools.

Administration of Free Textbooks

The administration of free textbook systems may be summarized as follows:

1. *State Administration.*—In approximately one-third of the States, textbooks used in all public schools of the State are purchased and paid for by the State. Funds therefor are usually appropriated from the State general treasury or are allocated from special State taxes to a State agency having charge of the purchase and distribution of the books.
2. *Combined State and Local Administration.*—In approximately a dozen States, the functions of providing funds and the purchasing of free textbooks are divided between the State and the local school districts or the county boards of education. Some combined plans require the school districts to purchase the textbooks adopted by the State for use in all districts.
3. *Local Administration.*—In approximately 20 States, textbooks are purchased and paid for by local school districts, towns, or counties; the funds therefor being derived from local tax levies and other general funds available to local school districts.

Cost of Free Textbooks

The public cost of free textbooks in the United States is surprisingly low when their importance is taken into consideration and especially when their cost is compared with the total cost of free public education. The Office of Education is in receipt of textbook costs in 42 States and the District of Columbia for the school year 1947. These reports show that for the 42 States and the District of Columbia (then reporting) the average cost of textbooks in the year 1947 was $1.47 per pupil enrolled in public elementary and secondary schools. According to Office of Education estimates, the total average cost of public elementary and secondary education in the 42 States and the District of Columbia for that year was $132.86 per pupil

Table 2.—Principal provisions of State Laws which AUTHORIZE free textbooks

States	Unit paying the cost	Applicable to—	
		Elementary grades	High-school grades
1	2	3	4
Colorado	District	x	....
Illinois	do	x	....
Indiana	do.[1]	x	x
Iowa	do	x	....
Kansas	do.[2]	x	x
Michigan	do	x	....
Minnesota	do	x	....
Missouri	do.[3]	x	x
New York	do	x	x
North Dakota	do	x	....
South Carolina	do.[1]	x	....
Washington	do	x	....
West Virginia	State and county.	x	x
Wisconsin	District	x	x

[1] Rental system authorized.
[2] Books printed by State Printing Office sold at cost to local districts.
[3] State subsidy.

Table 3.—State selection of textbooks

States	Title of State agency which selects textbooks	Period of selection (years)	Elementary grades	High-school grades
1	2	3	4	5
Alabama	Textbook Committee	6	x	x
Arizona	Board of Education		x	(1)
Arkansas	do.[2]	4–6	x	[3] x
California	do.[4]	4–8	x	[3] x
Delaware	do	4	[3] x	[3] x
District of Columbia	do		x	x
Florida	do.[4]	3	x	x
Georgia	do		x	[3] x
Idaho	do.[5]		x	[3] x
Indiana	do	5	x	x
Kansas	do	5	x	x
Kentucky	Textbook Commission	5	x	[3] x
Louisiana	Board of Education	4	x	x
Mississippi	Textbook Rating and Purchasing Board.	5	x	x
Nevada	Textbook Commission	4	x	
New Mexico	Board of Education [6]		x	x
North Carolina	do.[4]	5	x	x
Oklahoma	Textbook Commission	6	x	x
Oregon	do	6	x	x
South Carolina	Board of Education	5	x	x
Tennessee	do	5	x	[3] x
Texas	do.[4]	[7] 6	x	[3] x
Utah	Textbook Commission	4	x	x
Virginia	Board of Education	5	x	x
West Virginia	do	5	x	

[1] May select for high schools.
[2] Assisted by Textbook Selecting Committees.
[3] Selects a multiple list of two or more high-school textbooks for each subject and permits counties and cities to select from the adopted list.
[4] The State Board of Education is assisted by a textbook or curriculum commission.
[5] Independent Class A districts may select (subject to State regulation).
[6] Assisted by a Textbook Division in Department of Education.
[7] For high schools 5 years.

enrolled. The cost of textbooks was 1.1 percent of the total cost per pupil enrolled in those States and the District of Columbia during the same year.

Textbook Selection and Uniformity

Laws governing the selection and use of textbooks are found in all States. These laws are of three general types—first, those providing for State selection and uniformity; second, those which provide for State adoption of a multiple list from which local districts may select; and third, those providing for local selection and uniformity independently of State selection. A majority of the States now provide for State selection, a few exceptions being made for certain cities.

The question as to who should select the textbooks is one which is still discussed by educators in the United States. One authority on the subject has summarized the problem as follows:

The larger the unit of administration the better, if books are being adopted for a fairly homogeneous population. However, in a State where there is a diversity of interests, occupations, and social customs, it would be very difficult to justify uniform adoption. An industrial city may need books which are somewhat different from those used in an agricultural community.[1]

Of the many reasons advanced in behalf of State uniformity of textbooks, the one which has perhaps carried the greatest weight is the one involving the question of cost. There can be little doubt that lower textbook prices have been encouraged through State uniformity. A textbook publishing company can often afford to offer lower prices when all the schools in the State are required to use one or more of its books. A second reason advanced in favor of State adoption is that it tends to secure for all the districts or units of the State equally good books, on the theory that State selection commissions composed of persons of wide experience are more able to select books than the average local school board or other local school officials. Another advantage claimed for State uniformity of textbooks is that it enables with comparative ease the development and maintenance of a State course of study throughout the school systems of the State. State uniformity also avoids the necessity of the purchase of new books when families move from one district to another.

Among the disadvantages some have advanced against State uniformity of textbooks are: (1) Too much responsibility in the hands of a few persons, and (2) books suitable in one community may not be suitable in another.

[1] Current practices for selecting textbooks for the elementary schools. By Frank A. Jensen, in *The Textbook in American Education*, 30th Yearbook, pt. II, of the National Society for the Study of Education. Bloomington, Ill., Public-School Publishing Co., 1931, p. 127.

VFW Supports Education for Democracy

DEMOCRACY begins in the home community. Education for democracy is a primary responsibility of our schools. The schools are everyone's responsibility.

Upon this thesis, the Veterans of Foreign Wars of the United States, at their Forty-ninth Annual Encampment, adopted a resolution which reaffirmed the organization's long-standing policy of developing widespread appreciation and practice of American democracy among our people.

The VFW solidly supported the "Zeal for American Democracy" program initiated by the Office of Education. Commander-in-chief Lyall T. Beggs said, "Developing such a program with the cooperation of our educators will make every participating post a real community leader in the Nation-wide campaign of education for democracy. . . . This program is one of our best means of building American youth into strong leaders of tomorrow."

Ed-Press Association Officers

THIS YEAR'S officers of the Educational Press Association recently announced are president, Rolfe Lanier Hunt, editor, *The Phi Delta Kappan*, 2034 Ridge Road, Homewood, Ill.: vice president, C. O. Wright, editor, *The Kansas Teacher*, 315 West Tenth Street, Topeka, Kans.; secretary-treasurer, Zoraida Weeks, Rural Editorial Service, 5835 Kimbark Avenue, Chicago, Ill. Members of the Executive Committee are Tracy Tyler, editor, *Journal of the Association for Education by Radio*, University of Minnesota, Minneapolis 14, Minn., and Arthur H. Rice, past president, managing editor, *The Nation's Schools*, 919 North Michigan Avenue, Chicago, Ill.

United States History Is Taught in Our High Schools

by Howard R. Anderson, Chief, Instructional Problems, Secondary Education Division

IN RECENT YEARS there has been speculation about the proportion of high-school pupils taking courses in United States history as well as about the characteristics of such courses. A recent Office of Education publication [1] throws light on this subject and also makes possible certain comparisons with an earlier period.[2]

The conclusions presented in this article are derived from data for the school year 1946–47, provided by 449 high schools. The institutions which reported information were included in a sample of 501 high schools randomly selected proportionate to race, type of school, and size of school, from the total of 23,947 public high schools in this country. The 449 responding high schools enrolled more than 95 percent of the total pupils registered in the schools included in the sample.

Increased Emphasis

Since 1934 there has been a substantial increase in the number of students taking United States history and in the number of semesters of instruction devoted to this subject. This trend becomes apparent when one notes the increase in the percent of pupil-semesters [3] devoted to instruction in United States history. These figures suggest that most students take 2 semesters of United States history in grades 7 and 8 and another 2-semester course in grades 9 to 12.

Percent of total pupil-semesters devoted to instruction in U. S. history, by grades and years

Grades	*1933–34*	*1946–47*
7–8	35.5	50.7
9–12	16.4	24.1

When registrations in United States history are compared with total registrations in all the social studies, one notes that since 1934 increasing emphasis has been placed on national history and relatively less on other subjects included in the social studies.

Percent of total pupil-semesters in social studies devoted to instruction in U. S. history

Grades	*1933–34*	*1946–47*
7–8	33.7	53.3
9–12	24.8	33.8

Variability in Class Time

The fact that a student takes a 2-semester course in United States history is no guarantee that he has received a given amount of instruction. Because of differences in the number of days in the school year and in the number of minutes in a class period, some students receive less than 120 clock hours of instruction; others more than 180 hours. Actually nearly half of the students at both the junior and senior high-school levels receive less than 140 clock hours of instruction in United States history.

Clock hours of instruction in 2-semester U. S. history courses, by percentage distribution

Clock hours	*Junior high schools*	*Senior high schools*
Less than 120	3.2	2.9
120–139	45.6	43.6
140–159	28.0	20.9
160–179	13.6	14.5
180 and over	9.6	18.2

Not Courses in Current Problems

Both junior and senior high-school courses in United States history place considerable emphasis on the period before 1865. The median time allotments are indicated in the following tabulation. In interpreting these figures, however, the reader should take into account the fact that most teachers devote about 20 percent of the total time to the teaching of current affairs. Indeed, in most classrooms 1 day per week is set aside for this purpose.

Median time allotments to various periods in U. S. history, by percent

Grade level	*To 1789*	*1789–1865*	*Since 1865*
Junior high school	26–30	31–35	36–40
Senior high school	21–25	26–30	46–50

Instruction in current affairs in U. S. history courses, by percentage distribution

When provided	*Junior high schools*	*Senior high schools*
On a regular day each week	59.5	53.0
Frequently, but no regular day	35.9	45.1
No instruction	4.6	1.9

In teaching United States history about 60 percent of the teachers organize instruction under both chronological and topical units. The majority of them classify the course as history rather than as a fused or integrated course.

Character of courses in U. S. history, by percentage distribution

Description	*Junior high schools*	*Senior high schools*
History	51.0	67.8
Fused (draws on several of the social sciences)	35.3	24.9
Correlated (with English, art, etc.)	6.5	4.1
Integrated (as in core curriculum)	7.2	3.3

Emphasis on the United States Constitution and Government

The United States Constitution and the Government of the United States are stressed in nearly all courses in United States history. Six of eleven junior high schools and 19 of 24 senior high schools which state that "no instruction" was offered as part of the United States history course provided such instruction in separate courses in civics, American government, or problems of democracy. At both the junior and senior high-school levels the median amount of time allotted to teaching the United States Constitution and Government was 6–10 percent of the total. The nature of this instruction is indicated in the following tabulation:

Instruction in U. S. Constitution and Government in United States history courses, by percentage distribution

How provided	*Junior high schools*	*Senior high schools*
In a special unit	51.0	54.6
Incidentally, but no special unit	41.8	38.8
No instruction	7.2	6.6

Instruction in U. S. Constitution and Government in United States history courses by type and percentage distribution

	Junior high schools	*Senior high schools*
Formal study of the Constitution as a document	52.8	57.6
Consideration of changing aspects of the Constitution	41.5	59.9
Consideration of the structure and functions of United States Government	88.7	83.6

[1] Howard R. Anderson, *Teaching of United States History in Public High Schools*, Office of Education Bulletin 1949, No. 7.

[2] Originally reported by Carl A. Jessen and Lester B. Herlihy in *Offerings and Registrations in High School Subjects, 1933–34*, Office of Education Bulletin 1938, No. 6.

[3] A pupil-semester is 1 pupil enrolled in a given course for 1 semester. If a high-school student in grades 9 to 12 takes a 2-semester course in United States history, he is devoting 2 pupil-semesters out of a possible 8 to this subject.

Summary

School requirements in more than 90 percent of the high schools in the sample compel pupils to take 1 year of United States history in grades 7 and 8, and another year in the last 4 years of high school, usually in grade 11 or 12. Registration figures for 1946–47 indicate that pupils are fulfilling these requirements. Because of differences in the number of days in the school year and in the length of the class period, however, the total number of clock hours of actual instruction in United States history received by pupils varies greatly from school to school.

In describing the United States history course most teachers at both the junior and senior high-school levels state that the course is conventional history (i. e., it is not described as being fused, correlated, or integrated). They also state that both chronological and topical units are used in organizing the course for teaching purposes.

The median junior high school allots 26–30 percent of the total time for instruction to the period of United States history before 1789, and 36–40 percent to the period after 1865. The median senior high school allots about 10 percent more of the total time for instruction to the recent period, and 5 percent less to each of the other two periods. In most courses in United States history one class period in five is devoted to current affairs, and this practice naturally affects the emphasis on recent times.

The United States Constitution and the Government of the United States are stressed in almost all courses in United States history. The instruction is likely to include formal study of the Constitution as well as consideration of the structure and functions of Government. The median junior or senior high school devotes 6–10 percent of the total time for instruction to this phase of the work.

School-Housing Bills

(*Continued from page 42*)

school districts overburdened with enrollments resulting from war, defense, and Federal activities. Except for item (4) above, the grants to States would be based on a formula which provides a uniform construction expenditure per school-age child in all States from combined Federal and non-Federal sources, with Federal participation ranging from 40 to 60 percent in inverse relation to average per-capita income payments, and States would determine project grants according to State program plans. The Committee on Labor and Public Welfare amended S. 2317 by striking out the provisions of items (2) and (3) above. On October 17 the Senate approved S. 2317, with other amendments, and sent it to the House of Representatives, where it failed to pass with unanimous consent under suspension of the rules and was referred to the Committee on Education and Labor.

State Departments of Education

(*Continued from page 43*)

The modernization of State structure and organization for education constitutes a problem of the first magnitude in American education. Increasing awareness of the importance of this task has recently been highlighted by the number of States in which campaigns for improvement of State education organization have taken place. Some States are now seeking to improve the organizational framework for their State departments of education and the results of recent efforts to bring about desirable changes are most heartening. Much progress has been and is being made to achieve the goals established by the National Council of Chief State School Officers. The campaign for the improvement of State departments of education as envisaged in the 3-year study sponsored by the National Council should do much to stimulate the development of organizational structures which would facilitate optimum educational programs in the States.

NOTE.—For a more detailed statement of principles and practices basic to the improvement of organizational structure, see *The Structure of State Departments of Education* by Fred F. Beach and Andrew H. Gibbs, Office of Education, Federal Security Agency, Misc. No. 10, 1949. This is the first of a series of several studies on State departments of education which the National Council of Chief State School Officers requested the Office of Education to make.

Selected Theses in Education

An Analysis of Language Textbooks in Oral Reporting for the Fourth Grade. By Nancy M. Serignano. Master's, 1949. Boston University. 52 p. ms.

Analyzes 10 current and frequently used fourth grade language textbooks to determine the amount and kinds of training given in oral expression.

Conditions of Effective Classroom Presentation. By Virgil J. O'Connor. Doctor's, 1949. Harvard University. 238 p. ms.

Discusses means for accelerated training, training aids, and elements of effective communication in the classroom. Compares the effectiveness of film presentation with verbal presentation of similar material.

Critical Selection and Evaluation of Enrichment Methods in Junior High School General Science. By Lincoln F. Baar. Doctor's, 1946. New York University. 619 p. ms.

Attempts to select and evaluate enrichment methods for use in the junior high school general science classroom based on the New York City course of study in junior high school general science. Includes lesson plans used for the experimental evaluation.

Determination of the Effect of Teaching Literature with Emphasis upon Individual Interpretation of Figurative Language. A Study Dealing with the Development of Non-Elementalistic Semantic Responses to Literary Materials Among Students in the Ninth and Tenth Grades of Secondary School. By Theodora J. Koob. Doctor's, 1946. New York University. 336 p. ms.

Describes an experiment conducted with an experimental group of 125 students and a control group of 107 students in the Baldwin, Long Island, N. Y., high school. Concludes that emphasis upon the interpretation of figurative language has some effect on general critical thinking ability.

Factors Related to the Effectiveness of Counseling. By Clifford P. Froehlich. Doctor's, 1948. George Washington University. 238 p. ms.

Reports on two major investigations, the first of which was concerned with the analysis of case-folder data on 740 cases; and the second analyzed data obtained by follow-up of counselees.

Identification and Learning: A Theoretical Analysis. By Paul D. Courtney. Doctor's, 1949. Harvard University. 290 p. ms.

Defines identification and applies it to the theory of learning. Discusses the implications for mental health, and for the home and the school.

The Incidental Learning of Spelling Through Four Types of Word Presentation in Reading. By Margaret L. Keyser. Doctor's, 1948. Boston University. 123 p. ms.

Attempts to determine the amount of incidental learning which occurs in reading in context, through use of a glossary, oral presentation with meanings explained, and word analysis on the fourth and fifth grade levels.

Research in Industrial Arts Education. By John L. Feirer. Doctor's, 1946. University of Oklahoma. 73 p.

Presents a course of study in industrial arts research on the college level.

State Aid for Central School Building. By Wallace H. Strevell. Doctor's, 1947. Teachers College, Columbia University. 109 p.

Surveys the 85 projects which comprise the total rehousing construction undertaken in central rural school districts in New York State during the 11-year period of public construction prior to World War II. Suggests a method of apportionment.

A Study of the Reaction of Pupils to a General Science Curriculum. By Clifford R. Nelson. Master's, 1948. Boston University. 52 p. ms.

Discusses the objectives of the general science course on the junior high school level, the areas and topics which need to be explored, and the organization of the program.

A Survey of Opinions of the Adequacy With Which Secondary Schools Fill the English Needs of Business Education Students Determined by Business Men, English Teachers, and Office Workers. By Mildred O. Hughes. Master's, 1948. Syracuse University. 98 p. ms.

Concludes that secondary schools in upper New York State should give their business students more training in English; and that the business English course should be placed in the business education department and be taught in the twelfth year.

Why International Organization for Education? By Ellen M. McGrath. Master's, 1949. Boston University. 141 p. ms.

Discusses education between the wars; arguments for and against an international agency for education; steps toward international education; the London Conference of Allied Ministers of Education; and the United Nations' Educational, Scientific and Cultural Organization.

—Compiled by Ruth G. Strawbridge, Federal Security Agency Library Bibliographer.

New Books and Pamphlets

Children Learn to Read. By a Committee on Reading in the Elementary Grades, C. DeWitt Boney, Chairman. Chicago, National Council of Teachers of English, 1949. 64 p. 60 cents.

Color Planning for School Interiors. Prepared for use in St. Paul Public Schools by the Department of Education, Division of Business Affairs. St. Paul, Minn., Ramaley Printing Co., 1948. 100 p. $2.

Discipline. By James L. Hymes, Jr. New York, Bureau of Publications, Teachers College, Columbia University, 1949. 44 p. Illus. (Parent-Teacher Series.) 60 cents.

Experimental Foundations of General Psychology. By Willard L. Valentine and Delos D. Wickens. 3d Edition. New York, Rinehart & Co., Inc., 1949. 472 p. Illus. $3.

For Parents Particularly: Their Children at Home and at School. Reprint Service Bulletin compiled from past issues of *Childhood Education* by the Association for Childhood Education International. Washington, D. C., The Association for Childhood Education International, 1949. 40 p. Illus. 50 cents.

Higher Education for American Society. Papers Delivered at the National Educational Conference, Madison, 1948. Edited by John Guy Fowlkes. Madison, The University of Wisconsin Press, 1949. 427 p. $4.

An Introduction to Teaching in Secondary Schools. By Lester B. Sands. New York, Harper & Bros., 1949. 421 p. $3.

Mental Testing: Its History, Principles, and Applications. By Florence L. Goodenough. New York, Rinehart & Co., Inc., 1949. 609 p. Illus. $3.

Needed Research in Adult Education. Report of the Joint Committee of the American Educational Research Association and the Department of Adult Education of the National Education Association. Washington, D. C., NEA Department of Adult Education: American Educational Research Association. 1949. 32 p. 25 cents.

Professional Opportunities in National Youth Serving Organizations. By Robert H. Shaffer. *Section on Camping,* by Charles Miller. Pasadena, Calif., Western Personnel Institute, 1949. 76 p. $1.50.

Sources of Free and Inexpensive Pictures for the Class Room. By Bruce Miller. Ontario, Calif., 1949. 46 p. 50 cents. (Address: Bruce Miller, Box 222, Ontario, Calif.)

Speech Methods in the Elementary School. By Carrie Rasmussen. New York, The Ronald Press Co., 1949. 340 p. Illus. $3.50.

State Councils on Teacher Education: An Introductory Manual. Prepared by the 1948 Work-Conference on State Councils on Teacher Education. Washington, D. C., American Council on Education, 1949. 71 p. 75 cents.

—Compiled by Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

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EDUCATIONAL AIDS from Your Government

Free publications listed on this page should be ordered directly from the agency issuing them. Publications to be purchased should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Department of Labor

Employment Outlook in Electric Light and Power Occupations. Bureau of Labor Statistics, Occupational Outlook Series. Bulletin No. 944, 1949. 30 cents.

Employment Outlook in Radio and Television Broadcasting Occupations. Bureau of Labor Statistics in cooperation with Veterans' Administration. Occupational Outlook Series, Bulletin No. 958, 1949. 30 cents.

Handbook of Facts on Women Workers. Women's Bureau. Bulletin No. 225, 1948. 25 cents.

Occupation Statistics of Registered Apprentices, December 1948. Bureau of Apprenticeship. Technical Bulletin No. T–122. April 1949. Free.

Library of Congress

Atomic Energy: Significant References. Vol. III, No. 1, January 1. 1949. A monthly list, prepared for the use of the Joint Congressional Committee on Atomic Energy. Annual subscription, $1.50, available from the Card Division, The Library of Congress.

National Archives Establishment

United States Government Organization Manual 1949. Division of the Federal Register. $1.

Navy Department

Stay in School! Folder. Available free from any Navy Recruiting Station.

Pan American Union

Annals of the Organization of American States. Published quarterly in four languages. Annual subscription $2 per language edition; $3 in countries outside the Postal Union of the Americas and Spain. Single copies, 50 cents.

Superintendent of Documents

Diseases: Contagious and Infectious Diseases, Sickness, and Vital Statistics. Price List 51A. First edition. April 1949. Free.

Government Periodicals. Price List 36. Fifty-fifth edition, May 1949. Free.

Health: Hygiene, Drugs, and Sanitation. Price List 51. Thirty-eighth edition. April 1949. Free.

Home Owners or Home Builders. A selected list of United States Government publications concerning building, care, and maintenance of homes and grounds. Free.

Industrial Workers: Health, Hygiene, Safety, Compensation. Price List 78, First edition. April 1949. Free.

Magna Charta: Text of the Great Charter of King John of England, granted June 15, A. D. 1215. [1940] 10 cents.

Official Publications of the United States Office of Education. Price list. Free.

Selected United States Government Publications. A listing issued semimonthly. $1 a year; single copies, 10 cents.

Office of Education

Printed Publications

Accredited Higher Institutions, 1948. Bulletin 1949, No. 6. 30 cents.

100 Evening Schools. Bulletin 1949, No. 4. 25 cents.

Petersburg Builds a Health Program. Bulletin 1949, No. 9. 20 cents.

The Place of Subjects in the Curriculum. Bulletin 1949, No. 12. 15 cents.

Records and Reports for Pupil Transportation. Special Series No. 2. 20 cents.

Processed Materials

(Free—Limited Supply)

Administrative Relationships of the Guidance Program: One of a Series of Reports on Counselor Preparation. Misc. 3314–8, July 1949. Division of Vocational Education, Occupational Information and Guidance Service.

Conference of Leaders in Elementary Education. Report of Third Conference, Washington, D. C., June 6–8, 1949. Elementary Education Division.

How to Use Criteria for Evaluating Guidance Programs in Secondary Schools, Form B. Misc. 3317–A, August 1949. Division of Vocational Education, Occupational Information and Guidance Service.

Exchange Teachers. News Notes No. 1, September 1949, Division of International Educational Relations.

Financing Education for Adults and Out-of-School Youth—Views of Superintendents. Circular No. 319, October 1949. Division of Secondary Education.

North Atlantic Regional Conference Home Economics Education, New York City, April 25–28, 1949. Division of Vocational Education, Home Economics Education Service.

Selected References on the Teaching of Science. Circular No. 308–II. September 1949. Division of Secondary Education, Selected Science Services.

Teaching the Social Studies. Loan packets available for free loan upon payment of postage, from Division of Elementary Education.

JUST OFF THE PRESS

Selected Bibliography on School Finance 1933 to 1948. Office of Education Bulletin 1949, No. 14, price 20 cents.

★

Expenditure Per Pupil in City School Systems 1947–48. Office of Education Circular No. 260, October 1949. Free.

★

Financing Education for Adults and Out-of-School Youth—Views of Superintendents. Office of Education Circular No. 319, October 1949. Free.

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The Structure of State Departments of Education. Office of Education Misc. No. 10, 1949. 40 cents.

Volume 32 Number 4
JANUARY 1950

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School Life

—"Snow in the Redwoods," National High School Photographic Awards Winner, 1949

IN THIS ISSUE

FEDERAL SECURITY AGENCY
Office of Education

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Cover photograph titled "Snow in the Redwoods," was taken by Kenneth Robertson, 508 N Street, Sanger, Calif. Kenneth was in the 11th grade at the time the picture was taken and was 17 years of age. He attends Sanger High School. This photograph won a prize in the 1949 National High School Photographic Awards.

School Life is indexed in Readers' Guide to Periodical Literature, and in Education Index.

(Beginning with this issue the single copy price of SCHOOL LIFE will be 15 cents.)

School Life Spotlight

". . . A world understanding is unlikely when the textbooks that children read in school present a viciously distorted picture of people in other countries."_____ p. 50

* * *

". . . only a small fraction of today's student teachers are learning how to use audio-visual materials educationally." p. 53

* * *

". . . And what about this new-fangled business which says that parents and children help teachers plan the school program? . . ." _____ p. 55

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". . . The story of this human wastage should be known throughout the land . . ." p. 56

* * *

". . . only a few States can boast of a central education agency at the State level which has authority and responsibility for programs of elementary and secondary education . . ." _____ p. 59

* * *

"That our schools should be teaching and practicing democracy is indisputable . . ."_____ p. 61

Published each month of the school year, October through June.

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Address all SCHOOL LIFE inquiries to the Chief, Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

UNESCO

Is It Going Our Way?

by George D. Stoddard
President, University of Illinois, and
Chairman, U. S. National Commission for UNESCO

UNESCO has been called a fledgling. It is certainly an infant, with almost human traits. It cannot walk at all without help and it will never be able to get anywhere alone. Designed to increase understanding, it needs a bit of understanding itself! It is like the child in Overstreet's scene:

"Along a village street, on an April morning, a mother and small daughter were going together, from home to store. Going together—yet through different worlds. The mother, clearly, was going to the store. The small daughter was just going. Happily, she zigzagged along, a few steps behind.

"Suddenly, where sunlight slanted across a garden, the child made a shining discovery: a stone flecked with mica. Then and there she squatted down to examine this wonder: 'Look, Mummy—the stone has stars!'

"With abrupt impatience, the mother turned. 'Oh, for heaven's sake. *Come on!* I can't be dragging along with you all day.'

"Perhaps the mother was overbusy; or worried. But there was that about her mouth, and the steel edge of her tone, that gave one a shivering conviction that she spoke in her normal manner. Besides, had she been a person quick to notice shining things, she could scarcely have denied herself the beautiful moment that was hers for the taking: the moment of looking at a stone through the earth-intimate eyes of a child. Not out of patient parental virtue, but out of gratitude, she would have stopped to look.

"Yet there must have been a time when that mother, herself a child, zigzagged through a world too entrancing to cross in a straight line. What had the years done to her? They had done, we must suppose,

what the demanding clock-ordered years do to many of us: they had narrowed the range of her seeing." [1]

The story illustrates the problem that exists today among peoples over the world. Persons who see shimmering in a stone the ingredients for world order are pulled along by a society whose watchword is progress—progress measured by the production and distribution of material things. Who can afford to be unhurried in this competitive age? The answer is, *all those who seek to establish a higher standard of living.* Paradoxically, they cannot reach the goal without, at the same time, reaching the higher ground of world peace. All who would aid a child to grow strong and finally to develop a new leadership, must take time out for thought, for the weighing of values, for the testing of cooperative endeavors.

The first true liberal is the little child, advancing without the impediment of externally aroused fears and blockings, first through the example of parents and then, for a long time, through the example of teachers. Companions weigh in the balance, but they in turn, have their attitudes shaped by adults at home and at school. We place increasing responsibility for a peaceful society on the teacher. By stooping down with the pupil and being able to fire his imagination through things close at hand, the teacher stimulates new thinking and keeps faith alive.

Thus it is that the infant UNESCO, an organization which is founded on the principle that the defenses of peace must be constructed in the minds of men, moves forward in a program to teach international understanding to the peoples of the world.

The aims of UNESCO in public education are to be found in the following articles of faith:

"One of the chief aims of education today should be the preparation of children and adolescents to participate consciously and actively in the building-up of a world society, rich in its diversity, yet unified in its common goals of peace, security, and a fuller life for every human being.

"This preparation should consist not only in the acquisition of skills, but more particularly in the formation and in the development of psychological attitudes favorable to the construction, maintenance, and advancement of a united world.

"This preparation should be adapted to the capacities of school children of all ages and to the teaching conditions peculiar to the various countries of the world." [2]

One of the first concrete recommendations made in this report asked educators everywhere to see that the textbooks used in their schools presented an adequate picture of the world in which we live. Recently, Dr. Jaime Torres-Bodet, Director-General of UNESCO, referred to a need for history texts that are not merely the "presentation of the past as a succession of victories and defeats. . . . Appearing as a sort of referee who decides the rounds in giant and murderous brawls between peoples, the history book remains the principal bastion of nationalism in most countries." [3]

If UNESCO cannot feel free to condemn militant nationalism wherever found, it can be of little help in achieving or maintaining peace. A world understanding is unlikely when the textbooks that children read in school present a viciously distorted picture of people in other countries. Here then is a point where UNESCO meets the individual teacher. The teacher should place a value judgment on the textbooks being used and speak out against the book that spreads poison. The chief poisons lie in the glorification of war and the reduction of human personality to the status of the pawn. The great danger is the loss of freedom.

Pupil Awareness

Another responsibility that falls on the individual teacher is that of developing within pupils an awareness of international affairs. If UNESCO is to fulfill its purpose of helping peoples speak to peoples, there must be a sense of responsibility in youth that will enable them to envisage citizenship in world-wide terms. Perhaps international understanding can be dramatized for pupils by teaching them to live peacefully with one another. If pupils are given to bickering in the classroom they have hardly developed the background for getting along with people from other countries. By instilling in pupils a desire to live harmoniously with one another and a desire to know and understand people far away, the teacher will have taken a long step forward.

Another aspect of a teacher's responsibility deals with the way international organizations are examined. The UN and UNESCO have long-range objectives. They should be viewed not as organizations that are striving exclusively to cope with immediate situations, but as organizations that build up a potential in defense of fundamental human rights.

Hence it is important that students understand the need for such organizations. The rôle played by the UN and its specialized agencies is a vital one, and the potential contribution they can make to society should be brought before the children. As one means of doing this in the classroom, various local organizations can present phases of the programs of international organizations with which they have had experience.

Since the most vivid learning process is the experiential, let us ask what kind of programs will interest pupils?

UNESCO clubs are one path along which pupils and teachers can get a glimpse of education for peace. Developed around themes like the Declaration of Human Rights and its relation to themselves, UNESCO takes on new meaning. Projects in which everyone can take part, like corresponding with pupils in a school in another country, help to make clear many aspects of international relations which previously had been vague.

Let us look, for example, at the work of the student council of the Riverside High School in Milwaukee, Wis. This group decided last year that they wanted to adopt a school in France in order to further international understanding. They were assigned the Pont L'Eveque School in Pont L'Eveque, France, by the Save-the-Children Federation and immediately began writing to the pupils over there. Then began a campaign helped by everyone in Riverside High School which resulted in boxes of clothing, food, school supplies, and athletic goods being sent to the adopted school. An important byproduct of the program was that students at the Riverside High School had an opportunity to become acquainted, through letters, with pupils from another country. This project has given new perspective to these pupils and has helped the educational work being carried on in France.

Another example of how students can develop interest in educating for peace through UNESCO is to be found in work done at the West Virginia University High School in Morgantown. Last spring the senior class decided to center its graduation program in UNESCO. Their first step was

[1] Overstreet, Bonaro W., *Freedom's People*, Harper and Brothers, 1945, p. 37. With permission of the publisher.

[2] Preamble to the Report of the Eleventh International Conference on Public Education, Geneva, Switzerland, June 28–July 3, 1948.

[3] Torres-Bodet, Dr. Jaime, "Education in UNESCO," *Scholastic*, Vol. 54, p. 13, April 6, 1949.

to inform themselves thoroughly. When they had made progress in this direction, they held an assembly program to present the story of UNESCO to the rest of the students in the high school. This proved so successful that they formed panels of speakers and presented programs for the civic leaders in the community through Rotary, Lions, the Junior Chamber of Commerce, and the like. They also prepared and presented a radio program over a local station. The general participation of the student body resulted in a UNESCO Carnival that netted several hundred dollars. With this money the senior class was able to help a school in one of the war-torn countries of Europe. By commencement time, interest in the community was high and the class effectively presented a dramatic production in five scenes, each representing an article in the preamble to the Constitution of UNESCO. Ending with the reciting in unison of "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed," the program was a concrete illustration of how a single group of students, under sound guidance, can move others to follow a chosen path.

These illustrations are only two of many projects that are capturing the imagination of pupils who are eager to understand a world that seems to move fast toward war—and haltingly toward peace and stability.

How, then, may we all contribute to international understanding? We can explore with others, and especially with the young, common paths toward understanding and world order. We can grow in stature individually, while teaching others, if teaching is our calling, that there is no peace without a price to be paid; it is not an easy thing to win and it is never fully guaranteed. Like *health* and *learning* and *success* and *happiness*, *peace* is built up slowly, gathering strength through the constant rededication of those who believe in it.

UNESCO walks slowly indeed but it is going toward a new freedom. It is going our way!

Consolidations Within Office of Education

Ralph C. M. Flynt

Bess Goodykoontz

Galen Jones

Lane C. Ash

Don S. Patterson

J. Dan Hull

A CONSOLIDATION of four divisions into two divisions in the Office of Education, Federal Security Agency, was recently announced by Oscar R. Ewing, Federal Security Administrator.

"The Divisions of Elementary Education and Secondary Education will be consolidated into the one Division of Elementary and Secondary Schools," said Administrator Ewing, "and at the same time the division of Auxiliary Services and the Division of Central Services will be consolidated into one Division of Central and Auxiliary Services. This consolidation will make it possible for the Office of Education to achieve closer program coordination and more effective service."

United States Commissioner of Education Earl James McGrath announced: "Galen Jones will be in charge of the combined Division of Elementary and Secondary Schools, with Don S. Patterson and J. Dan Hull as Assistant Directors. Dr. Hull will also continue responsibility for liaison with the Commission on Life Adjustment Education for Youth. Increasingly, students of educational administration are emphasizing the importance of considering the total educational experience as one continuous growth. This consolidation will make it possible to give more effective consideration to common problems in elementary and secondary schools."

The combined Division of Elementary and Secondary Schools will have four sections: Organization and supervision, instructional problems of elementary schools, instructional problems of secondary schools, and exceptional children and youth.

Ralph C. M. Flynt will become the Director of the consolidated Division of Central and Auxiliary Services, with Lane C. Ash as Assistant Director. This Division will now include sections on research and statistical service, information and publications, visual aids to education, educational uses of radio, service to libraries, and administrative services.

The section on administration of school and college health services will be located in the Division of School Administration.

Dr. Bess Goodykoontz Appointed Associate Commissioner of Education

Dr. BESS GOODYKOONTZ has been appointed Associate Commissioner in the Office of Education, Federal Security Agency, according to an announcement released recently by Federal Security Administrator Oscar R. Ewing.

"At this time when the abilities of women are receiving increasing recognition in public life," said Administrator Ewing, "it is particularly appropriate that this promotion comes to one of the outstanding women in American education."

U. S. Commissioner of Education Earl James McGrath commented as follows: "I look forward to working with Miss Bess Goodykoontz in her new position as Associate Commissioner. Her long and varied experience in the Office of Education will, I am sure, prove of great value to American education."

In her new staff capacity Dr. Goodykoontz has the responsibility, with other professional duties, for general oversight of Office of Education conferences, field surveys, and liaison with the Citizens Federal Committee and with national meetings of lay groups and professional organizations concerned with education.

Dr. Goodykoontz was born in Waukon, Iowa, and received the B. A. and M. A. degrees from the State University of Iowa. She received an honorary doctorate from the New York College for Teachers. Her teaching experience included the following positions: Rural and urban schools in Iowa; the University of Iowa Elementary School for Demonstration and Research; Supervisor of Elementary Schools, Green Bay, Wis., Assistant Professor of Education, University of Pittsburgh, School of Education.

Dr. Goodykoontz entered service in the Office of Education on October 1, 1929. For some years Assistant Commissioner and, later, Director of the Division of Elementary Education, she has been the author of scores of articles and publications and has represented the Office of Education in numerous conferences and committees. In 1946 she served as a member of the Educational Mission to Germany to survey the educational situation for the Office of Military Government for Germany (U. S.) and to formulate recommendations for the accomplishment of United States objectives.

Dr. Goodykoontz has served as member and officer of many educational organizations, including: American Association of University Women, Altrusa, Pi Lambda Theta, National Council of Administrative Women in Education, National Education Association, National Society for the Study of Education, American Education Research Association, and Association for Supervision and Curriculum Development. She is also a member of Phi Beta Kappa.

PLANS FOR CONTINUING endorsement and support of the "better schools campaign" and for a report to the Nation early in 1950 on the critical need for construction and repair of school buildings, were made at the meeting of the Citizen's Federal Committee on Education held in the Office of Education, Federal Security Agency, November 17 and 18. Words of praise were expressed by the spokesmen of national organizations and groups making up this committee, with regard to the contribution of the Advertising Council and industry in behalf of improved school conditions. The Citizens Committee report on school building needs will graphically set forth facts on the present status of and future requirements for schools to accommodate the Nation's growing school population.

Appearing in the photograph above are representatives of groups at large, including, left to right, Donald G. Anderson, American Medical Association; Mrs. Brice Clagett, General Federation of Women's Clubs; Olive Huston, National Federation of Business and Professional Women's Clubs, Inc.; Earl J. McGrath, U. S. Commissioner of Education; Kathryn McHale, chairman, Citizens Federal Committee on Education; Ralph L. Goetzenberger, Engineers' Council for Professional Development; Mrs. Evalyn B. Ownes, American Home Economics Association; Agnes Sailor, League of Women Voters; E. B. Norton, National Congress of Parents and Teachers. Other members of the Committee represent agriculture; business and industry; labor; Negroes; veterans; and religious groups.

Teachers Not Prepared To Use Audio-Visual Materials

NOT MORE THAN 25 percent of the Nation's prospective teachers—those now preparing for the profession—are receiving any instruction in use of audio-visual materials.

This fact was impressed upon a conference of 15 specialists in teacher education and audio-visual education held recently in the Office of Education to consider ways of improving teacher education in understanding and use of audio-visual materials. Chairman of the 3-day meeting was Earl Armstrong, Associate Chief for Teacher Education, Division of Higher Education, Office of Education. Assisting Dr. Armstrong were Floyde Brooker, Chief of the Office's Visual Aids Service, and several other Office staff members.

Dr. Lee Cochran, Assistant Director of Extension Division, State University of Iowa, Iowa City, Iowa, made the assertion that only a small fraction of today's student teachers are learning how to use audio-visual materials educationally.

"Television can supplement but will never replace the classroom teacher," Francis Brown, of the American Council on Education, told the conference. "Education is a give-and-take process that requires the personal day-to-day relationship between teacher and pupil," he said.

Roben J. Maaske, President, Eastern Oregon College, asked that "institutions preparing teachers reexamine their programs to determine how they can best prepare graduates to use visual and auditory materials in their teaching. Young teachers tend to teach as they are taught," said Dr. Maaske. "We must help college teachers learn to use these materials in their teaching."

There should be no fear that we will become a nation of illiterates if audio-visual materials are used more extensively than in the past, the conferees agreed. "Some important jobs can be done only through reading," said Roger Albright, Educational Director, Motion Picture Association of America. "Both words and pictures are essential tools of culture and learning."

Dr. Wesley Maierhenry, Professor of Education, Teachers College, University of Nebraska, cited specific evidence from research studies to show that the use of audio and visual materials increases the effectiveness and quality of instruction. A student in biology, for example, he pointed out, "could be expected to gain from 10 to 20 percent more from his study as far as the basic facts of biology are concerned."

Developments in the use of atomic energy are implicit in the recommendations of the conference. In its report the group said, "The secrets of nature are being revealed at an ever-increasing pace. If education is to be adequate in the years immediately ahead, it must give to all men added competencies, increased understandings, and a greatly improved body of knowledge."

Next Steps

A full report of the conference will be sent to all institutions and organizations engaging in the preparation of teachers. From the many recommendations, the following are regarded as the most important next steps:

1. Teacher education institutions must make certain that their graduates are prepared to use audio-visual materials in addition to other instructional materials in their teaching.

2. Teacher education institutions which do not now have audio-visual centers should establish them and use them as a laboratory for the distribution of instructional materials.

3. Teacher education institutions should take responsibility for helping school systems on in-service educational programs with special reference to the use of audio visual materials.

4. Teacher education institutions should select the most effective instructional materials.

Those in attendance at the Conference on Audio and Visual Aids:

Finis Engleman, State Commissioner of Education, Hartford, Conn.; Floyd Hendrickson, State Teachers College, Albany, N. Y.; Earl Wynn, Audio Visual Education, University of North Carolina, Chapel Hill, N. C.; George W. Redd, Head, Department of English, Fisk University, Nashville, Tenn.; Roben J. Maaske, President, Eastern Oregon College of Education, La Grande, Oreg.; O. W. Snarr, President, State Teachers College, Moorhead, Minn.; Wesley Maierhenry, Professor of Education, Teachers College, University of Nebraska, Lincoln, Nebr.; Lee Cochran, Assistant Director of Extension Division, State University of Iowa, Iowa City, Iowa; Roger Albright, Educational Director, Motion Picture Association of America, 1600 I Street NW., Washington, D. C.; Charles H. Hoban, Director of Audio-Visual Materials, Catholic University, Washington, D. C.; Walter Hager, President, Wilson Teachers College, Washington, D. C.; A. J. Brumbaugh, American Council on Education, 744 Jackson Place, Washington, D. C.; F. J. Brown, American Council on Education; J. Stan McIntosh, Assistant to Education Director of Motion Picture Association of America, 1600 I Street, NW., Washington, D. C.; Arthur Stenius, Professor of Education, Wayne University, Detroit, Mich.

". . . Close-ups of world statesmen studying and debating world problems will give students a better understanding of daily headlines."

Earl James McGrath, U. S. Commissioner of Education, made this statement recently when he learned that sessions of the United Nations General Assembly would be televised 2 hours daily from Lake Success over CBS network facilities.

Commenting further on the decision of the Honorable Carlos Romulo, President of the United Nations General Assembly, to have the General Assembly programs televised, Commissioner McGrath said, "School officials will be alert to these important new educational dimensions, as well as to the new opportunities for strengthening democracy by keeping students informed."

Acts of 81st Congress, 1st Session, Relating to Education

by Ward W. Keesecker, Specialist in School Legislation

LEGISLATIVE ACTION by the Congress bearing upon education is of Nation-wide interest.

Numerous bills are introduced each year in Congress relating to different phases of education. Comparatively few of the educational bills introduced in Congress ever become law. In fact, most of these bills do not get beyond the committee to which they are referred.

Below is a summary of the principal bills relating to education which were passed by the Eighty-first Congress. First Session, and signed by the President.

Freedom Train

Public Law 13, approved March 2, 1949.—This act provided for the acquisition and operation of the Freedom Train by the Archivist of the United States "as a means of focusing the attention of the American people on a reexamination of their heritage of freedom, fostering the preservation of their liberties, awakening their loyalty to the American tradition, and contributing to citizenship training particularly of Americans of school age." The Act provided also for an appropriation of $2,500,000 to operate the Freedom Train until July 5, 1951.

Reorganization Act of 1949

Public Law 109, approved June 20, 1949.—This act provided that when the President finds that by reorganization of executive branches of the Government he may, among other things, accomplish better and more expeditious transaction of public business and a reduction in expenditures, he shall prepare a reorganization plan accordingly. The act directed that such plan become effective within 60 days, provided within that time either House of Congress did not pass by affirmative vote a resolution against the reorganization plan.

Note.—Pursuant to this act the President on June 20, 1949, submitted to Congress Reorganization Plan No. 1 of 1949 to provide that the name of the *Federal Security Agency*, of which the Office of Education is a constituent branch, shall be changed to "Department of Welfare" and stipulated that such Department shall "hereby constitute an Executive Department." This reorganization plan provided that "All of the functions of the Department of Welfare" and all officers and constituent branches thereof, including the *Office of Education*, and including all functions of the Federal Security Administrator "are hereby consolidated in the Secretary of Welfare." On August 16, the Senate by affirmative vote adopted a resolution disapproving Reorganization Plan No. 1, thereby nullifying its provisions.

Nursery Schools

Public Law 134, approved June 28, 1949.—This act extended until June 30, 1950, the system of nurseries and nursery schools for the day-care of school-age and under-school-age children in the District of Columbia and authorized an appropriation of $100,000 therefor.

Federal School Lunch Program

Public Law 146, approved June 29, 1949.—Appropriated $83,500,000 for carrying out the provisions of the Federal School Lunch Program. The previous Congress appropriated $75,000,000 for this purpose.

Federal Surplus Property

Public Law 152, approved June 30, 1949.—This act replaces the Federal Works Agency and the War Assets Administration which have been responsible for distribution of surplus property to schools and colleges. Henceforth all Federal donations and public benefit allowances to schools and colleges will be administered under the new Federal Property and Administrative Services Act. The new law permits both military and civilian Federal agencies to donate usable property for educational services. Previously only the military branch could make donations.

The new law also stipulates that the determination whether surplus property is "usable and necessary for educational purposes shall be made by the Federal Security Administrator, who shall allocate such property on the basis of needs and utilization for transfer by the Administrator of the Federal Services" to schools; except that surplus property under the control of The National Military Establishment, the Secretary of Defense shall determine whether such property is usable and necessary for educational activities in maritime activities or military, naval, or air forces, or Coast Guard preparatory schools. Furthermore, the new law provides that the General Services Administrator may assign to the Federal Security Administrator for disposal such surplus real property as is recommended by the Federal Security Administrator as being needed for school or educational use or for use in the protection of public health, including research.

Higher Education

Public Law 247, approved August 18, 1949.—Authorized the superintendent of the United States Merchant Marine Academy to confer the degree of bachelor of science upon its graduates.

See also, included in this article, the following: Public Law 152—Surplus Property for Schools and Colleges; Public Laws 265 and 327—International Education; Public Law 266—Veterans Education, and Public Law 352—Public Works.

Indian Education

Public Law 256, approved August 19, 1949.—Authorized an appropriation of $150,000 for the conservation and improvement of public-school facilities at Klamath County, Oreg., to be available to all Indian and non-Indian children without discrimination.

Public Law 301, approved September 7, 1949.—Provided that after July 1, 1950, the course of study taught in any school operated by the Bureau of Indian Affairs on any Indian Reservation in South Dakota shall, upon a majority decision of the parents of children enrolled therein, meet the mini-

mum educational requirements prescribed by the South Dakota State Department of Education.

International Education

Public Law 265, approved August 24, 1949.—This act provides that future payments by the Republic of Finland on the principal or interest of its debt of the first World War to the United States shall he placed in a special deposit account in the Treasury of the United States. to be used by the Department of State to provide by contract. rent, or otherwise, educational and technical instruction and training in the United States for citizens of Finland. and for American citizens to participate in similar activities in Finland. and also for the exchange of books and other technical equipment for higher education and research in Finland and the United States.

Public Law 327, approved October 6. 1949.—This act, making an appropriation for Foreign Aid. authorized as much as $4,000,000 for the tuition, subsistence, and return passage to China for Chinese students in educational institutions in the United States.

Veterans Education

Public Law 266, Approved August 24, 1949.—In this act Congress placed certain limitations on veterans education courses. The act provides that no part of the funds for veterans education under Title II of the Servicemen's Readjustment Act shall be expended for "tuition fees. or other charges, or for subsistence allowances," for any course allowed or begun on or after July 1, 1948. "which is determined by the Administrator to be avocational or recreational in character."

Education on Federal Reservations or Defense Areas

Public Law 306, approved September 10, 1949.—This act authorizes the General Services Administrator to make contributions to local school agencies to assist them in the maintenance of educational opportunities for children residing (a) on Federal Reservations or on other federally owned property, or (b) within the boundaries of local school agencies overburdened financially by defense-incurred school enrollments or reductions in school revenues resulting from the acquisition or ownership of lands by the United States. For this purpose the act authorized to be appropriated for the fiscal year ending June 30, 1950. $7,500,000.

Public Works (School Construction)

Public Law 352, approved October 3, 1949.—This is an act to provide for the advance planning of non-Federal public works so as to permit the immediate commencement of construction of public works when the economic situation may make such action desirable. It authorizes the Administrator of General Services to allocate among the several States funds for this purpose. While this act does not specifically relate to school buildings, it is assumed that the puhlic works construction contemplated thereunder would include the construction of public-school and college buildings.

OFF THE ROSTRUM—OFF THE PRESS

"In the years ahead college architecture seems destined for many changes. Pitched roofs. overhanging cornices, narrow windows, high ceilings. wide halls, decorative columns, and hand-carved ornaments hardly helong in an industrial civilization at the middle of the twentieth century."

—Ernest V. Hollis and Associates, Veterans Educational Facilities Program, Office of Education, Federal Security Agency, in "College Building Needs," Special Series No. 1, price 25 cents.

★ ★ ★

"And so—measured by the educational yardstick, "What's good for children," the Petersburg program is proving itself a social and economic contribution to community life. Through it the children are becoming hetter citizens . . ."

—Effie G. Bathurst, Division of Elementary Education, in "Petersburg Builds a *Health* Program," New Enterprises in Education Series, Bulletin 1949, No. 9, Office of Education, Federal Security Agency, price 20 cents.

★ ★ ★

"What goes on in a modern classroom? What are the children learning? . . . Do they use textbooks? . . . What does it mean when people say 'Children's needs have to be considered'? . . . Why is there so much talk about homework and marks or grades? And what about this newfangled business which says that parents and children help teachers plan the school program? These and other questions so often asked are answered in part in this bulletin . . . Let's look in on the children!"

—Effie G. Bathurst, Paul E. Blackwood, Helen K. Mackintosh, Elsa Schneider, Specialists in Elementary Education, Division of Elementary Education, Office of Education, Federal Security Agency, in "The Place of Subjects in the Curriculum," Bulletin 1949, No. 12, price 15 cents.

★ ★ ★

"Just as parents have planned and guided the children during the years before school, they will go right on providing experiences which tie up with the child's activities after his entrance. Each age hrings different phases of growth and requires understanding adults to help a child over the bumps. As children grow, parents also grow in planning for and guiding their offspring."

—Hazel F. Gabbard, Specialist for Extended School Services, Division of Elementary Education, Office of Education, Federal Security Agency, in Office of Education Pamphlet No. 108, "Preparing Your Child for School," price 15 cents.

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". . . if it is important to bear in mind that 'the teacher makes the school' it is of critical significance to point out that the professional team responsible for the various services provided in a given high school means everything to the development of the youth served. . . ."

—Walter H. Gaumitz, Specialist for Small and Rural High Schools, Ellsworth Tompkins, Specialist for Large High Schools, Robert C. Story, Educational Statistician, and Mabel C. Rice, Statistician, Office of Education, Federal Security Agency, in "How Large Are Our Public High Schools?" Circular No. 304, price 25 cents.

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"In certain States, an analysis shows that certain kinds of accidents make up a large percent of all school bus accidents. Fur-

(Continued on page 63)

ON THE OUTSIDE—LOOKING IN

by Earl James McGrath, U. S. Commissioner of Education

How many American youths who have college abilities actually get to college

As the G. I. enrollment declines, are we warranted in permitting enrollments to drop back to prewar levels?

Are there other students, of college ability, who might properly be enrolled and educated

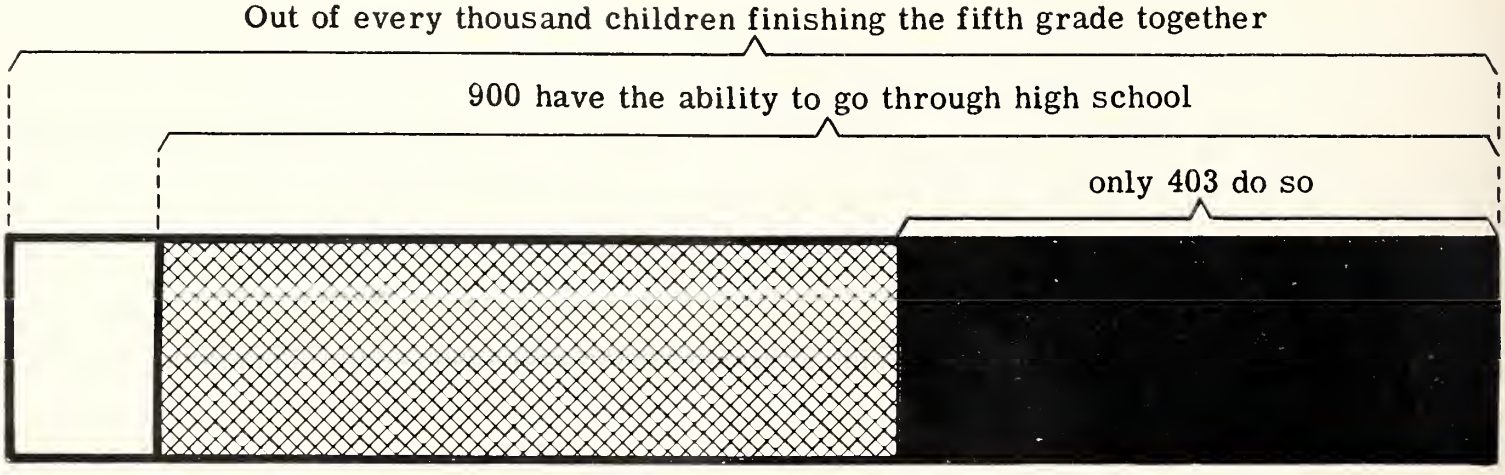
LAST YEAR, the President's Commission on Higher Education had this to say:

"It must always be remembered that at least as many young people who have the same or greater intellectual ability than those now in college do not enroll because of low family income. This is the single, most outstanding factor in the whole situation."

Out of every thousand children finishing the fifth grade together, 900 have the ability to go through high school, yet, only 403 do so. Out of that same thousand finishing the fifth grade, 320 have the ability to go through college: only 70 do so. Thus, every year, the Nation is failing to train 55 percent of those who ought to finish high school and 76 percent of those who could profit from college.

This waste of human resources is found in all parts of the country. Studies made in Minnesota, Kentucky, Wisconsin, New York, Pennsylvania, Wyoming, and Utah, covering both farm and city children, small and large high schools, State-wide studies or those in concentrated areas, all produce substantially the same results. If they consider only the very superior top 10 percent of high-school graduates, or if they take in the top third or the top half of high-school graduates, the story is essentially the same. There is an old view voiced principally by presidents of private colleges that all really able students will make it some way or other, that the "Phi Beta Kappa type" will always manage to get to and through college. That is a myth! Some do get through. But among the highly gifted graduating from high school, as these studies show, there are at least as many who never get to college as there are those who do. Every college administrator must sometimes see a disquieting picture. It is the picture of the youth who unlike their more fortunate friends could not go to college. Just as able, just as hopeful, just as willing, just as promising, but prevented by lack of money from entering. There is a spectre in academic halls: another entire student body for every college and university, just as able as those normally enrolled. These two or three millions of college-age persons who are not enrolled are a standing reminder of the shortsightedness of the richest nation on earth. The story of this human wastage should be known throughout the land.

There are two parts of the problem before us: the problem as it looks to the college administrators and the problem as it looks



to the high-school graduates. From the college side, it is a problem of providing the faculties and facilities to instruct and house twice as many students as they have previously served. From the students' side, it is primarily a question of finding the money. The two problems are interrelated, but for purposes of discussion, they can be considered separately.

Consider the students' side of the matter first. Lack of finances is not the only reason for students dropping out of college. Low parental income is, however, the *principal* reason why 7 out of 10 persons having college abilities never finish an undergraduate course of studies. The New York study, for example, shows that in 1939, 7 in every 10 children in that comparatively wealthy State were in homes where parents could not afford to send them to college. Actually, the facts show that it is easier for the low-ability boy from a wealthy home to go to college than it is for a highly talented boy from a low-income family.

Of course, it must be recognized that many men and women make their way through college despite low parental income; but the costs are great. Every campus has its quota of students who are "working their way through." Every college town has its families who have moved to the city primarily to see the children through college. That means a search for new employment by the father; and not infrequently it means that the mother takes in roomers and boarders. In many cases, it means for the student long hours of labor taken from his studies and his sleep in an effort to keep body and soul together while his mind grows. It is true that many conquer these formidable obstacles. It is also true that the price is often health and happiness. Without detracting from the effort which in many cases amounts to heroism on the part of students and parents we may be permitted to ask how much sacrifice a family should be expected to make in order to provide higher education for its sons and daughters.

Since low parental income is the principal deterrent to college attendance, the key to the matter, as far as potential students are concerned, is some plan of providing financial assistance adequate to remove this handicap.

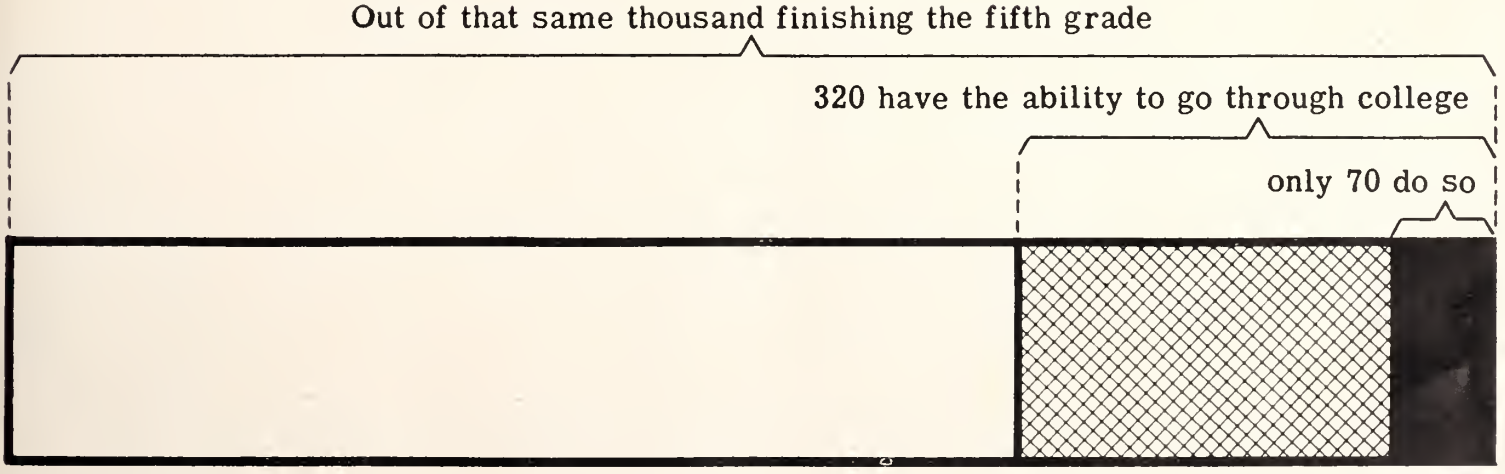
No single proposal can be adequate for a need as great as the one we are now considering. Every possible resource must be tapped. Begin with the student and his family. Certainly no plan for making educational opportunity more widely available ought to remove from the shoulders of the student and his parents their *fair share* of the costs. Many families can and should bear part of the cost for the higher education of their children. But from the facts we have been reviewing, it should be clear that this particular resource is inadequate to care for most of the students who *do not* now get to college. Whatever part individual and family effort is to play in bringing to college the students who do not now get there, we cannot look to them for the full solution of the problem.

Private Philanthropy

The second possible resource is private philanthropy. There is no reason to believe that private philanthropy and the churches have reached the final point beyond which they cannot go in aiding college students. During the first third of the twentieth century, the amounts of money poured into higher education by private philanthropy were staggering. The record of voluntary agencies and institutions, of private citizens and foundations, in struggling to expand educational opportunities for American youth, is impressive. Philanthropy, indeed, ranks fourth largest of all American industries in the size of capital investment; and aid to colleges and college students has been one of the primary concerns of philanthropy.

Nevertheless, it would be naive to look to philanthropy and the churches for the full solution of the financial problem involved in providing opportunities for all those whom society needs to have educated at the college level. Though philanthropy has a notable record in aiding higher education, compared to what remains to be done in removing the financial handicap for potential college students, it is not the answer. Let it be supposed that some generous person or foundation were tomorrow to announce a scholarship fund of 100 million dollars, the income of which was to be used for student scholarships. That income, at 3 percent, would provide scholarships of $500 each for only 6,000 students. What about the rest of our 2 million?

(2) More importantly, the basic job of philanthropy in higher education has been, and must continue to be, not student aid but the financial undergirding of the colleges and universities. Something must be done to keep tuition costs at a reasonable level. Yet the greatest rise in tuition charges in the past ten years has been in the privately controlled and privately supported institutions of higher learning—precisely at the point where philanthropy has concentrated its efforts. If private giving has been unable to stem the tide of rising tuition charges in the private colleges, how can we expect it now to take on the added burden of underwriting student costs with an adequate program of scholarships and loans? Philanthropy will find it difficult enough to maintain its record of the past in supporting institutions of higher education directly.



The third possible source of financial aid to students is the treasury of the various States. Once again, nothing should be done to decrease the effort in the States or detract from the praise due to many States for their present efforts in behalf of higher education. But I submit that the problem before us cannot finally be solved solely with funds provided in the several States—and that it *ought not* to be met in that manner even if it could be. The reason is that the States differ widely in their abilities to support education. Certainly no hope lies in the suggestion that each State must find the whole answer to its problem within its own borders. The fact is that to ask each State to spend enough to bring the level of educational opportunity up to the bench mark of national need in higher education would lay a financial burden upon the poorer States which they cannot carry. And since many of their children after being educated in their native States move into wealthier commonwealths, it is fair to suggest that the cost be generally distributed.

Outside the College Gates

Moreover, with reference both to philanthropy and to the States, bear in mind that we are talking not merely about establishing something approaching equality of educational expenditure for all students who now get to college. We are talking also, and more importantly, about that other student body which stands outside the college gates. If the States and philanthropy cannot equalize the presently existing educational opportunities, how much less can they be expected to meet the need of the students who are waiting on the outside?

There is but one final resource to which we can look. Making full use of the cooperative efforts of the student and his family, of philanthropy, and of the States, we must supplement all these with Federal action: national action to meet a national need.

The people are ready for national action. Recent opinion research reported in *The New York Times* and in *Fortune* magazine indicates an overwhelming agreement among the American people generally and college and university administrators in particular in the matter of financial aid to students. Public or private; large or small; coeducational, men's, or women's colleges—all the institutions of higher education reported 76.4 percent in favor of Federal scholarships. Here then is one issue on which there is little disagreement among educators. Among the general population, the percentage of agreement is somewhat less; but Mr. Roper's figures in *Fortune* show only one-third (32 percent) opposing a plan of Federal scholarships, and that is an average which includes a 58 percent opposition from people of prosperous circumstance. It would appear that the time is ripe for Federal action in behalf of American college youth. We must not permit unimportant differences over details to divide us on the basic principle of aid to students. I should like to give you some of the principles which seem to me basic in such a program.

They are as follows: (*1*) A Federal appropriation of some such amount as $300,000,000 annually for scholarships to be allotted among the States on the basis of a formula combining the number of persons of college age and the number of high school graduates within each State. Scholarships to be awarded to high school graduates within each State on the basis of objective measures of academic promise and ability. Each scholarship winner to be free to attend any college of his choice which is approved by any State commission and to which the student is admitted. No limitations to be placed on the subject matter field in which the student may study. Students might hold scholarships as long as they made satisfactory progress toward a degree except that neither an undergraduate scholarship nor a graduate or professional school scholarship could be held for more than 4 years. Change of residence of the student would not void his rights or change his relationship to the State Commission originally making the award to him. The annual stipend for undergraduate students would be $600 and $1,000 for graduate students—scaled upward for dependents. Safeguards should be provided against any form of discrimination in the operation of the scholarship based on race, sex, religion, national origin, citizenship, or residence. Administrative costs might be borne jointly by the States and the Federal Government, the States sharing in inverse proportion to their relative abilities to pay. This proposal would, it is estimated, provide scholarships for about 400,000 undergraduates and about 37,500 graduates and professional school students.

To supplement this scholarship program, it is proposed that (*2*) a program of federally guaranteed loans to college and university students be established, the costs of administering the loan program to be borne by the Federal Government, but the loans to be made by any local lending institution, with Government guaranty. No student would be permitted to borrow more than the actual costs of his education from year to year, and he would be required to begin repayment a year after he ceases to be a student, and to be completed within 10 years.

These two proposals for loans and scholarships constitute a single program for meeting the financial needs of students in colleges and universities. Such a program would not take care of anything like the full 2 millions or more of persons with college abilities who do not now get to college; but it would be a good beginning, and it would provide the experience on which more comprehensive programs might, at some future date, be launched. There ought to be no attempt to hide the fact that an adequate program of student aid may run to a large figure. But the cost should be kept in full perspective by comparing it to the actual wealth which the Nation produces. Here are the facts! For every hundred dollars of wealth produced in the Nation, only 46 cents is now spent for higher education; and out of every hundred dollars of wealth produced each year, slightly over one-tenth of 1 cent (or 1 cent in a thousand dollars) is spent for student aid. That one-tenth of a cent includes all fellowships, scholarships, and loans, in all the colleges, universities, and graduate schools of the land. Would it seem unreasonable to increase expenditure for student aid from one-tenth of a cent in each hundred dollars to (say) a cent and a half in each hundred dollars of national wealth? That is the total cost of the program here presented.

Civilian Bill of Rights

I am not particularly fearful that the colleges and universities would fail to meet the challenge of an increasing number of students if those students were able to pay their way. The imaginative resourcefulness with which the campuses of the Nation have served the veterans argues well for the proposition that the colleges would rise to the need if nonveterans were to come in greatly increased numbers. Given a civilian bill of rights comparable to the GI bill of rights, the colleges and universities will rise to the occasion. Additional phil-

anthropic aid and State support will be needed to underwrite the financial needs of the institutions of higher learning. More places can also be provided by extending many public school systems through the thirteenth and fourteenth years to form new junior colleges or community colleges. Certainly, if the Nation provides adequate financial aid to students through scholarships and loans, there will be need for the continuance of every college now in existence and for the expansion of most of them, in addition to the many new 2-year institutions which may be called into being.

If the Nation can be awakened to the financial needs of potential college students who are now prevented by low parental income from going to college at all, no institution of higher learning will suffer from a dearth of applicants. These new enrollments cannot be expected to provide fees sufficient to meet the steady demand for buildings, teaching equipment, and salaries. But they should encourage action by State legislatures, alumni, donors, and all other potential sources of basic income for the colleges and universities. We may reasonably expect that philanthropy and public funds will supply the sums required to endow and support our institutions of higher education. Far from discouraging private philanthropy and relieving the States of their proper educational burdens, Federal financial aid to students should become part of a coordinated general plan which enlists all other agencies for the welfare of the citizens of tomorrow.

Speaking at Rollins College last spring, the President of the United States said:

"*Education is the most important task before us. The Congress should enact legislation authorizing Federal grants to the States to assist in meeting the operating expenses of elementary and secondary schools * * * If our country is to retain its freedom in a world of conflicting political philosophies, we must take steps to assure that every American youth shall receive the highest level of training by which he can profit. A soundly conceived Federal scholarship program in our colleges and universities is a necessary step in attaining this goal.*"

The concern for the educational future of all Americans is rooted deep in every community. It presents itself on every college campus. As the veterans leave the college scene, a bold new program of financial aid to students must be launched to take the place of the GI bill of rights. I believe the time has come when Americans recognize the great loss in the Nation's human resources represented by the 50 percent of our youth of college ability who are denied the opportunity to develop their talents for their own good and for the prosperity of the Nation. I believe that with the leadership and cooperation of educators, our citizens generally are ready to meet the problem with constructive action.

Can State Departments of Education Be Strengthened?

by Andrew H. Gibbs, Research Assistant in School Administration

CHIEF STATE school officers and professional staffs of State departments of education are in strategic position to provide leadership and services in the improvement of education for all American youth. If they are to achieve optimum results, however, it is essential that the organizational structure in which they work facilitate this objective.

Studies recently made reveal that only a few States can boast of a central education agency at the State level which has authority and responsibility for programs of elementary and secondary education. The term "central education agency" as used means "one unit comprising the State board of education, the chief State school officer, and their staffs legally constituted to operate as a single entity."

What are the structural elements in the administration of State programs of elementary and secondary education? Each of the 48 States has a chief State school officer. Thirty-nine States have State boards of education. Every State has a State department of education. The method of providing these agents and agencies in the several States has an important effect on the unity or lack of it in administering each State's educational program.

In American education no position has greater potentiality for the improvement of education within the States than that of chief State school officer. The chief State school officer is selected to provide leadership for the State's educational program. He is head of the staff of the State department of education. Therefore, it is extremely important to the State's educational program that conditions exist which facilitate securing for this post the most capable person available. Unfortunately, conditions have not always existed in all States which would make it possible to realize the high potentialities of this office. In many States the method of selection, term of office, salary, and general organizational structure are inimical to such realization.

Furthermore, the other important element in State educational structure, the State board of education, should not be expected to attain its maximum effectiveness unless it is established under conditions conducive to that end. But apparently a majority of the States expect maximum effectiveness from their State boards of education without benefit of establishment conducive to it. What is the composition of the State board? What is the tenure of office of its members? What is the board's relationship to and authority over the chief State school officer? What is the responsibility and authority of the State board of education for the total State educational program? These and other factors should be given vital consideration. It is essential, if the State board of education is to be effective in the State's educational program, that the method of providing it, its composition and relationships contribute toward unification of control over the program.

State structure and organization for education have been fixed in constitutions and statutes by the people in terms of social, economic, and educational conditions prevailing at the time. In fact, most of the structures now existing were conceived more than a half century ago and have persisted with little or no modification despite the radically changed concept of the functions and services of State departments of education.

There are four general patterns of organization at the State level reflecting placement

of major authority and responsibility for administering elementary and secondary education. These patterns show authority and responsibility:

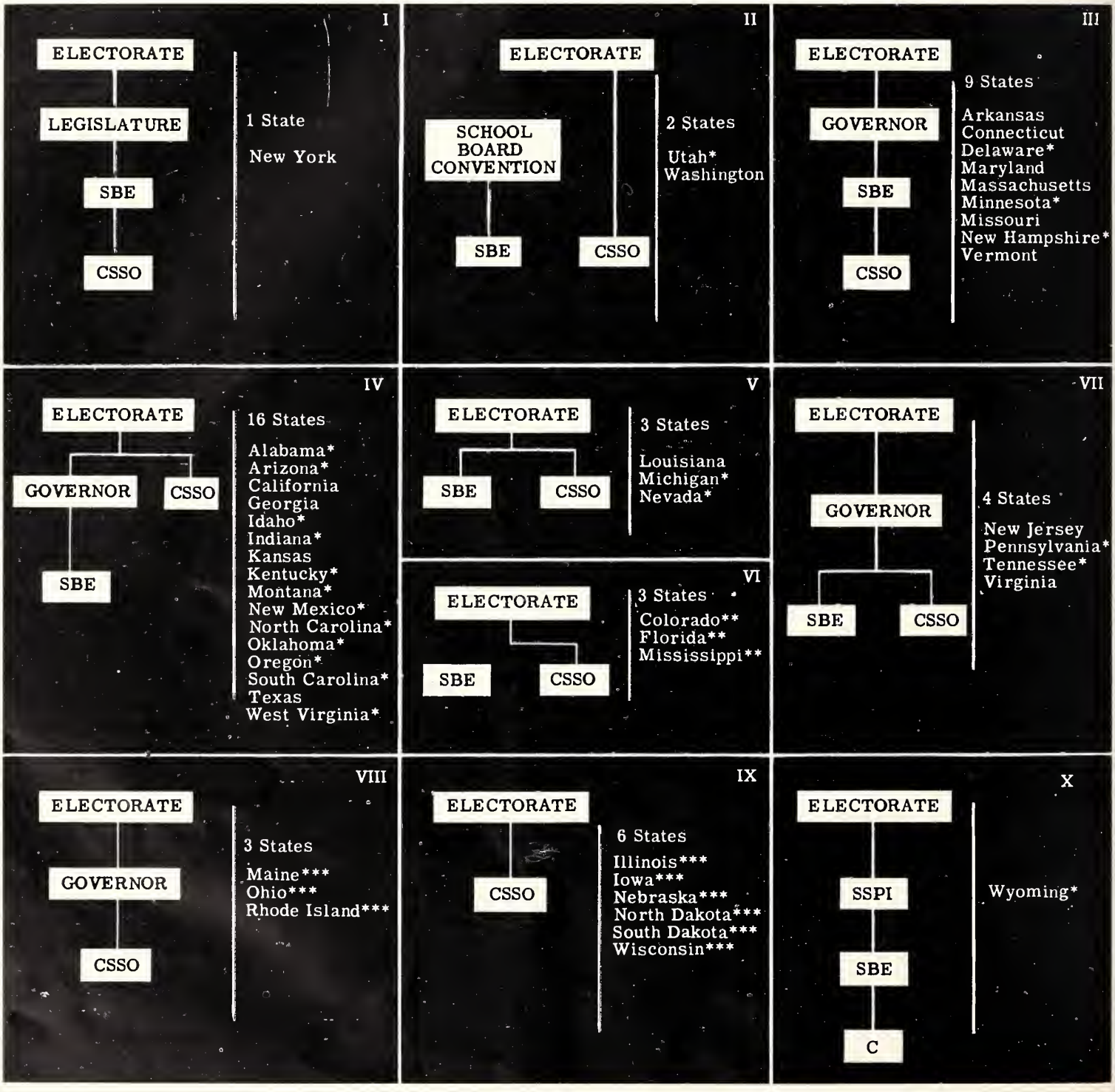
1. Unified in the State board of education (in 10 States)
2. Divided between the State board of education and the chief State school officer (in 23 States)
3. Divided among the State board of education, the chief State school officer, and the State board for vocational education (in 6 States)
4. Divided between the chief State school officer and the State board for vocational education (in 9 States).

In considering this divided authority and responsibility for the State program of elementary and secondary education, attention should be given to the patterns of appointing or electing State boards of education and chief State school officers as shown on the accompanying chart.

The 10 patterns of election or appointment of State boards of education and chief State school officers (particularly patterns II, IV, V, VI, and VII—28 States) clearly show that the method of providing for the agency and the agent is conducive to division of authority and responsibility for the State programs of education.

Ex officio membership still exists in 24 of the 39 States having State boards of education: In 21 States the State board of education has one or more ex officio members but is not wholly ex officio; in 3 States the board is wholly ex officio (pattern VI).

In patterns I and III (10 States) the chief State school officer is selected by the State



board of education and is responsible to it; in the others, except patterns VIII and IX covering States without State boards of education, he is on the same level of government as the board or, in fact, on the same level as the governor.

It seems evident that the organizational patterns result to a large degree from the manner of providing for the State board and the chief State school officer. Obviously a majority of the States are equipped with an obsolete framework upon which to build a central education agency. The parts are not constituted to form a single agency; where they work as a unit it is because of cooperative efforts of the chief State school officer and the board and not the structure within which they work. In many States the structure is inflexible and fosters division of authority and responsibility, duplication of effort, and impotence.

A reexamination of State education machinery with a view to bringing its parts into closer harmony constitutes a matter of prime importance in most States. The consequent modernization of this machinery would provide the foundation for improved services of State departments of education.

Motion Pictures on Democracy

by Seerley Reid, Assistant Chief, Visual Aids to Education

THAT OUR SCHOOLS should be teaching and practicing democracy is indisputable. Our children and our youth—and we adults, too—must have an understanding of the principles and processes of democracy, a belief in those concepts, and a determination to practice democracy at home, in school, in the community, the nation, and the world.

Motion pictures are particularly effective in achieving this understanding and this determination. Intellectually and emotionally, they are a powerful educational tool. Wisely used, they can help bring about in American youth a better understanding of and a greater faith in democracy.

In the belief that democracy should be taught in American schools and colleges and that motion pictures should be widely used in this teaching, the Office of Education in May 1948 initiated a project calling for the preparation, for subsequent publication, of a selective bibliography of visual aids on democracy.

In this undertaking, the Office of Education requested the advice and judgment of leaders in the field of visual education, particularly those individuals with extensive experience in evaluating visual materials. A work conference of such leaders was held in Washington, D. C., on June 22–24, 1948. At this conference the scope of the bibliography was defined; criteria were established for the selection of specific visual aids; and a preliminary list of 371 motion pictures (prepared in advance of the conference) was examined and evaluated, from which certain films were recommended for inclusion in the bibliography. Others were rejected, and still others were suggested for further study and investigation. The conferees agreed to act as an Advisory Committee in the preparation of the bibliography.

Procedure of Evaluation

Since this work conference, the Office of Education, acting upon the advice of the conferees and following the criteria established at the conference, has screened and evaluated more than 200 motion pictures. For the most part, the reviewing was done by a committee of five staff specialists, all of whom had participated in the conference, namely: Floyde E. Brooker, Chief, Visual Aids to Education; Howard Cummings, Specialist in Government and Economics; J. L. Phalan, Specialist in Economics; Jennings B. Sanders, Specialist in History; and the author.

Reviews of the films—both those recommended for inclusion in the bibliography and those not so recommended—have been sent periodically to all members of the Advisory Committee for editing and approval; and all film selections and recommendations have been made upon the basis of the group thinking of this Committee.

MEMBERS of the Advisory Committee on Motion Pictures on Democracy: PATRICIA BLAIR, Library Film Advisor, American Library Association; JAMES W. BROWN, Supervisor, Instructional Materials Center, University of Washington; VERNON DAMERON, Harvard University; LESLIE E. FRYE, Director of Visual Education, Cleveland, Ohio, Board of Education; HERBERT HITE, Head, Bureau of Visual Teaching, State College of Washington; CHARLES F. HOBAN, Associate Professor, Department of Education, Catholic University of America; KATHARINE M. HOLDEN, Assistant Librarian, Mount Vernon, N. Y., Public Library; NELLE LEE JENKINSON, Assistant Director, Division of Audio-Visual Education, St. Louis, Mo., Board of Education; FRANCIS W. NOEL, Chief, Bureau of Audio-Visual Education, California State Department of Education; ROBERT QUICK, Manager of Publications, American Council on Education; ROBERT SCHACHT, Director, Bureau of Information and Program Services, University of Wisconsin; ROBERTSON SILLARS, Assistant to the Director, American Association for Adult Education; ERNEST TIEMANN, Audio-Visual Center, Indiana University; NORMAN WOELFEL, Director, Teaching Aids Laboratory, Ohio State University.

Criteria of Selection

In the first place, only 16mm sound films have been included in this bibliography. This limitation in no way implies that other visual aids should not be used in the teaching of democracy. They most certainly should be. But for practical reasons, the bibliography was limited to motion pictures.

Secondly, only those 16mm sound films which deal directly with the principles and processes of democracy have been included in the bibliography. The Committee recognized that, to a certain extent, any film on American history or geography or economics or social problems might contribute to an increased understanding of our democracy, but such an interpretation would have resulted in a bibliography covering practically the total field of the social studies rather than a selective bibliography on democracy.

While the bibliography is concerned primarily with films portraying specific democratic concepts, the Office of Education and the Advisory Committee felt that it should

also list certain general-interest films which, even though they did not deal directly with the principles or processes of democracy, might be profitably used on patriotic occasions. Such films have been included in the bibliography under a definitive heading, Films for Patriotic Occasions.

Within this definition of scope—16mm sound films presenting democratic concepts—the following criteria were applied in the evaluation of specific films: (1) Relevance to subject, (2) accuracy and authenticity, (3) objectivity and impartiality, (4) clarity and comprehensibility, (5) interest and audience appeal, (6) quality, (7) availability and accessibility.

Present Status and Next Steps

To date (November 10, 1949) 198 different films have been screened and evaluated according to the criteria named above. Of these 198 films, 89 have been accepted for inclusion in the bibliography; 109 have been rejected. The 89 films, all of them recommended by the Office of Education and the Advisory Committee for the teaching of democracy, appear in this article.

There are still a few films to be screened and reviewed. As soon as this is done, so that the bibliography will be as complete as possible, the Office of Education will publish the bibliography, with film descriptions and utilization suggestions, and copies will be available at a nominal price from the Superintendent of Documents. We are hoping that the final bibliography will be available for your use by March 1, 1950, so that you may be guided by it in planning your use of films, not only during the remainder of this school year, but for the next school year.

In the following listing only a minimum amount of information has been given. All of the films are 16mm sound. Whether they are black-and-white or color is indicated, as is the running time in minutes. The primary distributor is identified by code letters which are detailed in the accompanying box. Most of the films may be borrowed or rented from your State or local film library. These libraries are listed, by States and cities, in *A Directory of 897 16mm Film Libraries* available for 15 cents from the Superintendent of Documents, Washington 25, D. C.

Key to Sources of Democracy Films Listed

Acad	Academy Films, 844 Seward Street, Hollywood 38, Calif.
ADL	Anti-Defamation League of B'nai B'rith, 212 Fifth Avenue, New York 10, N. Y.
AFS	American Film Services, Inc., 1010 Vermont Avenue NW., Washington 5, D. C.
ALA	American Library Association, 50 East Huron Street, Chicago 11, Ill.
Assn	Association Films, Inc., 35 West Forty-fifth Street, New York 19, N. Y.
BIS	British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.
Brandon	Brandon Films, Inc., 1700 Broadway, New York 19, N. Y.
Castle	Castle Films, 1445 Park Avenue, New York 29, N. Y.
Coronet	Coronet Films, Coronet Building, Chicago 1, Ill.
EBF	Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Ill.
FI	Films, Inc., 330 West Forty-second Street, New York 18, N. Y.
FPS	Film Program Services, Inc., 1173 Avenue of the Americas, New York 19, N. Y.
Frith	Frith Films, Box 565, Hollywood, Calif.
Gen Mills	General Mills, Inc., 400 Second Avenue, South, Minneapolis 1, Minn.
IFF	International Film Foundation, Inc., 1600 Broadway, New York 19, N. Y.
KB	Knowledge Builders, 625 Madison Avenue, New York 22, N. Y.
Locke	Locke Films, Inc., 120 West Lovell Street, Kalamazoo 8, Mich.
MOT	March of Time, Forum Edition, 369 Lexington Avenue, New York 17, N. Y.
NCCJ	National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, N. Y.
NPA	National Probation Association, 1790 Broadway, New York 19, N. Y.
Nu-Art	Nu-Art Films, Inc., 145 West Forty-fifth Street, New York 19, N. Y.
OSU	Ohio State University, Columbus 10, Ohio
Pict	Pictorial Films, Inc., 625 Madison Avenue, New York 22, N. Y.
Post	Post Pictures Corp., 115 West Forty-fifth Street, New York 19, N. Y.
PSC	Pennsylvania State College, Audio-Visual Aids Library, State College, Pa.
RKO	RKO Radio Pictures, Inc., 1270 Sixth Avenue, New York 19, N. Y.
TC	Teachers College, Columbia University, New York 27, N. Y.
TFC	Teaching Film Custodians, Inc., 25 West Forty-third Street, New York 18, N. Y.
TVA	Tennessee Valley Authority, Film Services, Knoxville, Tenn.
UN	United Nations, Film Board, Lake Success, N. Y.
USDA	U. S. Department of Agriculture, Motion Picture Service, Washington 25, D. C.
UST	U. S. Department of the Treasury, Savings Bonds Division, Washington 25, D. C.
Wisc	University of Wisconsin, Bureau of Visual Instruction, Madison 6, Wis.
YAF	Young America Films, Inc., 18 East Forty-first Street, New York 17, N. Y.

I. OUR DEMOCRATIC HERITAGE

The United States and Its Traditions

THE FLAG SPEAKS (color, 19 min., TFC)
GIVE ME LIBERTY (color, 20 min., TFC)
LAND OF LIBERTY—TO 1805 (b/w, 20 min., TFC)
LAND OF LIBERTY—1805–1860 (b/w, 20 min., TFC)
LAND OF LIBERTY—1860–1890 (b/w, 20 min., TFC)
LAND OF LIBERTY—1890–1938 (b/w, 20 min., TFC)
OUR MONROE DOCTRINE (b/w, 20 min., Post)
SONS OF LIBERTY (color, 20 min., TFC)
UNITED STATES (b/w, 46 min., BIS)
WAR CAME TO AMERICA (b/w, 60 min., AFS)
WILSON (color, 135 min., FI)
WINNING OUR INDEPENDENCE (b/w, 37 min., TFC)

Law and Justice

ENGLISH CRIMINAL JUSTICE (b/w, 22 min., BIS)

The Declaration of Independence

DECLARATION OF INDEPENDENCE (color, 19 min., TFC)
OUR DECLARATION OF INDEPENDENCE (b/w, 20 min., Post)

The Constitution

OUR CONSTITUTION (b/w, 20 min., Post)
OUR NATIONAL GOVERNMENT (b/w, 10 min., KB)

SERVANT OF THE PEOPLE (b/w, 21 min., TFC)

The Bill of Rights

THE BILL OF RIGHTS (color, 17 min., TFC)
OUR BILL OF RIGHTS (b/w, 20 min., Post)
THE STORY THAT COULDN'T BE PRINTED (b/w, 11 min., TFC)

Abraham Lincoln

LINCOLN IN THE WHITE HOUSE (color, 21 min., TFC)
THE PUBLIC LIFE OF ABRAHAM LINCOLN (b/w, 35 min., Nu-Art)
YOUNG MR. LINCOLN (b/w, 105 min., FI)

II. THE MEANING OF DEMOCRACY

"Melting Pot"

AMERICANS ALL (b/w, 16 min., MOT)
IMMIGRATION (b/w, 11 min., EBF)
NEW AMERICANS (b/w, 17 min., RKO)
ONE PEOPLE (color, 9 min., ADL)

Racial and Religious Freedom

BOUNDARY LINES (color, 11 min., IFF)
BROTHERHOOD OF MAN (color, 11 min., Brandon)
THE COLOR OF A MAN (color, 20 min., IFF)
DON'T BE A SUCKER (b/w, 24 min., Castle)
THE HOUSE I LIVE IN (b/w, 10 min., YAF)
WHOEVER YOU ARE (b/w, 20 min., FPS)
THE WORLD WE WANT TO LIVE IN (b/w, 10 min., NCCJ)

Respect for the Individual

BOY IN COURT (b/w, 12 min., NPA)
DOES IT MATTER WHAT YOU THINK? (b/w, 15 min., BIS)
ENGLISH CRIMINAL JUSTICE (b/w, 15 min., BIS)
JOURNEY INTO MEDICINE (b/w, 38 min., Castle)
NEW PRISONS—NEW MEN (b/w, 20 min., Pict)
PROBLEM CHILDREN (b/w, 21 min., OSU)

Free Public Education

BETTER SCHOOLS FOR RURAL WISCONSIN (color, 29 min., Wisc)
FREEDOM TO LEARN (b/w, 17 min., Castle)
SCHOOL (b/w, 22 min., Castle)
SCHOOL HOUSE IN THE RED (color, 41 min., EBF)
THE WILSON DAM SCHOOL (b/w, 20 min., TVA)

Freedom of Speech, Press, Assembly

DOES IT MATTER WHAT YOU THINK? (b/w, 15 min., BIS)
THE FLAG SPEAKS (color, 19 min., TFC)
THE STORY THAT COULDN'T BE PRINTED (b/w, 11 min., TFC)

Democracy Versus Totalitarianism

DEMOCRACY (b/w, 11 min., EBF)
DESPOTISM (b/w, 10 min., EBF)

III. DEMOCRATIC PROCESSES

In the Family

BILL GARMAN, 12 YEAR OLD BUSINESSMAN (color, 11 min., Frith)
FAMILY TEAMWORK (color, 18 min., Frith)
PATTY GARMAN, LITTLE HELPER (color, 11 min., Frith)
YOU AND YOUR FAMILY (b/w, 8 min., Assn)

In School

DISCUSSION IN DEMOCRACY (b/w, 10 min., Coronet)
LEARNING DEMOCRACY THROUGH SCHOOL COMMUNITY PROJECTS (color, 20 min., Locke)
LEARNING THROUGH COOPERATIVE PLANNING (b/w, 18 min., TC)
WE PLAN TOGETHER (b/w, 22 min., TC)
THE WILSON DAM SCHOOL (b/w, 20 min., TVA)

In the Community

ARE YOU A GOOD CITIZEN? (b/w, 10 min., Coronet)
BOB MARSHALL COMES HOME (b/w, 22 min., USDA)
BOOKS AND PEOPLE (color, 15 min., ALA)
BOY IN COURT (b/w, 12 min., NPA)
LEADERS FOR LEISURE (color, 21 min., Assn)
MAKE WAY FOR YOUTH (b/w, 22 min., Assn)
PLAYTOWN, U. S. A. (color, 23 min., Assn)
PROUD CITY (b/w, 26 min., BIS)
SCHOOL HOUSE IN THE RED (color, 41 min., EBF)
THE SCHOOL THAT LEARNED TO EAT (color, 22 min., Gen Mills)
THE WAY WE LIVE (b/w, 64 min., BIS)
WHOEVER YOU ARE (b/w, 20 min., FPS)

In Government

GENERAL ELECTION (b/w, 20 min., BIS)
HOW WE ELECT OUR REPRESENTATIVES (b/w, 10 min., Coronet)
JOURNEY INTO MEDICINE (b/w, 38 min., Castle)
MEET YOUR FEDERAL GOVERNMENT (b/w, 15 min., YAF)
PENNSYLVANIA LOCAL GOVERNMENT IN ACTION (b/w, 22 min., PSC)
STATE LEGISLATURE (color, 20 min., Acad)
WISCONSIN MAKES ITS LAWS (color, 29 min., Wisc)
YOU THE PEOPLE (b/w, 20 min., TFC)

In the World

HIGHLIGHTS OF THE UNITED NATIONS YEAR, 1947–1948 (b/w, 10 min., UN)
PATTERN FOR PEACE—THE CHARTER OF THE UNITED NATIONS (b/w, 16 min., BIS)
THE PEOPLE'S CHARTER (b/w, 18 min., UN)
WE THE PEOPLES (b/w, 10 min., YAF)
THE WORLD IS RICH (b/w, 43 min., BIS)

IV. FILMS FOR PATRIOTIC OCCASIONS

AMERICA THE BEAUTIFUL (color, 20 min., TFC)
THE BILL OF RIGHTS (color, 17 min., TFC)
THE FLAG SPEAKS (color, 19 min., TFC)
GIVE ME LIBERTY (color, 20 min., TFC)
HYMN OF THE NATIONS (b/w, 29 min., Castle)
INSIDE THE WHITE HOUSE (b/w, 10 min., TFC)
LINCOLN IN THE WHITE HOUSE (color, 21 min., TFC)
THE MAN WITHOUT A COUNTRY (color, 21 min., TFC)
THE NATION'S CAPITAL (b/w, 15 min., MOT)
THE PERFECT TRIBUTE (b/w, 20 min., TFC)
THE POWER BEHIND THE NATION (color, 17 min., UST)
SING A SONG OF FRIENDSHIP—Parts 1 and 2 (color, 10 min., each, ADL)
THE SONG OF A NATION (color, 19 min., TFC)
WASHINGTON, D. C. (b/w, 9 min., TFC)
WHITE HOUSE (b/w, 19 min., RKO)
THE WHITE HOUSE (b/w, 14 min., MOT)

OFF THE ROSTRUM—OFF THE PRESS

(*Continued from page 55*)

ther study may show the causes of some of the kinds of accidents which are most common. Material designed to prevent these common accidents may then be introduced into the courses for school bus drivers . . ."

—E. Glenn Featherston, Specialist for Pupil Transportation, and Andrew H. Gibbs, Research Assistant, Division of School Administration, Office of Education, Federal Security Agency, in "Records and Reports for Pupil Transportation," Special Series No. 2, price 20 cents.

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"'What does a lunch program contribute to carrying out the essential functions of the school?' one may ask. Or, 'Why has the program been accepted in more and more communities?'"

—William H. Morris, Information and Publications Service, Office of Education, Federal Security Agency, in "Why School Lunch Programs," *The Education Digest*, December 1949 issue.

NEGRO HISTORY WEEK

"Freedom With Opportunity" will be the theme of the 25th Annual Celebration of Negro History Week to be observed February 12–19, 1950. For information and material, write to The Association for the Study of Negro Life and History, 1539 Ninth Street NW., Washington, D. C.

New Books and Pamphlets

Constructing Classroom Examinations: A Guide for Teachers. By Ellis Weitzman and Walter J. McNamara. Chicago, Science Research Associates, 1949. 153 p. $3.

The Cost-Quality Relationship on the Growing Edge: A Study of Returns for Money Spent in High Expenditure School Systems. By Lorne Hedley Woollatt. New York, Bureau of Publications, Teachers College, Columbia University, 1949. 80 p. (Metropolitan School Study Council, Research Studies, Number 4) $1.75.

Early School Leavers: A Major Educational Problem. By Harold J. Dillon. New York, National Child Labor Committee, 1949. 94 p. (National Child Labor Committee. Publication 401) $1.25.

Education for Social Competence: Curriculum and Instruction in Secondary School Social Studies. (Part of the Report of the Stanford Social Education Investigation). By I. James Quillen and Lavone A. Hanna. Chicago, Scott, Foresman and Company, 1948. 572 p. $3.

Federal Grants-in-Aid. Chicago, Council of State Governments, 1949. 322 p. $3.50.

Growing Points in Educational Research. Official Report of the American Educational Research Association, A Department of the National Education Association. Washington, D. C., American Educational Research Association, 1949. 340 p. $2.

How to Make a Play School Work: A Manual for Teachers and Group Leaders. Written by Members of the Play Schools Staff. New York, Play Schools Association, Inc. (119 West 57th St.), 1949. 36 p. 40 cents.

Living Democracy at the Barbour Intermediate School. By Dora E. Bowlby, Bernice M. Schreader, and Ifie Wyatt. Detroit, The Barbour Intermediate School, 1949. 23 p. Illus.

Manners Made Easy. By Mary Beery. New York, McGraw-Hill Book Co., Inc., 1949. 327 p. Illus. $2.40.

100 Plays for Children: An Anthology of Non-Royalty One-Act Plays. Edited by A. S. Burack. Boston. Plays, Inc., 1949. 386 p. $4.75.

Our Teachers Mold Our Nation's Future. By Geraldine Saltzberg. New York, The Macmillan Company, 1949. 189 p. $2.25.

Your Child's Speech and How To Improve It. By Amy Bishop Chapin and Ruth Lundin. (Accompanied by a Picture-Word Test.) Cleveland, The Press of Western Reserve University, 1949. 30 p. 75 cents.

—Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

Selected Theses in Education

The theses in this list are selected from many on file in the Federal Security Agency Library and are available by interlibrary loan upon request.

Aspects of School Functioning Related to Pupil Adjustment. By Francis J. Daly. Doctor's, 1947. Harvard University. 577 p. ms.

Discusses the general aspects of school functioning related to pupil adjustment including the relation of the personality and attitudes of the teacher to pupil adjustment, failure, and retardation; and adjustment through special services.

Construction of Supplementary Materials for Use With the Curriculum Foundation Series, Grade Two, To Promote Independence in Reading. By Esther H. Faircloth. Master's, 1949. Boston University. 204 p. ms.

Attempts to promote independence in reading by constructing workbook materials to be used with *Friends and Neighbors* and *More Friends and Neighbors.*

Intermediary School Officers in Large Cities. By Thaddeus J. Lubera. Doctor's, 1947. University of Chicago. 185 p.

Describes the development of the intermediary administrator, who functions between the superintendent and the principal in most school systems in cities of 100,000 population and over. Discusses duties, responsibilities, and unique professional services which he performs.

The Pre-service Preparation of Elementary Teachers at New York University. By Clara S. Platt. Doctor's, 1946. New York University. 156 p. ms.

Evaluates the curriculum designed to educate prospective elementary teachers for teaching in the public and private schools in New York and neighboring States.

A Study of the Content and Organization of the American History Course in the Senior High Schools of Medium Sized Communities in Metropolitan Boston. By Max Weitzman. Master's, 1949. Boston University. 78 p. ms.

Reveals a trend to establish a link between the classroom and the problems of the socio-economic world; and that isolated bits of information and unrelated skills are merging into courses built to provide a broad basic understanding of modern life.

A Study of the Extra Cost of Free Education. By Floyd E. Tyree. Master's 1947. Indiana State Teachers College. 49 p. ms.

Studies the amount of money spent for clothing, food, school supplies, school entertainment, musical instruments, music lessons, and special rentals and breakage charges by pupils in a consolidated school in Francisco, Ind.

—Compiled by Ruth G. Strawbridge, Federal Security Agency Library Bibliographer.

U. S. GOVERNMENT PRINTING OFFICE: 1950

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EDUCATIONAL AIDS

from Your Government

Free publications listed on this page should be ordered directly from the agency issuing them. Publications to be purchased should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Department of Agriculture

Motion Pictures of the United States Department of Agriculture, 1949. (Misc. Pub. No. 673.) 15 cents.

Trees: The Yearbook of Agriculture, 1949. $2.

Department of the Army

Biennial Report of the Chief of Staff of the United States Army, July 1, 1943, to June 30, 1945. $1.

Atlas of the World Battle Fronts. (Supplement to Biennial Report.) $1.25.

Maintenance and Care of Hand Tools. 1945 (released 1949). 30 cents.

Department of the Interior

Franklin D. Roosevelt and Hyde Park. 1949. 15 cents.

Federal Security Agency

The Child. Monthly publication of the Children's Bureau, Social Security Administration. $1 a year.

Child Welfare at the Crossroads. Children's Bureau, Social Security Administration. (Children's Bureau Publication No. 327, 1949.) 10 cents.

Essentials of Adoption Law and Procedure. Children's Bureau, Social Security Administration. (Children's Bureau Publication No. 331, 1949.) 25 cents.

Further Progress in Reducing Maternal and Infant Mortality: Record of 1945 and 1946. Children's Bureau, Social Security Administration. (Children's Bureau Statistical Series No. 4, 1949.) 15 cents.

The Midcentury White House Conference on Children and Youth. Children's Bureau, Social Security Administration.

Opportunities for the Deaf and the Hard of Hearing Through Vocational Rehabilitation. Office of Vocational Rehabilitation.

Opportunities for the Tuberculous Through Vocational Rehabilitation. Office of Vocational Rehabilitation.

Planning for Health Services: A Guide for States and Communities. Public Health Service. (Public Health Bulletin No. 304, 1949.) 20 cents.

Trends and Developments in Public Child Welfare Services. Children's Bureau, Social Security Administration. (Child Welfare Reports No. 4, May 1949.)

Vocational Rehabilitation for Civilians. Office of Vocational Rehabilitation.

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FEDERAL SECURITY AGENCY
Office of Education

School Life

Official Journal of the Office of Education · · · · · · · · · Federal Security Agency

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Cover photograph, a view of the Washington Monument taken from the Lincoln Memorial in Washington, D. C., is appropriate to February, the birth month of both Washington and Lincoln. The photograph was furnished for publication by courtesy of the National Park Service.

School Life is indexed in Readers' Guide to Periodical Literature, and in Education Index.

(Single copy price of SCHOOL LIFE—15 cents.)

School Life Spotlight

"When the school leadership has worked so closely with the people of the school community that they feel it is they, themselves, who have discovered the local needs, then will come the action to change those things which need attention . . ." ____ p. 66

★ ★ ★

". . . There is no reason why teachers, who are as able and devoted to their work as the members of other professions, should live from hand to mouth while others enjoy financial security . . ." ____ p. 72

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". . . Reading and writing are considered not as ends in themselves, but rather as means toward more effective and abundant living . . ." ____ p. 74

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". . . The end result of all this activity should be better counseling services for all boys and girls, men and women, in our Nation" ____ p. 75

★ ★ ★

". . . No administrator should feel that he must be the initiator of all new ideas or improvements in his school . . ." ____ p. 78

★ ★ ★

". . . We must not do less!" ____ p. 78

Published each month of the school year, October through June.

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Address all SCHOOL LIFE inquiries to the Chief, Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

Schools That Serve the People

by Rae Lee Morris, Principal, Andrew Jackson Elementary School, Pasadena, California

AN ATTACHMENT to the local community has long been a distinguished characteristic of many civilizations. Jack Benny with his many remarks about his native Waukegan strikes an answering chord in the hearts of all transplanted Californians. We all recognize it.

Perhaps there has never been such unity in communities centering about elementary schools as during the periods of War Book rationings. If a school which put out over 15,000 War Book Fours could have kept that small army of citizens coming to and through its doors in peace time, becoming thereby a great community center, who can say what great awakening of interest in matters educational might not have resulted? And what a good feeling we who issued the rationing books had in knowing that we were really "serving the people"!

The 1947 Yearbook of the Association for Supervision and Curriculum Development says, "A modern community is more than the sum total of the families that live in it. It is the sum total of all the influences of the community—the family, the church, the school, the picture show, the industrial plant, the saloon, the smoke, the noise. The school is an agency supported by society for the improvement of the life of its members. The individual cannot escape the impact of the community in which he lives."

Sometimes this impact carries a tragic face! Mary begged the school clerk not to put on her records that she was living in a substandard housing project! Why does a community permit a grocery store to become the popular hang-out for a group of teen-agers? And why are we who work in the field of education so fearful of feeling "righteous indignation" at some of the things that are dead wrong in the very communities in which we work? Can it be that we do remember that "faith without works" has no value and that upon our admission of something wrong, we'd need to "stir our boots" and do something constructive about it?

What fun we had a long time ago in Ohio testing the seed corn for germination! There was seed corn to the right, to the left, before, and behind—but we were actually contributing to the welfare of the community farmers and we felt a warmth inside that came from knowing we belonged to the adult community and were making a worth-while contribution to the neighborhood directly through the school.

This article by Rae Lee Morris was written to show ways of implementing what the National Conference of Professors of Educational Administration has set forth as characteristics of the community school. (See "Sixteen Characteristics of the Community School" in SCHOOL LIFE, November 1948.) The writer was a graduate student at Claremont Graduate School, Claremont, Calif., and wrote the "implementation" article as a term paper. Her class was under the direction of Hollis P. Allen, director of the Graduate School of Education at Claremont College, who prepared the Hoover Commission Task Force Report on Education in the Federal Government. (See also article, "Emerging Programs for Improving Educational Leadership in American Education," by Dr. John Lund, Specialist in the Education of School Administrators, in SCHOOL LIFE, November 1949.)

Soon our school is to be visited by those who think they will follow the career of teaching; young people take the places of or work beside civic leaders 1 day a year; women's clubs invite young women to their meetings—yet I submit in all kindness but with considerable warmth that these are all too faint stirrings of the desire to have youth share in community enterprises!

Because the elementary school is right where the people are, there is no institution so admirably fitted to lead in the establishment of a *better* community. And we have taken a few faltering steps in this direction! We are beginning to give parents a wee chance to participate in the school program. Having learned that children are more susceptible to respiratory infections during their sixes-and-sevens, mothers have been invited to come into the classrooms to spend the lunch hour with children who brought a lunch from home, thus avoiding the chance of chilling while eating out-of-doors. We do have school trips which cut across the daily schedule. Only last month it was my pleasure to go with a second-grade class which had been studying about *City Helpers* on a tour through the Pasadena City Post Office, and with three fourth-grade classes learning about California to the San Gabriel Mission. We do urge parents of small children to celebrate birthdays at school the last half-hour of the school day. But the tradition of the three R's remains profound and one cannot help but know that in more than one home there is a strong feeling that "what was good enough for me" should be the order of the present day.

An outstanding example of community work has been going on in one of the elementary schools in our city for the past 2 or 3 years. Situated in the eastern end of the city, it has had a phenomenal growth and now numbers over 1,000 in enrollment. There was great need for a community center in this district of many trailer houses, and through the leadership of the school, the Parent-Teacher Association, the local press, the principal's affiliations with service clubs, there has been erected an $85,000 Character Education Center at a total cost of only $20,000 because of the great amount of labor contributed by parents and members of the community.

A survey has been proposed to find out what has happened to the children who have gone through the city schools. It is intended to be a two-way survey—to find out what these one-time students are working at for a living and to find out from them how they think their educational opportunities could have been improved. What a wonderful opportunity this will give teachers—a legitimate reason for visiting in the homes of the community! But suppose one finds harsh or bitter or even unjust criticism. Will the visitors be able to maintain equanimity in the face of this? Unless they can, the survey would be a hindrance to public relations regardless of the values in the garnered facts. How wonderful it would be if all could respond to unkindness as did the gracious lady from Maine who always replied to any hint of unpleasantness about a person, "Well, of course, that's not just the way I see them!" May we who visit as teachers be sure to "see" individuals in the right way!

First, the school plant, itself, needs to be planned for a dual purpose if it is to serve the community. It must be adequate for the work and play life of the children with whom it will be associated for most of the hours of the day, and it must provide for easy and accessible use by the members of the community. Unless it is so planned, the head of the individual school becomes somewhat of a tyrant in striving to see that the educational program of the school is not disrupted. In schools where the kindergarten room is the only place large enough for group meetings, there is grave danger that the kindergarten activities will be curtailed (it's nothing short of tragic when the best boat Tom ever made of blocks has to be torn down before he's had a chance to give his pals a ride in it because there's to be a meeting) unless careful weighing of values is constantly going on.

Each and every elementary school needs a small auditorium equipped with curtains and stage, a cafeteria, a clinic, and a general-purpose room where committees might meet, character groups assemble, and music classes gather. At night, how admirable such a room would be for arts and crafts classes, for forum discussions, or for planning groups of the community. With these facilities the school could function as a recreational and civic center for such activities as would be enjoyable and profitable for all the people. Are the school grounds of your elementary building open to the families on Saturday or Sunday? Do you have places attractive enough where families might come for picnic suppers and use playground apparatus? Does it have quiet spots reserved for mothers with their babes and small fry, with specialized areas for young children up to 8 or 9 years of age, and still other areas for those in early teens? Surely we need protection for school boards in the use of school facilities, but what a glorious moment it would be if with a pair of gigantic shears labeled on one handle *Freedom* and on the other *Common Sense* we might make a mighty slash across the sticky bands of Red Tape which has placed so many restrictions on the easy use of public school property.

Some forward-looking communities are having a new adventure with outdoor camping on school grounds. Agricultural projects in crops and animal husbandry are in operation throughout the year in many schools. One city school at the present time is raising kids on the school grounds so that they may be sent when grown with a shipload of goats to Japan through the *Heifers for Relief Program.*

When the school leadership has worked so closely with the people of the school community that they feel it is they, themselves, who have discovered the local needs, then will come the action to change those things which need attention. Following action, a very important part of learning must be carried forward by educational leadership—the

(*Continued on page 77*)

"I LOVE YOUNGSTERS, teachers, all my fellow workers, and parents, and I wouldn't change my job for any other," writes the author of this article, Rae Lee Morris. A native Ohioan, she had teaching and administrative experience in Ohio, Nebraska, and Massachusetts before she established residence in California 23 years ago. She "attended schools hither and yon"—Kent State Normal (Ohio), Maryville College (Tennessee), Wooster College (Ohio), and holds a B. S. in Education, magna cum laude, from the University of Southern California, 1932, and M. A. in Speech, 1934, from the same university.

At the AASA

AT THE Atlantic City convention of the American Association of School Administrators February 25–March 2, visit the Office of Education exhibit, Space E–39 and E–41, Atlantic City Auditorium. The latest Office of Education publications will be on display and the major theme of the exhibit will be "Atomic Energy Education."

Stage setting for "Our Town," see text, page 78. Photograph by Vandamm Studio, New York City.

The School Theater Can Serve International Understanding

by Donald Marye, Portland Civic Theater

THE OBSERVANCE of an International Theater Month in March 1950 was decided upon at the Theater Group Meeting of the Second National Conference on UNESCO held in Cleveland last spring. The plan envisages theater groups throughout the country producing during March 1950 a play, pageant, skit, dance, or music program on the general theme of world peace through international understanding or portraying the life and customs of another nation.

In its long history, the theater has time and again been a motivating force in shaping the minds of men and arousing them to action. This is one of its fundamental prerogatives. This project will focus through the concerted effort of theaters all over America the attention of the American people on the fact that man can live with man, and nation with nation. This is a big work of social education, but what better and more provocative medium than the theater?

To achieve the greatest effect from such a project the impetus must come from within each producing unit, and the details worked out individually depending on the particular locality and audience of the theater group. There are, however, some inherent generalities which can be adapted to the individual case.

Primarily, International Theater Month offers an opportunity for the school theater to reinforce its position as a means of social education. It provides an occasion to prove again that Theater is a reflection of the art of living, a great "school of life."

The situation is an ideal one for enlisting the activities of the entire school, using the talents and faculties of the various departments—in itself a small demonstration of what can be accomplished on a universal scale by a world imbued with the ideals of harmonious cooperation. Arguments usually advanced against such school undertakings—general apathy, ranging from passive disinterest to active disapproval; departmental jealousies; lack of time; overwork; inadequate conditions—are very similar to arguments used against world cooperation. Similarly, parallel arguments can be used in refutation: Granted the premise that a spirit of international trust and cooperation go far towards healing the ills of the world; granted that knowledge dissipates fear; granted that no man or nation lives alone—so any project that serves as a practical demonstration of these patent truths in content and in execution merits and indeed commands whole-hearted, unprejudiced, and enthusiastic support. Ideal, yes; visionary, no. The art departments, science and history, physical education and domestic science, literature and language departments, all can be integrated either actively or as background for a thoroughly unified presentation in observance of International Theater Month.

The choice of vehicle is of paramount importance. A play, pageant, or assembly which will bring to the audience and, in the case of the schools particularly, the actor, a wider background of the social, economic, philosophic, and psychological attributes of a foreign land; a play which concerns itself with the true meaning of the brotherhood of man and freedom from the fears which haunt the world; a play which treats of the universal rights of men to dignity, respect, and happiness through mutual cooperation—these will be appropriate for observing International Theater Month. Because of royalty limitations such obviously suitable plays as *Abe Lincoln in Illinois*, *In Time To Come*, *Thunder Rock*, *Skin of Our Teeth*, or *E-mc*^{2} are unavailable to many schools with limited or no budget resources.

(Continued on page 78)

SCHOOL LIFE presents this article in cooperation with the UNESCO Relations staff, Department of State, in an endeavor to stimulate international understanding through the school, college, and community theater. Mr. Donald Marye, the author, received a B. A. in drama from Carnegie Institute of Technology. He has been directing community theaters since 1927. In Portland, Oreg., Mr. Marye heads the Civic Theater School and gives courses on theater for the Portland Extension Center of the Oregon State System of Higher Education. He organized the Junior Civic Theater and is now interested in establishing a theater for children. At present he is in New York City on leave of absence from the Portland Civic Theater.

In-Service Training Program for Teachers From the Other American Republics

by Thomas E. Cotner, Specialist, Exchange of Students, Teachers, and Professors

IN 1944, the Office of Education, Federal Security Agency, established an in-service training program for teachers from the other American Republics. This program has been carried on in cooperation with the Department of State and under a project of the Interdepartmental Committee on Scientific and Cultural Cooperation. It is one of a number of in-service training projects in special fields sponsored by 24 Government agencies which are members of the Interdepartmental Committee. Since this program of practical training and observation for teachers was initiated by the Office of Education, 29 teachers have come to the United States from 14 different Latin-American nations. They have come for periods of 6 months or longer for specialized training in such critical fields as rural education, vocational guidance, agricultural education, nursery-kindergarten education, industrial and manual arts, home economics, the organization and administration of elementary and secondary schools, the education of the blind, the teaching of English as a second language, and others. An attempt will be made in this article to indicate the nature of this fellowship program for teachers and, in a measure, to evaluate the results of the program and the contributions made by these teachers upon returning to their own countries.

THIS PROGRESS REPORT on the In-Service Training Program for Teachers from the Other American Republics should be of particular interest to the many administrators and teachers in the United States who have cooperated with the Office of Education in this and other programs of teacher exchange. During 1949-50 this In-Service Training Program for teachers will be extended on a world-wide basis. Those who would be interested in having teachers from other lands visit in their schools and communities are invited to wite to the Division of International Educational Relations, Office of Education, Federal Security Agency, Washington 25, D. C.

The Program

These fellowships are of an intern-training type, involving consultation with specialists in the fields represented, visitation and observation of selected schools, school systems, and special projects, and occasionally, actual enrollment in university classes. The fellowship period is normally spent in the following manner:

When the teacher arrives in Washington, D. C., he is given a period of 2 to 4 weeks for general orientation. This consists of varying periods of enrollment at the Washington Orientation Center in Wilson Teachers College, depending upon need, to strengthen his English language ability and to acquaint him in a general way with the cultural life and social customs of this country. The trainee also is given orientation by members of the Office staff in the general organizational pattern of education in the United States. Through consultations with one supervising specialist in his field and with others in supporting fields, he is informed of the background of his problem in the United States, and through combined suggestions, after the needs and interests of the teacher have been fully ascertained, a program is planned for him. Lectures, conferences, exhibits, and suitable reading materials are arranged for him. Appointments with personnel in related fields in other governmental and private agencies are made for the teacher.

The orientation period is followed by approximately 4 to 5 months of practical internship which is usually divided into two periods. These assignments involving observation, visitation, and consultation are made to different localities or sections of the United States in order that the teachers may receive a broad educational experience and that they may bring to a larger number of teachers in this country a more intimate knowledge of the educational organization and problems of the other American republics. Areas where conditions are most comparable to those in the teacher's own country are stressed in planning itineraries. Trainees visit elementary and secondary schools, colleges and universities, State Departments of Education, educational broadcasting stations, and various special projects depending upon fields of interest.

At the conclusion of the fellowship, teacher interns return to Washington for a 2-week summing-up period where experiences are discussed with advisers and conclusions reached on what might be done in the particular field of the trainee when he or she goes home. The trainee then prepares a comprehensive final report, outlining the results of his observations, commenting on points of particular importance, and concluding usually with specific suggestions for improvement or a program to be put into effect in his field in his home country.

Qualifications of Applicants

Applicants are carefully selected for these grants and must be:

A bona fide citizen of one of the American Republics other than the United States and a citizen of the country from which he is applying;

In possession of a certificate of medical examination issued by a licensed physician within 60 days of the date of application, describing the applicant's physical condition and stating that he is free from any communicable disease or disability that would interfere with the proper pursuit of study and internship or the performance of any activity incident to a fellowship.

Able to speak, read, write, and understand the English language;

Of good moral character and must possess intellectual ability and suitable personal qualities;

Qualified in accordance with the requirements of the country of which he is a citizen to teach, with at least 3 continuous years of successful full-time teaching experience;

An employee, in a professional position, of an educational agency that includes or makes provision for the special branch of education in its responsibilities. There

must also be a guarantee that an employee will be reemployed and financial provision for the applicant's dependents, if any, must be made by the nominating government or employing agency while the trainee is in the United States.

Financial Provisions

Teachers selected for these 6 month fellowships may receive one of three types of grants. A type "A" grant provides the teacher with round-trip transportation to the United States, limited travel within the United States, and an adequate monthly maintenance allowance, the cost of which is borne by the United States Government. Type "B" grants are made solely from funds provided by one of the other American Republics to give their teaching personnel advanced training in this country. Under a type "C" grant, the teacher will receive financial assistance from both his home government and the United States Government. Not only the Office of Education but all governmental offices and agencies which are members of the Interdepartmental Committee on Scientific and Cultural Cooperation with the other American Republics have training programs operating under these three categories.

Typical Program of Study

A typical program was that arranged for Mrs. Mariana Rolando of Cuba. Mrs. Rolando is a nursery-kindergarten teacher and editor of the official publication of the Kindergarten Teachers Association in her country. When she arrived in Washington, D. C., she received orientation before beginning her formal program of work. The Specialist in Nursery-Kindergarten Education, Division of Elementary Education of the Office, in consultation with other members of the staff, was primarily responsible for planning her program and itinerary. After preliminary conferences to determine particular needs and interests, it was decided to send Mrs. Rolando first to the Vassar Summer Institute.

At Vassar, she enrolled in courses in Child Development, Nursery School Education, and Parent Education. She also attended special lectures on the education of the hard of hearing, problem children, sex education, and juvenile delinquency. She particularly enjoyed the work in family relationships and reported an attendance of 150 parents and an equal number of children between the ages of 2 and 12.

Following her work at the Vassar Summer Institute, she attended interim courses at Teachers College, Columbia University, from August 12 to September 3. During this period, instruction was obtained in curriculum development. She found the courses given of much assistance and interest.

Mrs. Rolando then returned to Washington, D. C., for consultation with a view to analyzing experiences and conclusions and for the preparation of the first part of her report. After 2 weeks in the Capital, she went to the National College of Education in Evanston, Ill. There, she was given the privilege of auditing courses in Childhood Education, Parent Education, Literature for Young Children, Mental Hygiene of Childhood, Foods and Nutrition.

In each of the three areas to which Mrs. Rolando was assigned, she visited nursery and elementary schools. As an example, in the Chicago area, she observed the work in the Avery Coonley School of Downers Grove, the Hubbard Woods School and the Crow Island School in Winnetka, Ruggen School in Glenview, the Cradle in Evanston, and Saint Vincents' Orphanage, Mary Crane Nursery School, and Hull House in Chicago. In December, Mrs. Rolando returned to Washington for final conferences and for completion of the final report. Of course, she was furnished with many educational aids and materials to take with her to Cuba.

What use does she plan to make of her training and experiences in the United States? Briefly, it is this. Through the official publication for nursery-kindergarten teachers of which she is the editor, she hopes to bring to the attention of these teachers the applicable techniques of preschool education which she has learned in the United States. She will encourage the offering of new courses in her field and in the field of foods and nutrition in the teacher training institutions in Cuba. She also hopes to modernize the philosophy of preschool education and training in Cuba which was established in the island republic during the period of United States occupation, following the war for Cuban independence in 1898. An exhibit of equipment and teaching materials and a Book Fair are a part of Mrs. Rolando's plans. Mrs. Rolando has done an excellent piece of work here and we wish her success in her future endeavors.

There are many outstanding examples of training in different fields and of programs prepared by the specialists in the Elementary, Secondary, Vocational, Statistical, and Higher Education Divisions of the Office. For brevity's sake, however, I shall list only the names, countries, and fields of study of the trainees who have come under the Office of Education's program since its beginning in 1944.

Mrs. Mariana Rolando, trainee from Cuba during 1947–48, instructs Cuban student kindergarten teachers in American teacher-training methods.

Accomplishment

Although this is one of the smaller programs of exchange administered by the Office in point of numbers, it looms large in results. Those teachers who come to us

have already received training in their special fields and from week to week during their internship one can see them making unbelievably rapid progress. An effort has been made to see what they have done after returning to their respective countries in order to determine the ultimate values of such a program. Replies to questionnaires recently sent to former grantees emphasize the professional contributions made and the bonds of good neighborliness which have been established as a result of this teacher-training program.

Mr. Hector Gomez Matus of Chile studied graphic arts education in the United States in 1944–45 and is now director of the National School of Graphic Arts in Santiago and assistant director of the governmental publication, *Review of Education*. He has recently been appointed chief of the Information and Publication Service of the Ministry of Education. Since his return to Chile, he has twice been interviewed on the radio on these subjects, "Education and Life in the U. S. A." and "Graphic Arts in the United States." He has also made two speeches at University Hall of the National University of Chile on "Teaching for Democracy in the United States" and on "Vocational and Industrial Education in Chile and the United States." Mr. Gomez is an active member of the Chilean-American Cultural Institute, jointly sponsored by this and the Chilean Government. He has even found time to publish *An English Course for Spanish-Speaking People* under the pen name of Ektor Franco. In his reply to the questionnaire, he states that "the improving of plans and programs of study of the School of Graphic Arts, in my charge, is to a great extent, the fruit of the experience and training I received in the States."

Miss Esperanza Robles Dominguez of Mexico came to the United States in 1945–46 to study the methods of teaching English as a second language. She had been an elementary-school teacher and taught 3 hours a week in a secondary school. After her return to Mexico, she became the general supervisor of the English Department of all the secondary schools in the Republic, with the exception of schools in the Federal District. She is also a member of the textbook commission which revises and approves books used in the secondary schools. Several speeches have been made to various groups of teachers of English on methods and techniques by Miss Robles. She corresponds frequently with the centers she visited, such as Wellesley, Michigan, Bucknell, and the Washington Orientation Center. "Pen-pal" groups have been organized by Miss Robles in the secondary schools in Mexico, corresponding with similar groups in the United States. She says of her training here: "It has allowed me to improve my teaching and to instruct the teachers whose work I supervise, since most of them have not had the opportunity to go to the United States."

Miss Cristina Roman of Panama received her training fellowship in 1946–47 in elementary education and school administration. She held the position of assistant principal of the Manuel Jose Hurtado School in Panama and returned to the same post. She has written several articles in local newspapers about education in the United States and improvements in elementary education in her own country. For her work with her local Parent-Teachers Association, she has been recently awarded a decoration by the president of the Association. As a member of her own teachers

Trainees under the

In-Service Training Program in Teacher Education, 1944–49 [1]

Name	*Country*	*Field of study*
1944–45		
Celina Airlic Nina	Brazil	Nursery-Kindergarten Education
Hector Gomez Matus	Chile	Graphic Arts Education
Enrique Salas Silva	Chile	Vocational Guidance
Abraham Grimberg	Chile	Education of the Blind
Carlos Mendoza	Cuba	Trade and Industrial Education
Amalia Aybar	Dominican Republic	Nursery-Kindergarten Education
Carmen Norma	Mexico	Nutrition Education
1945–46		
Esperanza Robles	Mexico	English Teaching
Delfina Jiminez	Paraguay	Nursery-Kindergarten Education
Eduardo Indocoechea	Peru	Educational Statistics
Maria Delfina Otero	Peru	Education of the Blind
1946–47		
Jose Maria Zarrate	Colombia	Vocational Guidance
Catalina Restrepo	Colombia	Secondary Education
Augusto Diaz Guerra	Cuba	Rural Education
Cristina Roman	Panama	Elementary Education
Ramon Viveros	Paraguay	Rural Education
Ruben Rivero	Peru	English Teaching By Radio
1947–48		
Maria de Andrade Abreu	Brazil	Educational Tests and Measurements
Ivone Leite Moraes	Brazil	Methods of Teaching English As A Second Language
Raul Zamora Nens	Costa Rica	Health Education and School Hygiene
Mariana Rolando	Cuba	Nursery-Kindergarten Education
Maria Perez de Leon	Mexico	Vocational Guidance
1948–49		
Corina Lora Barrera	Bolivia	Methods of Teaching English As A Second Language
Hector Garcia	Colombia	Secondary School Organization and Administration
Jorge Enrique Uteras	Ecuador	Rural Education
Julio Romero Lopez	El Salvador	Elementary School Administration and Teaching Methods
Elvia Escobar	Guatemala	Elementary Education
Washington L. Risso	Uruguay	Clinical Psychology
1949–50		
Emma S. Salas [2]	Chile	Vocational Guidance

[1] Responsibility for this program in the Department of State was transferred from the Interdepartmental Committee to the Division of Exchange of Persons on July 1, 1949.
[2] Approximately 35 additional trainees will come to the United States during 1949–50.

association, she values her membership in our own National Education Association and subscribes to the Journal of that organization.

Mr. Enrique Salas from Chile worked in the field of vocational guidance in 1944–45. Since his return to his home country he has been appointed director of the Department of Guidance in the Ministry of Education. He writes that "Chilean teachers are rapidly becoming guidance conscious, which interest will no doubt be a decisive factor in the furtherance of our program for secondary education." Materials have been sent to him periodically to assist him in his work. He has recently prepared a program of vocational orientation in the secondary schools of Chile which has been adopted and is now being implemented. In a recent bulletin, *Vocational Guidance in Secondary Teaching*, which was prepared by Mr. Salas, he was assisted by another former trainee, Mr. Mariano Rocabado, who came to the United States as a visiting teacher of English. This is an encouraging example of collaboration and indication that each trainee does not return to work alone or to go his separate way.

What have been the benefits accruing from this program of teacher training in the broader sense? These exchanges have served to implement the foreign policies of the United States in the field of the interchange of persons and information as expressed in the Good Neighbor Policy, the Convention for the Promotion of Inter-American Cultural Relations to which this Nation is a party, Public Law 402 of the Eightieth Congress, and President Harry S. Truman's recently proposed Program of Technical and Scientific Assistance to underdeveloped areas. Moreover, specialized training has been provided in certain fields of education considered as critical by the other participating governments. Individual teaching techniques and methods have been improved and the efforts of these teachers upon returning home have tended to raise standards of living and to advance the cause of human welfare in their countries. The efforts of these teachers also have contributed to mutual respect and understanding among the peoples of the Americas which in turn produce a climate conducive to world peace and security.

Aids to Education—By Sight and Sound

by Gertrude Broderick, Radio Education Specialist
and Seerley Reid, Assistant Chief, Visual Aids to Education

Voices of Yesterday. The actual voices of great historic figures of the past are now available for school use in social science classes, assembly programs, and libraries. William Jennings Bryan, Theodore Roosevelt, William McKinley, Grover Cleveland, Admiral Robert E. Peary, Thomas Edison, William E. Gladstone, and many others speak again in a series of 15-minute recorded programs called "Voices of Yesterday." Each program contains a dramatization of some important event in the life of a well-known figure and is climaxed by the actual voice.

Recordings are on 16-inch transcriptions playable at 33⅓ r. p. m. If sufficient interest is shown, albums containing two 12-inch unbreakable plastic records at phonograph speed of 78 r. p. m. will be processed.

For schools with magnetic tape recorders these programs are immediately available on a 15-minute tape recording. Educational Services, 1702 K Street NW., Washington 6, D. C., is the distributor.

Forests and Forest Fires. Public ownership of the National Forests is the theme of a new U. S. Forest Service film entitled *Everyman's Empire*, which shows not only the relationship of forests to soil and water conservation but also the recreational opportunities in the 152 National Forests which constitute "everyman's empire."

Public responsibility for the Nation's forests, public and private, is stressed in three new Forest Service films on forest fires—*Dead Out*, *It's No Picnic*, and *Then It Happened*, which is the pictorial story of the 1948 Maine forest fires. Prints of all four films may be borrowed from the Regional Offices of the U. S. Forest Service and can be purchased from Castle Films.

World Relationships. Technological and social changes of the last 150 years and their influence upon the countries of the world are portrayed in an animated color cartoon, *Expanding World Relationships*, of the Department of State. Prints of the film, 16-mm. sound and 11 minutes in length, can be purchased from Castle Films. The price to schools is $48.78 less 10 percent discount. Neither the Department of State nor the U. S. Office of Education lends or rents this film.

Directory of 16mm Film Libraries. A directory of 897 16mm film libraries that rent or lend films has been compiled and published by the Visual Aids Section of the U. S. Office of Education. Copies of this publication, entitled *A Directory of 897 16mm Film Libraries*, can be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., price 15 cents.

Catalog of Forest Service Films.—Write to the Forest Service, U. S. Department of Agriculture, Washington 25, D. C., for a copy of the 1949 catalog, *Forest Service Films Available on Loan for Educational Purposes*. This catalog describes 29 sound motion pictures of the U. S. Forest Service and lists the regional offices of the Forest Service from which the films may be borrowed.

Art Slides and Filmstrips. The National Gallery of Art, Washington 25, D. C., lends 2- by 2-inch and 3¼- by 4-inch slides to responsible organizations. Borrowers pay transportation and insurance costs and are responsible for loss or damage to the slides. Most of the works of art in the Gallery are available in color and in both size slides.

The Gallery also has for sale a black-and-white filmstrip containing 300 representative pictures in its collection. The price of this filmstrip is $6.

Education in 1949—Revi

By Earl James McGrath, U.

THIS STATEMENT was prepared by Commissioner McGrath for the 1949 Annual Report of the Federal Security Agency, Office of Education. The report covers the year ending June 30, 1949.

AMERICAN EDUCATION is now in the most critical period in its history. Our people generally have held the firm conviction that it is in the interest both of the individual and of society that all youth regardless of race, color, sex, social or political conviction, or economic status should have equality of educational opportunity. This recognition of the importance of education combined with the rapid rise in the birthrate is, however, the root of many of the current difficulties in education in the United States. Devoted though we are to the conception of equal educational opportunity for all, we have not yet faced realistically the practical consequences of this philosophy—the cost in terms of teachers, buildings, textbooks—dollars and cents.

Teacher Shortage

The available teachers today fall far short—almost entirely in elementary schools—of the number needed even to staff the classes assembling in the fall of 1949. Thousands of classes are taught by teachers who hold only emergency or temporary certificates. We have already delayed beyond the point where even the most drastic steps can quickly relieve the shortage of teachers in the elementary schools.

One of the most important factors in the present short supply of teachers is the relatively low salaries they receive in many communities. There is no reason why teachers, who are as able and devoted to their work as the members of other professions, should live from hand to mouth while others enjoy financial security. Only by facing this problem realistically now can the shortage of qualified teachers be materially reduced three, four, or five years hence. Only thus can the right of all American children to a basic education for their own personal advantages and for the responsibilities of citizenship be guaranteed.

Though income is a significant factor in recruiting and holding teachers in the profession, it is by no means the only factor. In too many communities teachers are required to adapt their own tastes, conduct, and social activities to members of the school board or other prominent citizens. The attitudes of suspicion concerning the teacher's political and social views, increasingly common in recent years, likewise deprive the teaching guild of some of its most alert and enterprising minds.

We need more reliable evidence than we now have as to why some young people are attracted to teaching while others are driven from it. We do not know what makes some highly successful as teachers and others dismal failures. An adequate analysis of teaching will require the cooperative efforts of educators, social psychologists, economists, sociologists, psychiatrists, anthropologists, political scientists, and other specialists in human relations. Such a group should attempt to identify and study the intellectual and emotional characteristics of successful and unsuccessful teachers and the forces which determine the conditions of teaching in the United States.

School Building Needs

The present critical shortage of teachers is matched by an arresting lack of schoolhouses. If all the needed teachers were available today many would have no rooms in which to conduct their classes; that is, rooms fit for school use. The shortage of school buildings is in part the result of the depression of the thirties and in part the result of restrictions on construction during the war years. Many of the buildings which are physically sound are antiquated in terms of the functions of modern education. The school is now a living community in which children of varied ages engage in a great variety of activities, some of which now considered essential by competent authorities were unknown only a few years ago.

In attempting to determine the cost of the school building program for the entire country, plans for local reorganization must be taken into account. There is need, therefore, for a cooperative and comprehensive study of school organization and finance. Until such an investigation is made with the enthusiastic cooperation of State and local units, the sums needed to provide an adequate school plant for the entire nation can be only roughly estimated. Sampling studies made by the Office of Education and the National Education Association indicate that the cost of building the additional school structures needed to accommodate the increased enrollments within the next 10 years and for replacing obsolescent and dilapidated buildings would amount to at least 10 billion dollars.

Federal Action Essential

Careful students of the school system are convinced that the quality of education cannot be maintained without Federal financial support. Within even the wealthiest States, wide educational differences still exist. These same differences also exist among the several States. They stem largely from two economic and social factors. The wealth of the several States varies enormously and the States which have the least money have proportionately the most children. The need for Federal aid for elementary and secondary education is clear.

The report of the President's Commission on Higher Education showed also that the ability of the various States to support higher education varied considerably. Some of the States with the smallest annual income have the largest number of young people capable of profiting from higher education. It is in the interest of the national welfare that these young people have an opportunity to continue their education beyond the high school. If this is to be accomplished, some form of Federal scholarship program is absolutely essential.

v and Recommendations

ommissioner of Education

Education for International Relations

There is widespread agreement that education is the best and perhaps the only means of preparing the peoples of the world to live together in harmony and prosperity. Normally the usual processes of education would be enough to guarantee international understanding and peace. For the minds and the hearts of men would be opened to the influence of other peoples and other cultures different from their own.

But this indirect route to the goal of amity among nations is too slow. The unstable international situation requires that a specialized program dealing with problems of international understanding and peace be made an integral part of the work of the schools and of informal educational agencies. It is urgently necessary that the people of all nations come to know something of their fellowmen in other areas of the globe. A vigorous campaign of education is therefore needed, focused directly on problems of international understanding.

The United States National Commission for United Nations Educational, Scientific, and Cultural Organization has enlisted the cooperation of many cultural organizations in the crucial task of educating our people about the purposes of UNESCO and the part which they can play in it. Nevertheless much yet remains to be done in making Americans conscious of the work of this important agency. All the various professional associations of educators from the elementary schools through the colleges and universities ought to devote a significant part of their annual conferences to a discussion of the ways and means by which they can assist in achieving the objectives of UNESCO.

It is encouraging to observe that many efforts are already being made to supplement the formal programs of educational institutions in the advancement of international understanding. The various programs for the exchange of persons fall in this category.

There are nations whose standards of living have never been high, whose natural and human resources have not been adequately developed, and whose skilled workers, scholars, and scientists do not exist in sufficient numbers to undertake a program of national development. In the development of their own resources President Truman offered to these nations the knowledge and the skills of Americans. The exchange of such technical personnel will help greatly in maintaining international peace by reducing the economic and social differences between the "have" and the "have-not" nations, and by creating good will abroad.

American educators can render a lasting service by assisting foreign school systems in establishing programs for the recruitment and training of their own people. Thus the technical leadership now supplied from beyond their own borders can eventually be provided through their own educational institutions. The educational institutions of the United States can make an enormous contribution to this program of technical help to other nations through the exchange of persons and also through advisory commissions.

Under the plan now in operation between England and the United States, the visitor has a regular teaching assignment which results in daily contact with the children of the community and with teachers and administrative officers in the school. The visiting teacher sees these people, so to speak, in their native habitat under normal conditions exhibiting their natural reactions. The members of the school community and of the home likewise have an opportunity to observe the behavior and the ideas of the visitor.

Declaration of Human Rights

The Declaration of Human Rights, prepared by the United Nations Commission on Human Rights, embodies the highest ideals of all people of good will throughout the world. The distribution of information about the Declaration and the organization of activities leading to its adoption and implementation is in the hands of the United States National Commission for UNESCO. Educators and other citizens as well will wish to cooperate actively with the National Commission in acquainting our people with the Declaration and in working for the practical realization of its recommendations in the lives of all Americans.

Communism and the Schools: The Real Dangers

In the present postwar period, as after World War I, there is a noticeable increase in internal tensions of the Nation. One expression of these tensions is seen in the widespread concern over communism. Many citizens feel, for example, that there is danger that communistic influences may operate through our educational systems. In the spring of 1949 the Educational Policies Commission of the National Education Association issued a report which deserves careful study, both by members of the teaching profession and by the public at large. Entitled, "American Education and International Tensions," the report analyzes the cross currents of world conflicts of ideology, their implications for education, and the consequent steps to be taken in American schools and colleges.

This much appears clear: While our constitutional guarantees rightly defend the privilege of every man to speak his mind out freely, regardless of the truth or error of his utterance, trusting to the sifting processes of free debate and the integrity of an educated people, there is no justification, either in principle or in practice, for knowingly employing as teachers of our youth those whose commitments are contrary to the foundation principles of freedom itself. But in our efforts to avoid one danger, we must not embrace another. The present period of hysterical concern must not betray us into adopting measures of censorship and control which are the essence of the police state. Some persons have the un-

(Continued on page 76)

Literacy Education Project Draws to a Close

by Ambrose Caliver, Specialist in Higher Education and Director of the Project

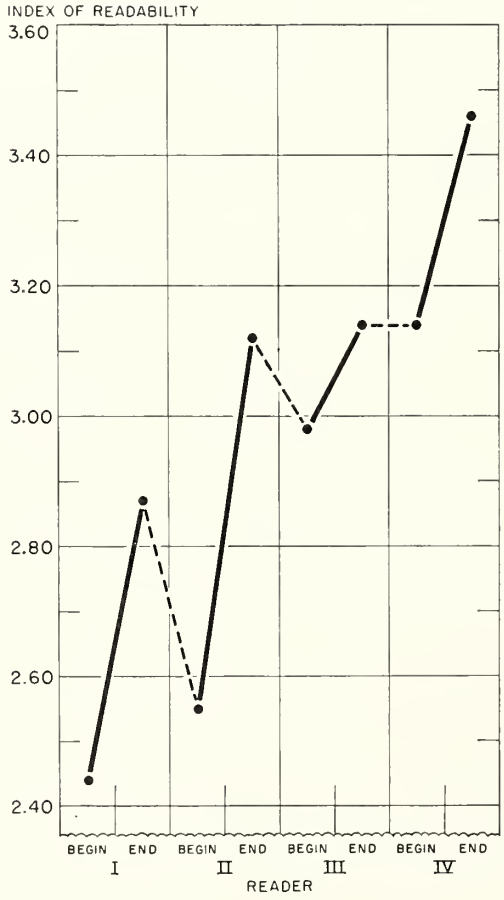
THE LITERACY EDUCATION Project has been conducted during the past 3 years [1] under the sponsorship of the Office of Education. Financial assistance was received from the Carnegie Corporation of New York in the amount of $49,910. Cooperation was given by public school systems, higher educational institutions, professional and civic organizations, and many individuals. Its purposes were: (1) To develop instructional materials suitable for use in literacy programs for adults; (2) to prepare qualified teachers and leaders for such programs; and (3) to help stimulate participation on the part of educational institutions, school systems, and community organizations in a Nation-wide attack on the problem of illiteracy.

What Has Been Accomplished

All these purposes have been realized. Emphasis here, however, will be given only to instructional materials. Demonstration literacy classes were organized in three States for the purpose of providing a testing ground for the materials produced by the Project. Higher educational institutions helped to recruit the students and teachers for the classes. They also provided supervisory and administrative services, and regional and State headquarters' space and facilities. In addition, the colleges organized classes for teachers of adults and some of them conducted research studies in the field of adult and literacy education. All the participating colleges are planning to continue these latter activities and others have registered their interest in the matter and have recognized their responsibility in one or more of the following five areas of service: (1) In the evaluation, selection, and production of instructional materials suitable for teaching adults; (2) in the preparation of adult education teachers; (3) in the preparation of teacher trainers and supervisors; (4) in the development of teaching methods; and (5) in bringing about an awareness of and concren for the problem on the part of legislators, public school officials, and the general public.

Nature and Purpose of the Materials

According to the thousands of inquiries received from practically every State in the Union and nearly 30 foreign countries and from the comments made by those who have seen and used the materials, it is believed that the materials developed will fill a long-felt need in regular evening school classes for adults of low literacy levels. Moreover, the context of the materials, the manner of presentation, and the illustrations make them suitable for use in most English-speaking countries. Many foreign representatives have indicated their usefulness in their own countries, and representatives of The Military Establishment, penal institutions, and the Displaced Persons Commission have also felt that the materials would be useful in certain phases of their training programs. These instructional materials also have been found to be valuable resources in college classes designed to prepare teachers of adults.



In developing the materials around the everyday experiences of a typical family, the principles underlying "experience curriculums" have been followed. The words and concepts in the learning situations have been taken from the day-by-day interests in home and family living, occupations, community and recreational activities, and citizenship. Effective functioning in these areas through the simple tools of communication is the goal of these materials. Reading and writing are considered not as ends in themselves, but rather as means toward more effective and abundant living. The full set of materials comprise the essential readers, workbooks, lesson plans, and teachers' manuals for instruction of adult illiterates on the first four levels.

The reading levels of the materials have been scientifically determined. The Lorge readability formula was used as an objective means of estimating the grade placement of the readers. The accompanying figure shows the gradual progression of difficulty and the range of the readability index for the different readers. The four readers contain a vocabulary of 316 words and their variants. Most of the words are on the WPA and Dale word lists. Those not on these lists are, in the main, words which are commonly used in everyday life of the people for whom the readers are designed.

Publication of the Materials

Because of the manner in which the materials were produced, the testing and validation which they underwent, and the criticisms from expert consultants which they received, it was deemed advisable not to subject them to the customary editorial revisions required by most publishers. Consequently it was gratifying to find a private concern willing to publish the materials as presented by the Project. This means, of course, that the Project assumes all responsibility for errors or any shortcomings. An-

[1] See SCHOOL LIFE, 29: 26, October 1946 and 30: 4, January 1948; and Office of Education Circular No. 246, October 1948. A full report of the Project, to be issued at a later date, is planned.

other publication factor was that of cost. Because persons who need the materials most are the least able to buy them, and since no one will receive any royalties from their sale, the cost and the sale price have been kept at the lowest possible minimum.

The present publication program comprises ten items as follows: Reader One, A Day with the Brown Family; Reader Two, Making a Good Living; Reader Three, The Browns at School; Reader Four, The Browns and Their Neighbors: Reading Placement (test); Reading Workbook; Language Workbook; Arithmetic Workbook; Reading Placement Manual, Workbook Guide, and lesson plans (three-in-one); and a Teacher's Manual. It is the plan to have certain supplementary materials published later.

All orders and inquiries should be sent directly to the publisher, Educator's Washington Dispatch, Dupont Circle Bldg., Washington, D. C.; they *should not be sent to the Office of Education.*

Is Counseling Becoming a Profession?

by Clifford P. Froehlich, Specialist for Training Guidance Personnel

IS COUNSELING becoming a profession? At this time, no categorical answer can be given to this question. But there are signs that counseling is paralleling the developmental history of other occupations which have become recognized as professions. The purpose of this brief article is to present a resume of recent developments on the national level which appear to presage professional status for counselors. These are discussed under four headings, each of which is characteristic of the recognized professions.

Definition of the Field of Service

Perhaps the most significant step toward the definition of the field of counseling service was the appointment in 1948 of The Study Commission. The Commission, established by the Council of Guidance and Personnel Associations, has been studying actively the nature and scope of the counselor's activities. At present, in cooperation with the U. S. Employment Service, it is sponsoring a comprehensive job analysis of educational personnel work. The Commission is also making arrangements to conduct a pilot study in order to develop techniques that can be used to validate the effectiveness of counselor preparation. These, and related studies, will undoubtedly lead to a definition of the areas of human needs which are most appropriately served by counselors.

Agreement on Standards of Preparation

In April 1949 a report entitled "Counselor Preparation" was issued by the Joint Committee on Counselor Preparation. This report was prepared by official representatives of eight national organizations in the guidance field. It sets forth a common core of training which these representatives agreed should be required of all counselors whatever their area of specialization or place of employment. The document, which can be ordered at 50 cents per copy from the National Vocational Guidance Association, is having a wholesome effect on counselor preparation standards. Other groups have also been active in this area. For example, the Eighth National Conference of State Supervisors and Counselor Trainers outlined training requirements in a report entitled "Duties, Standards, and Qualifications of Counselors." It is being distributed by the Office of Education. Another bulletin being distributed by this Office is entitled "Guidance Workers' Preparation." It reports a study of the guidance offerings in colleges and universities and reveals great differences in counselor preparation programs. However, there is evidence on every hand that institutions are revising their programs in line with the recommendations made by these groups. Is a standardized curriculum for schools preparing professional counselors emerging?

Recognition of Standards for Practice

Eighteen States now have standards for the certification of counselors employed in elementary or secondary schools. Many others are known to be actively planning to certify counselors. The two reports on counselor preparation, referred to above, are being used as guides by these States as they set up certification standards. In January 1950 the Ethical Practices Committee of the National Vocational Guidance Association will issue its first "Directory of Approved Vocational Guidance Agencies." Listing in this directory will indicate that after extensive investigation the agency has a clean record of the ethical practice of guidance work. This is the first so-called "white list" of counseling practice. Its import for professionalization is tremendous. Counseling can become professionalized only to the extent that counselors can "police" their occupation.

Establishment of a Strong National Professional Organization

At present the counselor's allegiance is split among a number of national and regional guidance and personnel organizations. Although most of the national organizations are members of the Council of Guidance and Personnel Associations, there is not a national guidance organization comparable to those of the established professions. But there is much ferment among practicing counselors. Consequently, the Council of Guidance and Personnel Associations established the "Committee to Consider Unification" in July 1949. This committee will make its report at the CGPA convention in Atlantic City on March 27–30, 1950. More emphasis on a strong professional organization can be expected in the years ahead.

These developments may or may not lead to professional status for counselors. But there can be no argument but that they point to a deepening concern among guidance workers for improving the competency of those who would call themselves counselors. This concern has led counselors to define their field of service, to study the preparation required, to consider the standards of practice, and to think about the place of a professional organization. The end result of all this activity should be better counseling services for all boys and girls, men and women, in our Nation.

Records and Reports for Pupil Transportation

by E. Glenn Featherston, Specialist for Pupil Transportation

THE DEVELOPMENT of a system of records and reports of sufficient uniformity to yield data on which valid comparisons can be based is a long-time objective of the school administrators of this country. As early as 1912, the U. S. Bureau of Education issued a bulletin entitled *Report of the Committee on Uniform Records and Reports.* Since that time, the Office of Education has cooperated in three additional studies which have had the same objective. The fourth study began in the early part of 1948 with the appointment, by the Commissioner of Education, of a National Committee on the Cooperative Program of School Records and Reports. This committee met in January 1948 and decided that studies should be made in the major areas of finance, personnel, and property and that supplementary studies should be made in such areas as transportation, school lunch, and student activities.

The study of records and reports for pupil transportation was one of the first to get under way. Although it was initiated in 1947 before the beginning of the national study, most of the work was carried out subsequent to the appointment of the national committee and in conformity with its recommendations. The study began with the appointment of a special committee on uniform records and reports for pupil transportation. This committee was composed of seven representatives of State departments of education and two representatives of the U. S. Office of Education. It prepared a tentative report on records and reports for pupil transportation which was given thorough study at seven regional conferences attended by representatives of 39 State departments of education. Each regional conference considered the report item by item and made suggestions for change, many of which were incorporated in the revised report. The revised report was submitted to the national conference on pupil transportation held at Jacksons Mill, W. Va., October 1948. The report, as approved by this conference, was then submitted to the National Committee on the Cooperative Program on School Records and Reports which approved it for release.

The study on records and reports for pupil transportation sets up three objectives. The first is to agree on items which should be collected from every State by the Office of Education. The second defines all of the items to be collected. The third is recommendation of a system of record and report forms which might be particularly useful to local school officials in accounting for and administering their own pupil transportation systems and facilitate the flow of information to the State and national offices of education.

The information which the study recommends be collected by the Office of Education is concerned with the number of pupils transported, the number of vehicles used in transporting these pupils, the mileage traveled by these vehicles, the numbers and kinds of personnel employed in the transportation program, information on school bus accidents, and costs of the various elements of the transportation program. This body of information is relatively simple, but it probably represents the maximum amount of information which can be obtained from all States at any time in the immediate future. Most of the items of information which are to be collected are broken down into various categories. For example, under number of vehicles used, the categories are school busses and small vehicles, publicly and privately owned vehicles, and regularly scheduled and spare vehicles. All of these items are defined in sufficient detail so that information from one State will be comparable with similar information from another State.

The committee attempted to devise forms on which all of these items of information might be recorded and reported. Among forms which are recommended and illustrated are two forms for school bus drivers' reports, a very detailed expenditure ledger which is to be supplemental to expenditure ledgers now in use, forms for use in inspecting and maintaining school busses, forms for recording data on school bus bodies and chassis, and administrative unit reports for transmitting necessary information from the principal's office to the superintendent's office, from the superintendent's office to the State Department of Education, and from the State Department of Education to the U. S. Office of Education.

The materials which resulted from the study of records and reports for pupil transportation have been issued by the Office of Education in the bulletin entitled *Records and Reports for Pupil Transportation,* Special Series No. 2, 1949. Single copies of this publication may be obtained without cost from the Office of Education, Washington 25, D. C., until the free supply is exhausted. Single copies or quantities may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. at 20 cents each.

EDUCATION IN 1949

(*Continued from page 73*)

fortunate tendency to label as communistic every idea which they happen to dislike. Under no circumstances must we permit the constructive effort to keep the schools free of communist domination to lead, by almost imperceptible steps, to the establishment of thought control and the limitation of academic freedom in our schools and colleges.

The teacher who is free to aid students in analyzing both the strengths and the weaknesses of American life is in a position to train the kind of leadership which will make tomorrow better than today. As we fight communism let us beware lest we create our own kind of police state. If, in our efforts to defeat totalitarianism, we become totalitarian, we have lost the battle. Consider some of the features of totalitarianism which are most repugnant to democratic values: The suppression or liquidation of dissident groups; imprisonment for political opinions; spying and informing on private citizens; censorship of newspapers, radio, books, education; abrogation of the rights of free speech and free assembly; arbitrary adherence, either voluntary or involuntary, to a dogmatic party line. In the name of democratic liberty, with its necessary responsibility, American educators and the American public must avoid these evils. Teachers rightly repudiating the Communist Party line must not be subjected to the line of some other party or of a pressure group or class or race. A free society must be made up of free men. There is no other way.

(*Continued from page 66*)

evaluation of what has been accomplished and the recognition of still existing needs. In October 1943, the Los Angeles Superintendent and Board of Education convened the first city-wide Youth Forum in which each junior and senior high school was represented by two delegates. The purpose of the meeting was the discussion of school and community problems. At this time, members of the board of education, the chief of police, the district attorney, juvenile court judges, and recognized community leaders presented certain problems arising out of a citizens survey. The reactions of the students were highly illuminating and numerous constructive suggestions were offered. Outcomes were student councils in each school, an appropriation of $100,000 for the Youth Service Program, and an awakened interest in the part young people might play in being community builders. Interesting, too, was the plea of the delegates for greater emphasis on spiritual values in the school curriculum. In response to this plea the Los Angeles schools prepared a manual, *Moral and Spiritual Values in Education*. It suggests materials and methods for developing the attributes of sound character and responsible citizenship.

We want our teachers to have studied methods and objectives of subject matter, and to have the ability to relate those subjects to the community life about them. We want them to be fully conversant with the wide new information now available to us about the growth and development of children, youth, and adults. We hope that they may be experienced in the deep areas of living—home and family life, conservation of natural resources, intercultural relations—and have a real and true liking for people, those on their own "side of the tracks" without undue humility; those on the other side, without smugness. But with regret it must be written that very many teachers of today do not seem to like parents enough that they are willing to adventure toward establishing really friendly relations. Take the problem of the mothers coming to school to preside over the luncheon time—there was no trouble at all to get them to come—the problem was in finding teachers willing to have parents in their classrooms. This vested heritage in a classroom is not good—and such a lack of wholehearted cooperation on the part of teachers should not be. Today with a shortage of teachers, we are in an adverse position to attempt to screen out those who think a parent's place is in the home and not "nosing around the school." Perhaps we must have a new era of administrators who are, themselves, ardent exponents of the philosophy that this is *our* school—not the teachers' alone, and embark on a New Deal of cordial and heart-warming friendliness.

In the elementary schools we look to our teachers of the 180-minute conferencing kindergarten program to sell the school to the community, and, conversely, to sell the community into which they go with so much of enthusiasm and charm and interest to the school staff.

It has been my happy privilege to attend two classroom *Potluck Dinners* within the last month. The unexpected vocal appreciation on the part of the parents is ample proof that we have been missing in too many of our schools great sources which might have been tapped for community interests and enterprises.

About Your Community

Teachers, how much do you know about your community? How many children in your class go to Sunday School? How many never go? How can you find out this information without humiliating anyone? How many go to the movies once a week—or oftener? For how many is it the night before a school day? What did your boys and girls have for breakfast? How many had no breakfast? What are they going to do when the playground closes? Does the school have any after-four-thirty facilities for them? If not, where do they spend the four-to-six hours? How do they feel about themselves as persons? What is being done to help them gain status with the little group of which they wish they might be a part? Such questions might go on and on—these serve only to make the point that though we have marched a goodly way, we have a very far journey yet to go.

Now let us look at the characteristics of the neighborhood. What is the average economic standard of the community? Are there varied sections of it? Is it largely of one race, one color, one creed? If so, what is the prevailing attitude toward those of minority groups? Are the heads of families white-collar workers, professional men, laborers, trained artisans, farmers, or all of these? Is the citizenry proud of its own community? Does it feel a sense of belongingness or is it only living in it until housing or economic conditions change?

There are problems everywhere—what are the ones in your community? Does it have undesirable hang-outs for afterschool? Is it meagre in its library facilities? Is the schoolhouse open day and evening? Do the houses need painting and repair? Is there evidence of neglect of lawns and plantings? Are the inhabitants themselves seen working in their gardens? Is there apparent disrespect in the care of public property?

These are but a few of the questions that might be pondered over and investigated. But the 64-dollar question is—what will each of us, as present and future educational leaders, do about them?

We've added to the loads of teachers by constantly increasing keeping of records, by correction of tests, by villainous attendance sheets that are taxing to eyesight, but to my sober and considered judgment we have taken nothing off their shoulders. Here is a great field for an educational John the Baptist. May he go crying in the halls of learning that there are tests which can be machine-scored, clerical help which is far cheaper than taxing the strength and taking the time of teachers in keeping records, and that a glorious new adventure out in the community awaits those who will respond to his call.

It is as a teacher of teachers that the administrator can do most to improve the school, so it must be the administrator who will need to exemplify the way to live and act and work democratically in the school living. There needs to be a common acceptance of the philosophy which undergirds the learning and living of the school, a desire on the part of all to accept responsibility for moving the program along, and a common understanding as to the way a successful democratic group functions.

To be completely democratic, all decisions would be made by group action. But, oh, how slow and deadly that would be! And so there must be general agreement as to which affairs are to be relegated to committees, to the office, to further study by the entire group, et cetera. If there is a feeling of mutuality and friendliness among the group, there is little need to fear authority. With our increased knowledge of the importance, nay, the necessity, of appreciating the uniqueness of each individual, then simple good social usage will show to all the need for freedom in relations with one another.

In a building where all the teachers are as courteous to the children as they are to the visiting superintendent of schools one may be sure there's at least a start toward this appreciation of the individual. Check yourself on this, please—are you as careful and polite when you go in front of a child as you are to the dignitary who comes occasionally?

No administrator should feel that he must be the initiator of all new ideas or improvements in his school. In fact, it might be salutary if he would use his educational spade a little oftener in up-turning the hidden talents of a staff member and, in so doing, find the joy of the gardener. Let no administrator forget that it has been said that more ideas die in the office than anywhere else! May we be more receptive to the growth that is evidenced in these ideas; for it is only in tapping all our resources that we can provide for our girls and boys a forward-looking educational experience.

In a school where the children are learning the value of work that is socially useful, where they are working to improve the living in their own school, where they are looking for opportunities to improve it in the neighborhood, then we can feel the threads of good citizenship being woven into the garment of daily living. If as school leaders we know the resources of the community, if we, ourselves, are willing to get out into the community and participate in Red Cross drives or as leaders of character-building groups, or in other needed ways, we shall come far closer to welding the school life into a worth-while community living.

Have we the vision? Can we be stirred from our usual way of doing the daily tasks? Do we care enough about children to call forth the extra energy to move an all-for-one and one-for-all community into high gear? We must not do less!

THE SCHOOL THEATER

(*Continued from page 67*)

No restriction, however, has ever been put upon the creative abilities of the average school child. Given the subject, background, supervision, and encouragement, he can and will produce material in consonance with the motivating ideals which inspire the observance of International Theater Month, in terms which he can understand, and through situations which he can appreciate.

It is in the realm of physical production that most schools feel handicapped. Improper lighting equipment, or none at all; old flats, which, by the laws of justice and fair-play should long since have been retired; the ubiquitous dun-colored cyke—unfortunately, all these are too often standard equipment. The actor looks upon the stage picture with a jaundiced eye and the audience with a resignation of spirit, meeting an old friend who had worn long but none too well. However, these handicaps can be surmounted, and the inadequacies overcome by using them as a challenge to the inventiveness of the student under supervision. It is needless to insist upon the "steaming-cup-of-coffee" type of realism which is beyond the resources of the average school to reproduce effectively and efficiently. It is much more to the point to focus on a representation of the inherent qualities of the play. Given a symbol, the audience will accept it for the thing itself. Given a pregnant suggestion, the audience will create its own reality, which becomes truer and more alive than any reproduction of reality. The village of Grover's Corners (*Our Town*, illustration p. 67) is not less, but more a living community of white houses and picket fences; of churches and cemetaries—a reflection of the lives of its inhabitants because it is created in the minds of the listeners by cogent suggestion. In an early design by Robert Edmond Jones the stage concerned itself solely with a large sofa; that was all, but it was enough, for it served the functions of the actors and expressed in its design qualities of the play. The same sort of demand upon the audience to create from suggestion was effectively used in *Dream Girl* and is now used in *Death of a Salesman* (illustration below). Given the right opportunity and incentive, the audience will create for itself what you suggest by implication. This sort of treatment can be used with effect in any type of play be it modern or period, romantic or realistic, or just plain tragical-comical-historical-pastoral.

To get less fancy, in a recent production of Chekhov's *Marriage Proposal* in Victoria, B. C., the usual high-school sand-storm cyke was used as a background on which were affixed a couple of enormous flowers of a size, shape, and color to make nature start over. A stylized tree burgeoning with equally overwhelming flowers and foliage, chairs and tables swathed with facsimiles of Russian handicraft, completed the set. It was a garden, brilliant in the sunlight, gay, charming. It had style and meaning; it set the key for the production. No great technical skill was involved and the cost negligible. That old dame, Necessity, will give birth to many an ingenious and exciting expedient, sired by imagination.

Because the architect of most school auditoriums designed the lighting facilities for the age of gas, when the sole requisite of stage-lighting was illuminating the entire

Stage setting for "Death of a Salesman," see text, page 78.
Photograph courtesy Eileen Darby, Graphic House, New York City.

acting area with democratic impartiality, most school productions reveal a flatness which spells artistic death to anything but a minstrel show. Third dimensional lighting can be achieved by judicious use of shadow and it is inconceivable that there is a school which does not harbor student electricians who would attack the problem with passion and gusto and, given a guiding hand, produce a quality of illumination which will light the meaning of the play rather than the far reaches of the stage.

Thus a project for International Theater Month can actively prove by production as well as by content of the play, the creative results of a unity of effort and cooperation—a situation devoutly to be hoped for intramurally as well as internationally.

20-Year School Building Aid Law

THERE IS A GROWING trend toward more adequate State financial assistance to local school units for capital outlay, according to Ray L. Hamon, Chief of School Housing, Office of Education. Several States, during their last legislative sessions, have enacted substantial State-aid programs for school construction. Notable among these are California, Connecticut, Maryland, Massachusetts, North Carolina, and West Virginia. The following report has just been received from Connecticut for SCHOOL LIFE readers.

A 20-year program of State aid to towns for school building construction was recently enacted by the General Assembly of Connecticut after almost a year of discussion and consideration of the subject.

The bill provides for grants of one-third the cost of construction begun between July 1, 1945, and July 1, 1959, with upper limits set at $300 per elementary pupil and $450 per secondary pupil. Grants are to be paid in equal annual installments, ranging from 5 to 20. Additional aid may be provided to towns unable to finance projects with regular grants where education would deteriorate without such projects.

The Public School Building Commission is authorized to administer the act.

The original proposals for State grants were made by the State Board of Education in January 1949 on the basis of the studies of enrollment trends and present school facilities. The bill is expected to stimulate action on the part of towns in moving ahead with necessary school construction and to make possible school construction planning on a long-term basis.

In the current biennium $1,450,000 has been appropriated. With a total of $193,000,000 of construction needs reported by local boards of education for the period covered, it is anticipated that total grants paid out under the bill may eventually amount to $60,000,000.

Teacher Honored for Her Work in Aviation Education

FOR HER OUTSTANDING contributions to aviation education, Miss Elsie Whitlock Adams, supervising teacher for elementary education in the Department of Public Instruction, Denver, Colo., was awarded the 1949 Frank G. Brewer Trophy in Washington, D. C., December 17. In announcing the trophy award to Miss Adams, a special committee appointed by the National Aeronautics Association pointed out that for the first time a teacher has been thus honored, giving national recognition not only to Miss Adams but also to the thousands of other teachers throughout the Nation who are doing progressive work in aviation education.

Chairman of the awards committee was Willis C. Brown, Aviation Specialist of the Office of Education. Frederick Crawford, President of Thompson Products, Inc., Cleveland, Ohio, Vice President of the National Aeronautics Association, is shown in the photograph above awarding the trophy.

Off the Rostrum— Off the Press

"Throughout the history of American public education, administrators have been so busy providing housing and equipment for increased school enrollments that they have not always had time to lead their staffs in the improvement of instructional programs. . . ."

—Earl James McGrath, U. S. Commissioner of Education, Office of Education, Federal Security Agency, in address, "Can We Meet the Needs for Educational Leadership?" before the fall meeting of the Minnesota Council of School Executives, Minneapolis, Minn., November 5, 1949.

★ ★ ★

"In recent years there has been extensive criticism of accreditation, particularly with reference to the increasing number of accrediting agencies and the tendency to accredit individual departmental fields of study in addition to professional schools and colleges . . ."

—Theresa Birch Wilkins, Research Assistant, Division of Higher Education, Office of Education, Federal Security Agency, in "Accredited Higher Institutions—1948," Bulletin 1949, No. 6, price 30 cents.

★ ★ ★

"Among the seventy-five or more universities in this country which award the Ph. D. degree, only three, so far as I have been able to discover, have established fellowships specifically for prospective college teachers. These are Chicago, Princeton, and Syracuse. . . ."

—Frederick J. Kelly, Division of Higher Education, Office of Education, Federal Security Agency, in address before Association of Land-Grant Colleges and Universities, Kansas City, Mo., October 25, 1949.

★ ★ ★

". . . The effectiveness of world history study, in the last analysis, must depend on the work of students and teachers in their classrooms. They are the ultimate producers and consumers in the situation, the only persons who can make the needed revisions . . ."

—Dorothy McClure, Specialist for Social Sciences, Office of Education, Federal Security Agency, in National Council for the Social Studies Twentieth Yearbook, 1949.

New Books and Pamphlets

The Challenge of School Board Membership. By Daniel R. Davies and Fred W. Hosler. New York, Chartwell House, Inc., 1949. 153 p. $2.

Educational Acceleration, Appraisals and Basic Problems. By Sidney L. Pressey. Columbus, Ohio, The Ohio State University, 1949. 153 p. (Bureau of Educational Research Monograph, No. 31.) $2.50, paper; $3, cloth.

Educational Administration in an Era of Transition. Conference Directed by Eugene S. Lawler and Dan H. Cooper; Compiled and Edited by Jack R. Childress. Chicago, University of Chicago Press, 1949. 275 p. (Proceedings of the Co-operative Conference for Administrative Officers of Public and Private Schools. Northwestern University—the University of Chicago, 1949. vol. 12) $3.75. Processed.

Foundations of Method for Secondary Schools. By I. N. Thut and J. Raymond Gerberich. 1st edition. New York, McGraw-Hill Book Company, Inc., 1949. 493 p. (McGraw-Hill Series in Education) $4.

Library Books Helpful in Planning Units of Work in the Elementary and Junior High Schools, Revised edition. The Division of Curriculum Development. Bureau of Libraries. Brooklyn, Board of Education of the City of New York, 1949. 63 p.

Uses for Waste Materials. Compiled by the ACEI Committee on Equipment and Supplies. Washington, D. C., Association for Childhood Education International (1200 Fifteenth St., NW.). 1949. 24 p. Illus. (General Service Bulletin) 50 cents.

Where Children Come First; a Study of the P. T. A. Idea. By Harry and Bonaro Overstreet. Chicago, National Congress of Parents and Teachers, 1949. 311 p. $3.

My American Heritage; a Collection of Songs, Poems, Speeches, Sayings, and Other Writings Dear to Our Hearts. Collected by Ralph Henry and Lucile Pannell. Chicago. Rand McNally & Company, 1949. 318 p. Illus. $3.

Getting Along in the Family. By Jane Mayer. New York, Bureau of Publications, Teachers College, Columbia University, 1949. 44 p. Illus. 60 cents.

The Market for College Graduates and Related Aspects of Education and Income. By Seymour E. Harris. Cambridge, Mass., Harvard University Press, 1949. 207 p. $4.

How to Get the Job. By Mitchell Dreese. Chicago, Science Research Associates, Inc., 1949. 48 p. Illus. 60 cents.

Safety Education in the Secondary School. Chicago. National Safety Council, School and College Division, 1949. 55 p. Illus.

—Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

Selected Theses in Education

These theses are on file in the Education collection of the Federal Security Agency Library where they are available upon request by interlibrary loan.

The Administrative Process in Recent Ohio School Legislation. By Flavian J. Schneider. Master's, 1948. University of Cincinnati. 107 p. ms.

Traces the evolution of administrative law and its use in the State of Ohio; and the use made by the Ohio State Department of Education and local school boards of the administrative process.

An Analysis of Sixth Grade Spelling Errors. By Lillis Massoletti. Master's, 1948. George Washington University. 65 p. ms.

Analyzes 666 words to find out the types of errors made by sixth grade pupils, and offers suggestions for improving their spelling ability.

Education as Treated in the Periodical Literature for the Years 1939–1947. By Irene Longenecker. Master's, 1948. University of Cincinnati. 121 p. ms.

Analyzes educational articles in 10 of the more popular nonprofessional magazines on the effect of the depression and of the War on education; the controversy on progressive education; the value of general education; and education for democracy and future leadership.

The Establishment of a Mental Hygiene Program in a Public School Program. By Frederick A. Zehrer. Doctor's, 1948. Harvard University. 318 p. ms.

Describes the criteria and practices employed in the mental hygiene program in Greenwich, Conn., during the period 1937 to 1942. Evaluates the program.

An Experimental Study of a Human Relations Training Program. By Ralph R. Canter, Jr. Doctor's, 1949. Ohio State University. 139 p. ms.

Develops and evaluates a course in human relations training.

Factors Associated with Social Acceptance at the Ninth Grade Level and an Analysis of Sex Differences in the Factors Investigated. By Howard S. Bretsch. Doctor's, 1948. Syracuse University. 255 p. ms.

Analyzes data obtained from over 700 9B pupils in the junior high schools in a city in east central New York State to determine their social acceptance, sex differences in certain aspects of personality and adjustment; and to determine changes that occurred during the school year.

A Manual for the Preparation of a Mimeographed School Newspaper. By Alvin J. Munchel. Master's, 1949. University of Cincinnati. 102 p. ms.

Appraises the content and techniques utilized in 135 mimeographed school papers. Discusses journalistic techniques involved in their production.

—Compiled by Ruth G. Strawbridge, Federal Security Agency Library Bibliographer.

U. S. GOVERNMENT PRINTING OFFICE: 1950

EDUCATIONAL AIDS from Your Government

Free publications listed on this page should be ordered directly from the agency issuing them. Publications to be purchased should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Congress of the United States

Public School Assistance Act of 1949. A record of the hearings held before a special subcommittee of the Commission on Education and Labor of the House of Representatives concerning S. 246 and H. R. 4642. 1949. 953 p. $2.

Department of Agriculture

How To Use Whole and Nonfat Dry Milk. U. S. Department of Agriculture Publication AIS-86, October 1949. 31 p. 10 cents.

Monthly List of Publications and Motion Pictures, October 1949. Free.

Our Remaining Land. Soil Conservation Service. 1949. 12 p. 5 cents.

Department of Commerce

Atomic Energy Levels as Derived From Analyses of Optical Spectra, Vol. 1, 1949. 309 p. $2.75.

Department of the Interior

Story of Hoover Dam. 1949. 71 p. 25 cents.

Department of Labor

Occupations for Girls and Women: Selected References, July 1943–June 1948. Women's Bureau in collaboration with Office of Education. Federal Security Agency. Women's Bureau Bulletin No. 229. 105 p. 30 cents.

Department of State

UNESCO News. Monthly publication of the U. S. National Commission for UNESCO. $1 per year, domestic; $1.35 per year, foreign; single copy, 10 cents.

Federal Security Agency

Catalog of Mental Health Pamphlets and Reprints Available for Distribution 1949. Public Health Service. National Institute of Mental Health. Free.

Smithsonian Institution

Life Histories of North American Thrushes, Kinglets, and Their Allies. 1949. 454 p. $1.50.

Superintendent of Documents

American History and Biography. Price List 50, July 1949. Free.

Suburbanites and Home Builders. Price List 72. August 1949.

Tennessee Valley Authority

General Outline of Chemical Engineering Activities. Rev. 1948. 60 p. 20 cents.

Office of Education

Printed Publications

Help Wanted—Teachers. Reprint from SCHOOL LIFE, October 1949. 5 cents.

Improving School Custodial Service. Bulletin 1949, No. 13. 15 cents.

Index, *School Life*, Vol. XXX, October 1947–July 1948. Free.

Index, *School Life*, Vol. XXXI, October 1948–June 1949 and March Supplement. Free.

Statistics of Libraries in Institutions of Higher Education 1946–47. Biennial Survey of Education in the United States—1946–48. Chapter 6. 20 cents.

Processed Materials

Free—Limited Supply

Adapting War Surplus to Educational Use. Veterans Educational Facilities Program of the Bureau of Community Facilities, Federal Works Agency, and the Office of Education.

Available Publications of the Division of Secondary Education. November 1949. Division of Secondary Education.

Earned Degrees Conferred by Higher Educational Institutions 1948–49. Circular No. 262, November 1949. Research and Statistical Service, Division of Central Services.

Earned Degrees Conferred by Higher Educaton Institutions 1948–49—Summary. Circular No. 262A, November 1949. Research and Statistical Service, Division of Central Services.

1949 Fall Enrollment in Higher Educational Institutions. Circular No. 264, November 1949. Research and Statistical Service, Division of Central Services.

***News Notes*, Division of International Educational Relations.** Nos. 1 and 2. The Division.

Officer Training for Fire Departments. Misc. 3345, November 1949. Division of Vocational Education.

Statistical Summary of Higher Education 1947–48: Faculty, Students, and Degrees in Higher Education, 1947–48. Circular No. 263, November 1949. Research and Statistical Service, Division of Central Services.

JUST OFF THE PRESS

How the Office of Education Helps You. Reprinted, with permission, from NEA Journal, by Federal Security Agency, Office of Education. Free.

School in the Hospital. Federal Security Agency, Office of Education Bulletin 1949, No. 3. 20 cents.

2 for ERS
2 for S:b

State Certification Requirements for Secondary School Teachers of Health Education and Physical Education and for Athletic Coaches. Federal Security Agency, Office of Education Bulletin 1949, No. 16. 15 cents.

What Teachers Say About Class Size. Federal Security Agency, Office of Education, Circular No. 311. 20 cents.

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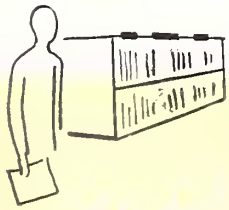

To keep currently informed on education?

To serve administrators, teachers, students?

To guide readers to Government aids in education?

You may wish to write us telling how School Life serves you.

Volume 32 Number 6
MARCH 1950

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School Life

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Office of Education

School Life

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Volume 32 Number 6

Cover photograph, courtesy Los Angeles Public Schools, shows one of the Nation's 5,000,000 exceptional children. The child is learning speech in a special class, Los Angeles, Calif. Write to Office of Education for list of publications on exceptional children and youth. See statement about Office of Education conference on exceptional children on page 85.

School Life is indexed in Readers' Guide to Periodical Literature, and in Education Index.

(Single copy price of SCHOOL LIFE is 15 cents.)

School Life Spotlight

". . . No only that, but we can criticize the government all we want to . . ." p. 82

★ ★ ★

". . . We who believe in democracy cannot trust to our living it alone . . ." . . p. 82

★ ★ ★

". . . If we don't know the answer, we'll at least known where to send you for it . . ." p. 83

★ ★ ★

". . . Of the estimated four to five million exceptional children of school age, less than 15 percent have been reported as being enrolled in special schools and classes . . ." . . . . . p. 85

★ ★ ★

"Many States are revising accreditation standards for schools to include more adequate guidance services . . ." . . . . p. 87

★ ★ ★

". . . The situation is very grave . . ." p. 89

★ ★ ★

"It is not enough that we provide merely the teaching personnel and physical facilities for the vastly increased numbers of American children whom we must educate in the years ahead . . ." . . . . . p. 90

★ ★ ★

". . . The teacher can do much to bring security to the child and keep him from worrying about falling behind in school . . ." . . . . . p. 93

Published each month of the school year, October through June.

To order SCHOOL LIFE send your check, money order, or a dollar bill (no stamps) with your subscription request to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. SCHOOL LIFE service comes to you at a school-year subscription price of $1.00. Yearly fee to countries in which the frank of the U. S. Government is not recognized is $1.50. A discount of 25 percent is allowed on orders for 100 copies or more sent to one address within the United States. Printing of SCHOOL LIFE has been approved by the Director of the Bureau of the Budget.

OSCAR R. EWING..... Federal Security Administrator
EARL JAMES McGRATH... Commissioner of Education
RALPH C. M. FLYNT..... Executive Assistant to the Commissioner
GEORGE KERRY SMITH... Chief, Information and Publications Service
JOHN H. LLOYD..... Assistant Chief, Information and Publications Service

Address all SCHOOL LIFE inquiries to the Chief, Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

Richard L. Chapman.

Anne Pinkney.

Gloria Chomiak.

Robert Shanks.

Victorious Voices of Democracy

★ Education for democracy in action! An outstanding example is the 1950 Voice of Democracy Contest just ended. It is estimated that a million high-school students participated in this year's third annual competition. Those who took part represented the Nation's 28,000 high schools in all the States and Territories. Their 5-minute presentations titled, "I Speak For Democracy," were judged in local school and community competitions. From State and Territorial winners four national finalists were selected for a trip to Washington, D. C., a meeting with President Truman and Members of Congress, and to receive $500 college scholarships. Endorsed by the Office of Education, the Voice of Democracy Contest is sponsored by the National Association of Broadcasters, Radio Manufacturers Association, and U. S. Junior Chamber of Commerce. Names and presentations of the four national winners for 1950 follow:

Richard L. Chapman,
Brookings High School,
Brookings, South Dakota.

I speak for Democracy.

Why? Well, maybe because I'm an American, and then maybe it's because I believe in the individual . . . that's what democracy is . . . the individual . . . individuals like you, Tom Brown, and you, John Smith, and me.

I can do what I want with my life . . . rise to fame and fortune . . . or be just plain Joe Doaks like most of us.

What you earn or make, is your own . . . they don't try to take it away from you, do they Smitty? No; because everyone in a democracy respects your rights.

We don't keep a strongbox on the front steps to put the morning milk in . . . we live in a democracy.

We can go to church if we want to. It isn't a state church, it's any church, Catholic, Protestant, or Jewish that we care to attend.

I might have been a descendant of a Mayflower family . . . and you could just as well have been an immigrant boy . . . it wouldn't make any difference. The place in the sun you or I make for ourselves is what we want to make it.

You see, Smitty, democarcy has no favorites . . . no; not ever in politics. Just because you're a Democrat, Tom, Smitty's not going to stop doing business with you. Sure, during the election season we have some pretty heated discussions, but as soon as we elect our mayor, or governor, or President . . . we all get behind him and back him up to keep our democracy functioning the way it should.

Our representative in the government actually takes time to consider our opinions because you and I help put him there, and if he gets careless with the trust that we granted . . . we can help throw him out.

Not only that, but we can criticize the government all we want to . . . just because we find fault in some of their policies doesn't mean they're going to throw us in prison . . . they try to satisfy us . . . us the individuals.

Can you remember the big noise we had over the last election? And can you remember just why we had it? . . . sure, because we have not one, but many political parties . . . political parties of every size and description. When you go to mark your ballot you don't see just one candidate for President . . . this is democracy. The individuals, the people . . . that's you and I . . . make the decisions of government . . . because democracy is government of the people, by the people, and for the people.

The government is there to serve us . . . not to suppress us.

As long as you and I can step as high and wide as we want, without stepping on anyone else's rights, and as long as we have the right to work, whether it's for another individual, ourselves, or a government industry . . . we live in a democracy.

I guess sometimes we fail to hear that wise bit of advice: "The price of liberty is eternal vigilance," and we have to fight. We don't fight for a dictator or leader . . . we fight for our friends, our families, our ideals . . . we fight for democracy.

You guys are individuals . . . there's nobody just like you, Tom, or just like you, Smitty . . . under democracy we have freedom of expression . . . individual expression. We can show our worth in the manner we think fitting. We have opportunity too, opportunity to do as we think. It may be large or small, but it's ours to use.

You know, I think the finest symbol of democracy and us, its individuals, is the Statue of Liberty. You can see her as she stands high, head erect, holding out the torch of freedom . . . in a world of darkness.

She and I speak for the most perfect way of life . . . yet devised by man. WE SPEAK FOR DEMOCRACY!

Gloria Chomiak,
Wilmington High School,
Wilmington, Delaware.

I speak for democracy, because two generations back my ancestors could not; because if I do not speak of it, if many more do not speak of it, there may come a time when we too, will not have the right to do so.

For today more than at any other time governing powers are pitted one against another. It seems a crisis has been reached, and must be broken. We who believe in democracy cannot trust to our living it alone. We must stand up, and speak and be heard in its cause.

And what is this thing called Democracy? It is a thought discovered in ancient Greece; a thing a Slavic serf dreamed of too much and paid for with his life; an ideal, started in its practice by a model Parliament of England; and bitterly struggled for in Louis' France.

It is leavening of revolutions, a stepchild of Utopia; a system, first defined as a government for and by the people in our own country, where it has grown to what we know and love today.

It is a government that has been developing for hundreds of years, and shall develop for hundreds more; a government that has outgrown an initial stage wherein it served the citizens of Greece: citizens who did not include the underprivileged and the captive, and who constituted but a fraction of the population. It is a government that has weathered the time when a land-laden Polish baron frowned upon it, thinking of his foreign serfs, tilling their foreign fields for his benefit alone. He worried little for he could dispose of them at his pleasure if he found one who thought in their number.

It is a government that has grown great since that medieval year when England's people first had representatives before their King—the first representatives before authority a people ever had.

It won a place for itself during the bitter civil war of France, when people were hungry, and angered with the extravagant caprices of those who ruled through heritage, and it found a home in the New World when honest colonists learned to demand a rule by their own choice.

It has grown from a privilege of the few to a right of the common, risen from a persecuted idea to a mighty ideal upheld in safety by millions. It has developed into a system whose imperfections can be remedied; and whose virtues are a God-given right.

For this democracy is a natural system. Men were created equal in their rights and their responsibilities. And is not intelligent participation in governing among them? Men were given individual minds and desires. Ought not they have a right to voice them?

Democracy is a system with flaws, because through the ages men have erred and do err, and a democracy is only as right as its people. Democracy is able to abolish its principles by its own excess.

A cynic spoke the truth about it when he said that democracy can make each man his own oppressor. Yet, I believe that greater men have said a truer thing about democracy: that the peoples' government cannot— shall not perish from the earth.

Anne Pinkney,
Trinidad High School,
Trinidad, Colorado.

I speak for Democracy.

Perhaps you're wondering who I am.

I am a symbol, existing only in the minds of men.

As a symbol I stand at the shores of our country.

As a symbol I cover the whole land, I exist elsewhere, but never *so* much as here.

Can it be you don't recognize me?

In one form I stand and welcome many travellers to our land. I am robed in skirts of iron, and I hold a bright torch aloft in my right hand. All peoples have thought of me in their dreams, many have defended me.

Do you recognize these words—"Give me liberty or give me death"? They were spoken by one of my defenders, Patrick Henry, and in times of stress have been echoed by millions after him.

What did I mean to Patrick Henry and those early patriots of our country? I meant enough to them that they risked their lives in honor to set up a country in which I should reign supreme. They wrote our Declaration of Independence and our Constitution which today stand as models upon which many governments are founded. They conceived the truths that all men are created equal in the sight of God and man, and so wrote into the Constitution of my country these things which I stand for: freedom of religion, freedom of speech, the right to vote, trial by jury, freedom of the press, and the right to do as you wish if it doesn't harm other people.

As you see, without me none of these would have any meaning—and that is why you find my name written so many times in our Constitution.

To the men who followed these early

(Continued on page 92)

Youth Is Served by Public Libraries

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

ADMINISTRATORS of school and public libraries are strengthening the programs of cooperation between the two agencies as one of the best means of aiding youth to continue to read, to study, to discuss, and to keep informed about topics of current importance. Furthermore, civic-minded men and women are assisting youth to lend significance to their efforts. Community activities carried on by and for youth make headlines in some local newspapers while in others the work continues to develop patterns that have proven their worth.

Some public libraries have a chief of youth service with 25 or more professional staff members assigned to various strategic posts in the system. Public libraries in smaller communities may have one young adults' librarian or a readers' adviser in charge of both work with youth and adults. All libraries, however, report busy programs with much still left to be done.

Concord, N. H., is an example of a community of less than 28,000 population that has established excellent facilities for reading and discussion for its youth. There is a reading club for junior high school, another for senior high school students, and also a weekly radio program conducted by junior and senior high school students, with the young people's librarian as moderator on the subject of books enjoyed by the teenage. The library has a separate room on the first floor well stocked with books for use by youths. These are arranged to aid the young people in finding what they want with ease. Sports stories, animal stories, adventure tales, adult fiction enjoyed by youth, and biography, for example, are clearly so marked on the shelves. The room is bright and cheerful and attractively furnished with blond furniture and woodwork—round and rectangular tables, Windsor chairs, blue leather-covered couch, and wide window sills. Students bring to the room examples of their accomplishments in school art, literature, and guidance programs. Teachers and youth appreciate the information and inspiration of this new service.

Basic material for this article was furnished by youth departments in public libraries of the following cities: Baltimore, Md.; Brockton, Mass.; Brooklyn, N. Y.; Cleveland, Ohio; Concord, N. H.; Denver, Colo.; Detroit, Mich.; Minneapolis, Minn.; Mobile, Ala.; Mount Vernon, N. Y.; Newark, N. J.; New York, N. Y.; Pittsburgh, Pa.; Sacramento, Calif.; San Antonio, Tex.; Seattle and Tacoma, Wash.; Washington, D. C.; White Plains, N. Y.; Youngstown, Ohio.

Growing in Brooklyn

Brooklyn, N. Y., reports the opening of a youth library in the Bedford Branch with the assistance of a former "gang" of window-breaking youth, now a public-spirited group of loyal library users. The service includes an attractive browsing room where popular books and magazines are available and where friends may find comfortable "conversational corners." A phonograph with plenty of the latest in "bebop and sweet and swing" is there. But the service is not concerned solely with fun. Problems of young people are of prime concern to the youth librarian. Such things as finding jobs—what to do—where to go—whom to see. The librarian in charge says, "The service aims at having an answer for every question whether it is to decide a bet or write a term paper. If we don't know the answer, we'll at least know where to send you for it." The library has agreed to help these youth to the fullest extent in their vocational, educational, and social problems.

Numerous activities are planned and several volunteers in various fields—handicraft, music, drama—have offered their time and knowledge to help young people. The drama group which meets Wednesday evenings at the youth center offers an opportunity for discovering much neighborhood talent. A newspaper of youth activities, written and printed by the young people themselves, is another project.

"One of the most gratifying aspects in

Young people's room in Concord Public Library, Concord, N. H.

establishing this new Youth Library," said the chief librarian of the Brooklyn system in announcing the opening. "is the way in which the young people of Bedford pitched in and helped set it up. Their unflagging efforts. their enthusiasm and teamwork in bringing this about are a splendid example of democracy at work. For our part, we of the Library feel it is in just such cooperation the library of today can be truly a part of the community."

A new Junior-Hi Room has been opened in the Ella K. McClatchy Young People's Library in Sacramento. Calif., which is widely used and appreciated by the junior-young adults. They also have a new monthly publication called *The Junior Hi Bookliner.*

Washington, D. C., has opened a pleasant room on the main floor of the Central Library for "young adults." It has a recreational reading collection as well as a small collection of reference books to answer informational and school assignment questions.

White Plains. N. Y., Public Library has acquired a full-time librarian to work in the Young People's alcove.

Mobile Public Library. Mobile. Ala., is also among the libraries to report a new Chief of Young Adult Department who is planning many new projects. Tacoma Public Library, Tacoma. Wash., acquired a full-time young people's librarian in July of this year. This library is concentrating on building up its book collection and publicizing its new service for young people.

Brockton, Mass., whose young adult's librarian has recently been changed to full-time duty, has a well developed program in its Young Adults' Room at the Brockton Public Library. This room is set up to provide a link between the children's room and the adult department and to carry over from school assignments to adult education. There is close cooperation between the high school and the public library in this city of 65,000 population. The school librarian and young adults' librarian meet often for discussion of mutual problems and exchange of ideas. Each serves as the interpreter for the other. The young adults' librarian is free to visit the high school informally. Her philosophy of work with youth calls for individual, informal, and definitely personal service to the young people who come for information, guidance, and inspiration. An attempt is made to encourage the young people in the transitory stage between childhood and adulthood to develop as individuals as well as to become identified with the group.

The Brockton High School Library Monitors' Club, with 43 members under the direction of the school library, the boys' and girls' room, and the young adults' room of the Brockton Public Library cooperate on at least two programs a year. One was the Book Week Assembly at the high school and a second was the Spring Book Festival, featuring junior high and elementary school interests. The part-time staff of the public library is drawn largely from the Library Monitors' Club since the training that they have received in elementary library techniques is of distinct value. Each of the club members serves at least 2 hours a week in the high school library. The club and the young adults' room representatives prepared a radio program on the subject of Public and School Library Cooperation. This successful broadcast was repeated at the American Library Association Regional Conference for New England at Swampscott, Mass., in October 1949. The program was evidence of close cooperation between school and public library in what is, after all, a common goal—the best possible library service for the young folks of Brockton.

Photograph courtesy Oregon Journal newspaper shows Quinland Daniels, junior, and Claudette Juhlin, sophomore, Lincoln High School, Portland, Oreg., in Central Library recereation room learning about other teen agers' problems.

Another project of the young adults' librarian in Brockton should be mentioned. It is a reading survey which is now in its fourth and final year. The objective of this study has been to learn accurately what titles were being read. As a testing sample the first 250 transfers from the boys' and girls' room were taken. Their library cards were given an extra symbol (Y) in front of the number. The registration period was extended to cover the senior year in high school. Ordinarily reregistration is required at the end of 3 years. The daily circulation is checked for the titles borrowed on these numbers and a record kept in the young adults' room. the adult department, and in the branches. All filled cards are kept and sent to the young adults' room to be checked for use. A different colored ink is being used for each branch and department.

The finished survey should show what titles were borrowed, the proportion of fiction to nonfiction, the types of both. Fiction is being roughly classified into short stories, historical. mystery and detective. animal, western, classics, careers, World War II, sports, humor, religion, problems of youth, sea stories. light fiction. and miscellaneous. And this year a new class—science fiction—will have to be added. Nonfiction is recorded by class anyway. It is not going to be an accurate record of who took what. nor of every book circulated on the 250 cards. A few of these people have moved from Brockton. Sometimes the staff is so rushed that the circulation for a day does not get thoroughly checked. But it is felt that the survey indicates trends and that it should give a fair idea of where the collection needs building up—whether there is increasing maturity of interest and whether the transition to adult books is being made.

In Pittsburgh, Pa., considerable progress has been made in closer cooperation between school and public library in the matter of book selection. The librarian of the young adults' room is invited to attend the book selection and order meetings of the school librarians and one school librarian represents her group at the school meetings for the young adults' room. In this way the books produced each year are thoroughly read and discussed and then bought by either schools, or the public library's young people's department, or by both. This plan has worked so well that attempts are being made to bring about a similar arrangement with parochial schools.

School librarians and a representative group of English teachers in Youngstown, Ohio, meet with the young people's reading specialist at the public library to hear reviews of the best teen-age books of the year.

(Continued on page 94)

Conference on Education of Exceptional Children and Youth

FIFTY-TWO EDUCATORS from 25 different States came to Washington on January 4 at the call of the U. S. Commissioner of Education to consider some of the crucial issues in special educational services for exceptional children and youth. There were in attendance representatives of: (1) State education departments; (2) local school systems; (3) colleges and universities; (4) residential schools for handicapped children; and (5) national voluntary agencies devoted to the interests of handicapped children.

The major problems considered at the 3-day meeting included those relating to: (1) The place of special education for exceptional children and youth in the total school structure; (2) the preparation of qualified teachers; (3) financial and legislative considerations; and (4) the proper coordination of various services for exceptional children and youth.

Exceptional children include those who are so different from what is supposed to be normal in mental, physical, or emotional traits that they need educational services in addition to or different from those accorded children in general. The blind and the partially seeing, the deaf and the hard of hearing, the crippled, the delicate, the speech defective, the socially maladjusted, the mentally retarded, as well as the mentally gifted are among those needing special consideration.

The conference pointed out not only the progress that has been made in the States but also the inadequacies that still exist in local, State, and Federal programs. Of the estimated four to five million exceptional children of school age, less than 15 percent have been reported as being enrolled in special schools and classes. An undetermined number are being helped through the efforts of regular classroom teachers, but it is certain that all too many are still without the services they need at school, at home, or in the hospital. It was strongly recommended by the conference that communities, States, and Federal Government unite in making special educational services available to all who need them.

Through committee organization, a statement of recommendations was prepared on each of the four major topics under consideration at the conference. A complete report of the proceedings, including the committee recommendations, has been compiled by the Office of Education.

Study Commission Workshop

IN 1942 the National Council of Chief State School Officers organized a Study Commission, composed of one representative of each of the 48 State departments of education, to study those educational problems of most immediate and pressing interest to the Council and to make reports and recommendations based on their studies. For several years the Study Commission functioned almost wholly through its Planning Committee, composed of nine Study Commission members appointed by the president of the Council, which met two or three times annually to plan studies, draft reports, and agree on recommendations.

In 1947 the Study Commission initiated, at the request of the Council, a comprehensive study on the organization, services, and staffing of State departments of education and related problems. After some preliminary work on the study the Council decided that progress could be greatly accelerated through utilization of a Study Commission workshop and authorized one for the fall of 1949.

This workshop was held at Biloxi, Miss., November 27 to December 10, 1949, and was attended by representatives, including two chief State school officers, of 32 State departments of education and several consultants from the U. S. Office of Education, the National Education Association, and the Council's office in Washington. T. J. Berning, Assistant Commissioner of Education in Minnesota, was director of the workshop. The group was divided into three committees to carry on the production work. Leo P. Black, Director of Supervision and Curriculum in Nebraska, was chairman of the Committee on the Legal Status of State Boards of Education and Chief State School Officers. G. Robert Koopman, Associate Superintendent for Instruction and Educational Planning in Michigan, was chairman of the Committee on the Organization of State Departments of Education. J. Cayce Morrison, Coordinator of Research and Special Studies in New York, was chairman of the Committee on the Services of State Departments of Education. Committee sessions were alternated with sessions of the whole group in developing the workshop report.

One of the half-day sessions of the National Council of Chief State School Officers was devoted to the presentation and discussion of the three committee reports which made up the 55-page mimeographed report of the workshop. It is expected that this report and others to be developed later will form the basis for a manual on State school administration which will result from the actual experience of members of State departments of education.

Education Writers Awards

ENTRIES FOR the Education Writers Annual Awards to be made in May 1950 for the calendar year 1949 will be judged as follows:

1. Outstanding article or series of articles dealing with education which appeared in a newspaper during 1949.

2. Outstanding article or series of articles on education which appeared in a magazine of general circulation, on a wire service release or radio or television program during 1949.

3. Outstanding work of interpreting education through the media of the newspaper during 1949.

4. Outstanding editorial dealing with education which appeared in a newspaper or magazine of general circulation during 1949.

Applications for awards, accompanied by exhibit of writing to be considered, should be submitted not later than March 25, 1950, to Millicent Taylor, Secretary-Treasurer, Education Writers Association, The Christian Science Monitor, Boston 15, Mass.

Any working member of a newspaper, magazine, news service, the radio, or television may submit an entry. The Board of Judges includes Floyd Taylor, Director, American Press Institute, Columbia University, chairman; Harold V. Boyle, Pulitzer Prize Winner, Associated Press; Belmont Farley, Director of Press and Radio, National Education Association; Harold Taylor, President, Sarah Lawrence College, and G. Kerry Smith, Chief of Information and Publications, U. S. Office of Education.

Current Developments in Guidance Services

by Frank L. Sievers
Specialist, Individual Inventory and Counseling Techniques

THE YEAR 1950 marks the twelfth year since the establishment of the Occupational Information and Guidance Service in the Office of Education. During this time, especially since the passage of the Vocational Act of 1946, more commonly known as the George-Barden Act, more landmarks for guidance services in the United States have been set than during any other period.

Prior to 1946, Federal funds for the guidance programs were available only in the area of supervision. The George-Barden Act made funds available for supervision, for training guidance counselors, for the salaries and necessary travel expenses of guidance counselors on the secondary and adult levels, and for instructional equipment and supplies used in such counseling. Consequently, State plans in more than 40 States have been expanded to include provision for some or all of the services mentioned as reimbursable within the act.

The interpretation of the act by the Commissioner of Education encourages States to make adequate provision for supervision and counselor training with the research necessary in each before reimbursement is contemplated at the local level.

These liberal and far-sighted policies offer States a framework for the expansion of guidance services toward the end that all who need them will be served more adequately. It is too early at this time to estimate accurately the full effect of the George-Barden Act upon guidance services in the schools of the various States, but some emerging trends are evident. It is one purpose of this article to present a brief summary of the State-Federal relationships through which the guidance services operate and describe some of the developments apparent in implementing the provisions of the act.

In keeping with established practices, each State is encouraged to view its needs and draw up a plan which meets these within the framework of the existing laws. The liberal stipulation of meeting minimum requirements allows each State maximum freedom in patterning a program uniquely adapted to the needs of individuals within its boundaries. Thus, industrial Ohio will function on a very different plan than does agricultural South Dakota. California, with its great variety of work opportunities, climate, and topography, will need to utilize a different approach to its guidance program than will South Carolina with its numerous small agricultural units. States are functioning, therefore, under plans that permit a wide diversity of services within the safeguard of providing an adequate basic program for its residents. Briefly, services include provision at the local level for complete, adequate, systematically recorded information about all pupils, information about occupations and training opportunities, counseling the individual, assisting the pupil in assessing his potentialities and in taking steps to make intelligent decisions in the light of knowledge of himself and available opportunities, follow-up of the individual, and research for the purpose of improving the services of the school to the individual pupil. In practice, Federal funds are insufficient to reimburse local services in most cases, but this liberal pattern of potential reimbursed programs has an influence on all local planning.

Counselors in schools are encouraged to think of the services of the guidance program in three broad areas: Services to the individual, to the school staff in offering assistance in their understanding of pupils, and to the administration in reorganizing the school's program in the light of the needs of boys and girls.

Training of Guidance Workers Emphasized

An analysis of annual State reports for the current year indicates some recent trends in developments within various States. One of these concerns the training of guidance personnel. Under the leadership of the National Office, a number of regional meetings of State Supervisors and Counselor Trainers and a 1948 national conference were on this theme. Various committees, working prior to the 1948 meeting, prepared material for consideration and subsequent meetings permitted further refinement of the committee work. Bulletins upon Duties, Standards, and Qualifications of Counselors; Occupational Information; Analysis of the Individual; Counseling Techniques; and Administrative Relationships of the Guidance Program have been published and are available from the Occupational Information and Guidance Service of the Office of Education. It is expected that bulletins on The Basic Course, Supervised Practice in Guidance Services, and In-Service Preparation for Guidance Workers will be issued in the immediate future. Institutions of higher learning have sensed the need for trained counselors and are taking steps to provide training for potential counselors at the graduate level. A steady increase in the number of institutions and in the listing of guidance offerings is revealed by examination of the periodic publication of the Office of Education, *Offerings in Guidance Work in Colleges and Universities.* The heavy demand for the bulletins upon counselor preparation and the marked increase in training courses indicate a new era in the preparation of counselors.

An interesting development aimed at providing a more realistic approach in the preparation of counselors at the preservice level is indicated in the growth of internships. Arrangements are made by the counselor trainer whereby a local counselor in an outstanding guidance program assumes the responsibility for providing the trainee practice in actual guidance situa-

tions. In this setting the "intern" experiences the variety of duties involved in the day-to-day work of a counselor in an ongoing program. The implications for providing seasoned training under such a plan of approach can scarcely be overestimated.

To meet fully the need for extensive in-service training of persons already employed in schools, itinerant counselor trainers have been added to many guidance staffs at the State level. Greater flexibility of training is afforded in the variety of content and method, the elimination of prerequisites, and the inclusion of an attack upon specific problems in the particular school being served.

Basic Understandings of Guidance Required for Teacher Certification

Guidance leaders in the States have recognized the importance of acquainting teachers and administrators with the services and functions of a guidance program. As certification requirements for teachers are being revised in some States, one or two guidance courses are being added to the required list for those applying for certificates. As this requirement is met, increasing understanding of guidance is provided in the undergraduate and graduate training of teachers. The effect is to extend the usefulness of specialists in guidance if a school has them, and to provide rudimentary services in many small schools where specialists cannot be afforded.

Pilot Programs Developing

Another development is the growth of "pilot programs" in several States. A local school places its facilities and resources at the disposal of the State supervisor and other guidance experts for the purpose of providing adequate guidance services to its pupils. Needs of the pupils are ascertained; community resources are explored. The school staff then considers the guidance services that are essential for the pupils in the light of the found needs and ascertained resources. As the program develops, it is used as a visiting station for other schools of similar type to illustrate how guidance services can be developed when concerted action is taken within the school.

State Accreditation Standards Include Guidance Services

Many States are revising accreditation standards for schools to include more adequate guidance services. In some States, schools must have an adequate guidance program to receive full accreditation or participate in State funds. The program is evaluated in terms of the basic services mentioned earlier and of standards of counselor-pupil load.

Criteria for Evaluating Guidance Services in Schools

In meeting the need for determining the effectiveness of local guidance programs, the Occupational Information and Guidance Service of the Office of Education sponsored and assisted a national committee composed of State guidance officers for drafting a device for evaluating local guidance programs. A bulletin, *Criteria for Evaluating Guidance Programs in Secondary Schools, Form B,* was prepared and used in a number of schools in several States. Further refinement of the *Evaluative Criteria* followed. The revised bulletin is available together with the companion bulletin *How to Use the Criteria for Evaluating Guidance Programs in Secondary Schools, Form B,* from the Office of Education. Representative States throughout the Nation are evaluating their programs by means of these tools during this year. It is anticipated that standards for local programs will evolve as results of the evaluations become available.

The *Evaluative Criteria* is being used also as an effective in-service training device for the professional staffs of schools. Staff members employ the 200 odd items of the *Criteria* as a means of determining an adequate philosophy in terms of guidance practices and services.

National and International Guidance Activities

The National Vocational Guidance Association has been concerned. since its inception, in furnishing professional leadership in the field of guidance. Recently, it took the initiative in joining with seven other organizations in issuing *Counselor Preparation,* a report by the Joint Committee on Counselor Preparation. The *N. V. G. A. Directory of Vocational Services,* a list of approved counseling agencies in the Nation, is another important innovation. The product of the Committee on Ethical Practices, it is a pioneer attempt to identify counseling services meeting specific criteria.

The contributions of the various divisions of the American Psychological Association to the guidance movement have been numerous. One outstanding action was the establishment of the American Board of Examiners in Professional Psychology. This board, similar to examining boards in other professions, e. g., medicine, engineering, issues a diploma in "counseling and guidance" to persons who meet its high standards of training and can pass its examinations.

The Counseling and Guidance Division of the American Psychological Association has an active committee on counselor preparation. Another group is at work on defining function and training of "Clinical Counselors." The varied journals of the association carry many research reports on guidance techniques.

The American Vocational Association has been interested for some time in stimulating schools in providing adequate guidance services to pupils. It affords an opportunity for discussion of mutual problems in a separate section for members interested in vocational guidance. Its national leadership in the movement for providing Federal funds for guidance services was a valuable contribution with increasing influence in promoting guidance work in the Nation.

The International Labor Organization, meeting at Geneva. Switzerland, during the summer of 1949, adopted a resolution making certain recommendations on vocational guidance. It includes statements pertaining to principles, practices, tools, and techniques, and suggestions regarding the administration of guidance services and the training of guidance officers. This action, taken after 3 years of deliberation, represents the measured judgment of the representatives of 61 nations in matters of guidance. The Geneva Conference directed the I. L. O. to take necessary steps to develop guidance services in the 61 member nations and to cooperate with the United Nations Educational. Scientific, and Cultural Organization in this work.

The developments described in this article offer substantial evidence of the present trends in the utilization of guidance funds under the George-Barden Act. They also suggest an emerging pattern which points toward a realistic approach to providing adequate training and high standards for guidance counselors, as well as continued concern over the mastery and full utilization of the tools and techniques of guidance. Finally, these developments display evidence that activities have a truly national extent and are overflowing the boundaries of many separate countries into the beginnings of international endeavor.

Magnitude of the Nation's Educational Task Today and in the Years Ahead

by Emery M. Foster, Head, Reports and Analysis, and Herbert S. Conrad, Chief, Research and Statistical Service

HOW MANY MORE CHILDREN are enrolled in our Nation's schools (public and nonpublic) this year than in 1946–47?

★

WHAT IS THE FORECAST of such enrollment for the years ahead?

★

HOW MANY ADDITIONAL TEACHERS will be needed to instruct the growing number of children during the next 10 years?

★

ANSWERS to these and related questions are basic to adequate educational administration and planning. Because unparalleled educational problems now confront both school administrators and the public. SCHOOL LIFE presents this two-page center spread as a timely service.

★

OFFICE OF EDUCATION SPECIALISTS, in this connection, point out a significant fact that is not always sufficiently recognized; namely, that many educational problems require that we think and act not in terms of number of pupils but of "pupil stations." Educational statisticians explain it in this way. A count of the elementary and secondary school population as of a given date understates the magnitude of the Nation's educational task. This understatement results from a failure to disclose the extra levy of teaching skill and school-housing demand *by pupils who transfer* from one community to another. Obviously, the transfer pupil takes with him neither his former teacher nor his desk or classroom space. As a result, when there is high pupil mobility, as currently prevails in the United States, the extra requirements imposed by pupil transfers become significant. Such student transfers are included in what is known as cumulative total enrollment. Actual census count of boys and girls in schools at a given date does not consider *the invisible pupil load* caused by transfers. Administrators and teachers, nevertheless, face the task of dealing with both the stationary and the mobile pupil population.

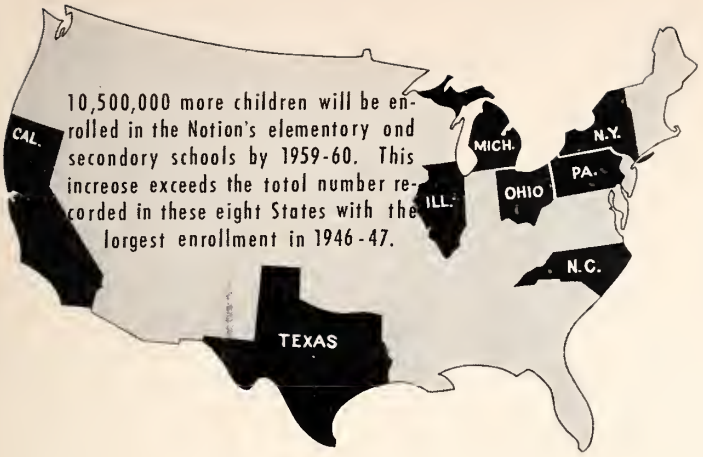
★

WE MAY EXPECT THE LARGEST INCREASES in elementary enrollments in the years immediately before us—nearly a million

Forecast of Annual Total Enrollment in Public and Nonpublic Schools Combined, 1947–48 to 1959–60

(All figures rounded separately to nearest hundred)

Year	Elementary grades (kindergarten through grade 8)		Secondary grades (grades 9–12)		Elementary and secondary (kindergarten through grade 12)	
	Total enrollment	Change from previous year	Total enrollment	Change from previous year	Total enrollment	Change from previous year
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1946–47	20,211,900	.....	6,458,800	.....	26,670,700	.....
1947–48	20,690,900	+479,000	6,505,000	+46,200	27,195,900	+525,200
1948–49	21,736,500	+1,045,600	6,397,900	−107,100	28,134,400	+938,500
1949–50	22,759,800	+1,023,300	6,240,400	−157,500	29,000,200	+865,800
1950–51	23,686,000	+926,200	6,141,700	−98,700	29,827,700	+827,500
1951–52	24,467,600	+781,600	6,167,900	+26,200	30,635,500	+807,800
1952–53	26,064,300	+1,596,700	6,262,400	+94,500	32,326,700	+1,691,200
1953–54	27,453,000	+1,388,700	6,408,400	+146,000	33,861,400	+1,534,700
1954–55	28,651,900	+1,198,900	6,557,500	+149,100	35,209,400	+1,348,000
1955–56	29,333,700	+681,800	6,825,200	+267,700	36,158,900	+949,500
1956–57	29,497,700	+164,000	7,286,100	+460,900	36,783,800	+624,900
1957–58	29,432,800	−64,900	7,753,400	+467,300	37,186,200	+402,400
1958–59	29,004,000	−428,800	8,101,000	+347,600	37,105,000	−81,200
1959–60	28,789,200	−214,800	8,348,800	+247,800	37,138,000	+33,000
1947–60	.....	+8,577,300	.....	+1,890,000	.....	+10,467,300



next year, more than a million-and-a-half in 1952–53, and well over a million both in 1953–54 and 1954–55. Some idea of the enormous growth in the number of boys and girls enrolling in elementary and secondary school grades may be gathered from the acompanying illustration. It shows that by 1959–60 there will be 10,500,000 more children enrolled in elementary and high schools throughout the United States than in 1946–47. This increase alone is greater than the total enrollment for 1946–47 in eight States of highest enrollment in that year—California, Illinois, Michigan, New York, North Carolina, Ohio, Pennsylvania, Texas. The increase is also considerably greater than all the pupils enrolled in 35 other States in 1946–47.

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ADDITIONAL SCHOOL FACILITIES MUST BE PROVIDED to accommodate the tremendous increase in enrollment. Very roughly it may be assumed that at current prices a properly equipped classroom, together with requisite auxiliary facilities such as library, gymnasium, auditorium, cafeteria, nurse's quarters, and play space, will cost about $30,000, or roughly $1,000 per enrollee. Multiply 10,500,000 pupils by $1,000 and you arrive at a figure of *over 10 billion dollars*. This is the cost of acommodating only the number of pupils greater than that number enrolled in 1946–47. The figure does not take into account cost of replacing obsolete buildings, remodeling, repairing existing structures, erecting new schools in programs of consolidation or redistricting. To take these into account the 10-billion-dollar figure would have to rise considerably.

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WE WILL NEED MORE THAN 350,000 ADDITIONAL TEACHERS by 1959–60, to teach the 10,500,000 extra children enrolled since 1946–47. The figure of 350,000 does not include needed additional principals, supervisors, school psychologists, visiting teachers, and teachers of special subjects such as art and music. Neither does it include replacements for teachers who withdraw or retire. Nor does it provide for the elimination of "temporary certificate" teachers by fully qualified teachers. The prospective increase in the supply of teachers, particularly elementary school teachers, will be far below the anticipated need. The situation is very grave.

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Information for inclusion in this report is based upon data collected by the Office of Education from State departments of education, and upon data from the Bureau of the Census, the National Office of Vital Statistics, and other official sources.

If each teacher takes care of 30 enrollees

then the increase of 10,500,000 enrollees between 1946-47 & 1959-60 calls for an increase of roughly 350,000 teachers

Resolutions of Chief State School Officers at Biloxi

FORTY-FOUR STATES were represented at the workshop and annual meeting of the National Council of Chief State School Officers held at Biloxi, Miss., December 6–10, 1949, according to Dr. Edgar Fuller, Executive Secretary of the National Council. Among the representatives were 38 Chief State School Officers.

SCHOOL LIFE presents for its readers certain resolutions which were adopted at the business session on the last day of the Biloxi assembly.

Growing Educational Problems

The Council gives the highest priority to repeating a solemn warning to the American public. Within the next 10 years, additional facilities and teachers must be found for more than 7 million additional children who will swell the present enrollment of our public schools. The stark urgency of planning and action on this great problem cannot be overemphasized.

It is not enough that we provide merely the teaching personnel and physical facilities for the vastly increased numbers of American children whom we must educate in the years ahead. This Council again records its conviction that American education must accelerate the democratization of its administrative structure. The development of socially, morally, and economically competent citizens is best achieved in an atmosphere which permits and requires responsible participation in problem-solving by teacher and student alike.

Freedom can be preserved best by those who understand and who practice its obligation.

Federal Financial Aid to Education

It is an incontrovertible fact that in spite of unusual exertions on the part of many States there remain dangerous inequalities in the educational opportunities open to American children.

The Council urges with deep concern the immediate passage by Congress of a general Federal aid bill in support of State efforts to meet the overwhelming educational task now faced by our public elementary and secondary schools. This aid should be channelled through the U. S. Office of Education and through the several State educational authorities with administrative direction and control reserved by law to the States. We support the traditional American position that taxes should not be levied against the people for financing sectarian or religious instruction.

The Council further urges that Federal grants be made available for public school plant planning and construction in the several States, Territories, and Possessions. These funds should be channelled through the United States Office of Education to the State education agencies of the several States. The distribution of funds should be made upon the basis of an objective formula involving need and financial ability. Legal guarantees must be established to assure the apportionment of funds within States according to plans developed by the respective States.

Only after the foregoing primary obligations to our elementary and secondary school children have been met would the Council regard favorably consideration by the Congress of legislation to provide Federal scholarship aid for able youths of college age.

The U. S. Office of Education

The Council reaffirms its conviction that the U. S. Office of Education should be made an independent agency of the Federal Government. This agency should function under the general direction of a board of outstanding laymen, chosen without regard to political affiliations and with emphasis upon their special fitness for national service. This board should have powers of policy-making and appraisal for the U. S. Office of Education with authority to appoint the U. S. Commissioner of Education to serve as the principal administrative officer of the board and of the United States Office of Education.

The Council urges speedy enactment of S. 656 hy the 81st Congress to meet these needs and opposes any plan of government reorganization which would reduce the autonomy of the United States Office of Education or place it under the control of any political officer exercising line authority.

The Council further believes that the duties and responsibilities of the United States Office of Education and of its National Board should be expanded to embrace the operation or the coordination of the educational activities of the entire Federal Government as they affect school systems and educational institutions in the States.

Federal Relationships to Education

There are a number of increasingly important relationships of the Federal Government to education which deserve special mention at this time:

A. *Vocational Rehabilitation:* Vocational rehabilitation is primarily educational in character and this Council believes strongly that it should be assigned permanently to the U. S. Office of Education for administrative purposes.

B. *Surplus Property:* Determinations of educational need for surplus Federal property can best be made and administered by the U. S. Office of Education dealing with the State departments of education in the several states. Responsibility for distribution of such property should be assigned permanently to the U. S. Office of Education and appropriate steps should be taken immediately to provide adequate personnel and procedures for transferring surplus Federal property to the schools.

C. *Veterans Education:* This Council looks with concern upon reported "Investigations" of schools and increased Federal control of education in the States by the Veterans' Administration. The Council recognizes the necessity for maintaining high fiscal and educational standards in the education of veterans and urges that the Veterans' Administration transfer funds for supervision to insure such standards to the several State agencies. The Council also urges that the Congress relieve this critical situation by the passage of S. 2596 and H. R. 6273 which would permit the reimbursement of State departments of education for approval work in connection with veterans' training programs.

D. *Reports and Records:* The U. S. Office of Education is urged to complete on an emergency basis the necessary basic studies and in cooperation with representatives from the 48 State departments of education to work out before the next annual meeting of the Council a recommended uniform system of basic school records and reports.

The Council directs its Board of Directors to develop a procedure for coordinating and, if possible, reducing the number and variety of requests for information sent to State departments of education.

E. *Mid-Century Conference on Children and Youth:* The Council expresses its regret to the President of the United States that no person directly concerned with the education of elementary and secondary school children was placed on the National Committee for the Mid-Century White House Conference on Children and Youth.

NEW OFFICERS

President: **PEARL A. WANAMAKER, State Superintendent of Washington.**

First Vice President: **CLYDE A. ERWIN, State Superintendent of North Carolina.**

Second Vice President: **A. R. MEADOWS, State Superintendent of Alabama.**

Executive Secretary: **EDGAR A. FULLER.**

Headquarters: **National Education Association, 1201 Sixteenth Street NW., Washington 6, D. C.**

F. *Special Education Problems Caused by Federal Activities:* The Council recommends to the Congress of the United States enactment of comprehensive Federal legislation, covering all agencies in the Federal Government, to provide additional funds through the U. S. Office of Education to the State departments of education for distribution by them to local school districts in their respective States, for both current and capital needs of school districts overburdened and deprived of tax resources by activities of the Federal Government.

The Council deplores the tendency of Federal agencies to deal directly with local school districts on these matters, since such dealing interferes directly with the proper organization and financing of school systems in the States.

The Council recognizes that an adequate program of general Federal aid to education in the States, based upon need, would make special Federal laws to meet emergency conditions largely unnecessary. However, under present conditions of inadequate financial support of education on both Federal and State levels, we realize that special legislation to correct obvious injustices arising from activities of the Federal Government in the various States is necessary.

G. *Finance:* It is particularly important for all States to have available current information on public school finance programs. The Council commends the United States Office of Education for initiating timely studies in this field, and requests the Office to:

1. Make every effort to complete and to make available before the end of the current fiscal year the results of its current study of public school finance programs; and,
2. Carry forward and complete promptly its proposed study of capital outlay programs so that the findings and conclusions may be considered at the next annual meeting of the Council.

H. *Research:* The Council strongly urges that the Congress recognize the greatly increased need for educational research programs and that adequate appropriations be made to the United States Office of Education for these purposes. These research programs should be conducted in cooperation with State departments of education, colleges, universities, research institutes, and individual scholars.

I. *Consultative Services:* The Council believes that the critical nature of education problems will require increasingly effective consultant services from the United States Office of Education. These services have been and are sorely limited because of inadequate travel funds for the Office of Education staff. States unable to pay transportation costs for consultants are often those having greatest need for consultant services. The Council urges the Congress to make adequate provision for such travel.

Standards for Teacher Preparing Institutions

A. The Council supports the American Association of Colleges for Teacher Education in its efforts to achieve nationally higher standards and criteria of institutional accreditation among authorized teacher preparing institutions. These efforts of the Association are gratefully recognized and approved as services to State departments of education in exercising their own constitutional and statutory responsibilities for the accreditation of teacher preparing institutions within the several States in connection with the issuance of certificates to teachers and administrators.

Mrs. Pearl A. Wanamaker, State Superintendent of Public Instruction, Olympia, Wash., newly-elected President, National Council of Chief State School Officers.

B. It is urged that the American Association of Colleges for Teacher Education be recognized by other national and regional college accreditation agencies as the responsible accrediting agency at the national level for the profession of teaching and professional teacher preparing institutions offering 4-, 5-, 6-, and 7-year programs for the preparation of teachers and administrators.

More specifically, the Council urges that the committee from higher institutions, formed at the suggestion of President Gustavson of the University of Nebraska to coordinate and simplify general accreditation procedures, recognize the American Association of Colleges for Teacher Education as the responsible, voluntary national, professional, and institutional agency to accredit professional programs to prepare teachers and administrators at the 4-, 5-, 6-, and 7-year levels.

Professional Books to Foreign Countries

The Council notes with special interest the constructive development of UNESCO as a force for building a secure peace. The Council believes that effective support can be given UNESCO through cooperation with the CARE program for replenishing the war-ravaged libraries of the world. This Council will continue to emphasize the importance to American education of developments abroad and will study means by which it can offer its individual or collective experience to other agencies responsible for or cooperating in overseas education programs. Further, this Council will welcome as visitors to its annual conferences those educators from abroad whose interests are comparable with those of American Chief State School Officers.

State School Board Associations

The Council commends and encourages the organization and vigorous functioning of State school board associations comprised of school boards for local administrative units for education. Members of the Council pledge complete cooperation with such school board associations to strengthen public education and to preserve its ideals.

We commend Mr. Edward M. Tuttle for his efforts through the National School Boards Association to coordinate the activities of the State School Board Associations and to increase their effectiveness.

Preparation of School Administrators

The Council recognizes the need for special training opportunities for administrative personnel. We urge the establishment by outstanding graduate schools of programs especially designed to offer significant education and experience to administrators.

The Council expresses an approving interest in the efforts of the W. K. Kellogg Foundation to develop cooperative programs for the improved preparation of school administrators, and urges its members to lend their support to these efforts.

Certification of Teachers

The work of the teacher is complex, technical, and highly professional. Guiding the growth and development of children and youth is a task demanding both general and professional competence based on long and careful preparation. Certification of individuals with less than a minimum of 4 years of educational preparation beyond the high school is highly undesirable. The Commission believes that the presently large number of emergency or nonstandard certificates represent a distinct threat to the quality of educational opportunity for many children in this country, and that such certificates should be withdrawn at the earliest possible date.

Regional Cooperation in Education

The Council notes with interest and approval the development of the regional planning and cooperation in education. The efforts in this field hold much promise for strengthening and improving education programs throughout the country.

Coordination of Health Education and Other Health Services

The problem of providing health education and other services in connection with the health of pupils is complex and important. The Council believes that these services should be coordinated carefully in each of the States. We recommend that appropriate administrative arrangements be made as soon as possible to effect such coordination in each State.

Adult Education

The Council recognizes the increasing complexity of requirements for effective citizenship in a democracy. We desire, therefore, to encourage the expansion and improvement of adult education programs throughout the Nation.

VOICES OF DEMOCRACY

(*Continued from page 82*)

champions of me I meant a great deal too. I was the magnet that drew millions of people from across the seas in reaching our nation. Many of these people became pioneers, pushing our frontiers steadily westward. Many of them did not go exploring, however. They settled in towns and villages across the nation, starting businesses, using skills which they had brought with them from across the waters, thus, in time, making this one of the greatest industrial nations in the world.

You say that you know all this, that you've studied it since the first grade, that it is ancient history and you want to know what it means today.

It hasn't changed. It means more today than it did then.

Democracy, through freedom which I symbolize, is still the brightest hope of mankind.

There are three institutions which are fundamental to our democracy: the home, the school, and the church.

The home lays the foundation for democratic living, the schools continue this building in many ways, through the student councils, leadership programs, and even through sports, for there the student learns fair play and if he has any totalitarian instincts he can always work them off by booing the umpire.

The church is the corner stone in cement that holds these other two together, for it was the first democratic institution teaching the brotherhood of all men.

We have the right to choose, to vote for those whom we wish to guide us. Millions of people today would tell us how wonderful and precious this is, if they could speak without fear and with freedom.

You can. You can complain of any action, even of your government, which seems unfair and your complaint, if just, will be printed in newspapers all over the country so all men may see and act to remove it. But in many countries your speech would not get into the newspapers. Instead, you would be arrested and taken to court, tried and judged, a traitor to your country. You would be liquidated, so that never again would you be a problem to the government.

The trial would not be such as you have known in America either. It would be short, brutal, the sentence predestined. In America your liberty is guarded by a jury of 12 of your own neighbors, a competent judge, a lawyer who believes in you, and you must be proved guilty beyond a question of a doubt.

These are my fruits, and, as the Bible puts it, "by their fruits shall ye know them."

You say you have not realized in how many ways and how importantly I had entered your life. You may not see me in all these invisible ways but every day you see my greatest symbol. The flag of the United States of America. Symbols have no voices to be heard as you are hearing me now, but this, I think, would be what the symbol of freedom would say, because this is what democracy means to me.

Robert Shanks,
Lebanon High School,
Lebanon, Ind.

Hello. My name is Brown. Richard Brown. Remember me? No, I don't imagine you do. It's been almost five years since anyone has heard about me. And people have a knack of forgetting kind of fast nowadays.

How about the Battle of the Bulge—does that strike a familiar note? Of course you recall it. The papers gave it quite a write-up at the time. I'm glad you do remember it, because that's where I was killed. It wasn't very dramatic—my death, I mean.

There I was crouched in a fox hole, shaking from the cold so much that I know it was my teeth that gave my hiding place away when "boom" went a hand grenade and it was over that quick.

You want to know something, friend—you want to know why I was over there?

No; it wasn't because some big shot drew my number out of a fish bowl either. I'd have been there, regardless of that.

I was there because of a thing we have in America called democracy. That's a pretty important word when you take time to think about it. It means something strong, good, and just. To men like Hitler and Tito it meant something that had to be destroyed and wiped out if men of their breed were to exist.

Well, I was just one of a thousand young kids who'd rather dig ditches than be told they couldn't.

When I was living, it's true, I thought of democracy as—well, like our history teacher used to say, "A noble inheritance left to us by farsighted statesmen. A beacon light in a world of darkness." This thought hit me particularly on the Fourth of July. Yet, somehow to me, the true meaning of democracy was kind of more everyday.

It was hot dogs and baseball games, chicken every Sunday, hay rides and roasted marshmallows, giggling girls and dignified high-school seniors. It was the evening paper and, even more informing, neighborhood gossip. It was the gang and your girl. It was rugged mountains and broad, flat plains, big cities and small towns—churches, schools, and institutions. It was a chance to grab the world by the tail and give her a whirl. Sometimes you got to the top—other times you didn't. But you still had the chance to try.

I saw democracy in our movies, in big fat political rallies, and in colleges and even in lovers' lane. Well, in fact I saw it in just about everything we did or said. And take away even one of the things I've mentioned, and you've weakened democracy. Leave them, and you've given America something to be very proud of, a way of life to build towards a better future.

As an American I didn't want to fight—as an American I didn't want to die. I had too much to live for. But when I realized that there were men in the world who didn't want my kid brother to be a Boy Scout or my pop to be an Elk, then is when I was ready to fight—ready to fight for America—for democracy.

You might even say I fought because I was stingy—stingy for my rights to live and breathe a free man. Those of you who have seen a college football game or a harvest moon shining through the sycamores on a Midwest cornfield, or have watched the fabulous Mississippi winding its way through the heart of America, or have listened to the President make his Inaugural Address, or have attended a county fair—then I think you know why I fought—and why I'm speaking to you from—well—let's say a place far distant from that war-torn field in Germany. And, if you do know, then dedicate yourself to the job of making sure that never again will a Richard Brown have to fight and die to protect our democracy.

Well, I guess I really got wound up, didn't I? I almost needed a soapbox. Still, call everything I said drivel—call it sentimentality, if you will. I call it America. I call it democracy. Democracy—it comes from the Greek, I think—*demos*, meaning people, *cras*, meaning government—the people's government. Yes; that's what I'd call it. Democracy, the people's right to breathe, to worship, to speak, to think—to gather together, to make an honest living—and yes, to fight—a free man. That's it—that's why I'm speaking, that's why I fought.

New Publications of Office of Education

IF YOU'RE INTERESTED in improving the administration of elementary education in your city you'll want to read a new bulletin issued by the Office of Education, Federal Security Agency, entitled "Organization and Supervision of Elementary Education in 100 Cities."

The bulletin is the report of a study made by staff members of the Division of Elementary and Secondary Schools. It poses 29 questions frequently asked about school organization, and gives qualitative and quantitative answers to them based on the findings in the 100 cities studied.

The 29 questions and answers are grouped into broader topics dealing with over-all organization in elementary schools, organization for leadership, schedules, classification, pupil records and progress reports, school community relations, and the use of instructional materials. In addition to statistical summaries of present practices, the bulletin includes the opinions of the school leaders interviewed on their practices, their plans for the future, and their thoughts on recent trends in educational organization.

To make the material more meaningful the cities have been divided into 3 groups, Group I, cities over 100,000 (31 cities), Group II, cities between 30,000 and 100,000 (39), and Group III, cities between 10,000 and 30,000 (30).

In discussing the organization of various school systems, the report mentions that "the neighborhood type of school organization, or school units planned for kindergarten through the second, third, or fourth grades has become a reality in a number of school systems." It is believed that this type of organization will "meet better the individual and group needs of children from 5 to 8."

Studies of class organization showed a definite trend toward the single-teacher class. "Comments made by school leaders indicate that schools formerly using the platoon or modified platoon plan are moving toward the teacher-to-a-class type of organization."

Cumulative records are considered essential to the administrative, educational, and guidance services of all schools. The researchers found that "the philosophy underlying teaching methods in a particular school helps to determine both the content and the methods of rating children's progress."

Fifty-four of the 100 schools studied reported that they had extended their school terms so that they had a longer day, week, or year. These extensions are frequently made to provide time for leisure-time activities such as camping, farming, visiting libraries, museums, or art centers, and holding social events. Often these extracurricular programs help to bring about closer relations between school and community.

The interviewing and publication committee responsible for this publication included Effie G. Bathurst, Mary Dabney Davis, Hazel Gabbard, Helen K. Mackintosh, and Don S. Patterson, all from the Division of Elementary and Secondary Schools, Office of Education. Copies of Bulletin 1949 No. 11 may be secured from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 25 cents.

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THE PROBLEMS of teaching hospitalized children are discussed in another bulletin recently issued by the Office of Education, entitled "School in the Hospital."

This bulletin attempts to show ways in which school can be brought to the hospitals for the nearly 2 million children admitted each year.

Teaching in hospitals involves many problems over and beyond the usual headaches which beset teachers and school administrators. First of all there are physical limitations imposed on the children by their illnesses. Additional complications are caused by inadequate space for classrooms and storage closets, and by poor lighting facilities. Scheduling of time for hospital teachers is not easy—most teachers begin work early in the morning and have often finished their teaching day by 3 in the afternoon. Hospital schedules, on the other hand, provide time for educational and social activities in the afternoons.

The teacher in a hospital usually finds himself faced with the job of teaching children from widely different backgrounds—their ages are varied, their school attendance has been irregular, and they frequently have personality problems more severe than most pupils.

Hospital teaching can be unusually rewarding as well as unusually difficult. The teacher can do much to bring security to the child and keep him from worrying about falling behind in school. "She can introduce to the school child one thoroughly familiar feature of his previous life, perhaps the most familiar the hospital has to offer—the school. And she can give him something to think about besides his illness."

To be successful, a program of hospital teaching must be a cooperative enterprise, say authors Romaine Mackie and Margaret Fitzgerald. They urge that "a committee be formed to consider the case of each child, and to work with the patient and his parents."

Curricular problems vary with the age groups. Children under 6 need a program which includes home and neighborhood experience as well as regular nursery school and kindergarten activities. It's particularly valuable for these youngsters to help prepare meals, visit kitchens, and, if possible, to see raw food growing.

High-school children need special consideration. They frequently worry when they compare themselves with their friends and find themselves falling behind socially or in terms of job preparation.

"School in the Hospital" was written by Romaine P. Mackie, specialist for schools for the physically handicapped in the Office of Education, Federal Security Agency, and Margaret Fitzgerald, principal teacher in charge of education of patients at the Grasslands Hospital, Valhalla, N. Y. Copies of it—Office of Education Bulletin, 1949, No. 3—are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 20 cents.

—Elinor B. Waters.

PUBLIC LIBRARIES

(*Continued from page 84*)

Members of these two groups also work with the public library in compiling lists for both public and parochial schools. Baltimore also has a joint committee of school and public librarians which prepares stimulating reading lists.

Several libraries report ambitious activities of a town-hall type discussion group. Detroit has its High School International Clubs whose weekly meetings are taped for broadcast over a local radio station. Four separate teen-age clubs are each responsible once every 4 weeks for a half-hour radio broadcast with a moderator and a panel of four participants. After brief speeches the panel members question each other. For the last 10 minutes the audience questions the panel members.

An outgrowth of this program has been an invitation from the Foreign Policy Association to the High School International Clubs to take part in broadcasts which will be taped and made available to radio stations all over the country. Other panels in the series are made up of faculty members of such institutions as the University of Detroit and University of Michigan.

Youngtown has its "Know Your Town" series sponsored by school and public librarians with the aid of city officials, businessmen, people in industry, and other civic-minded citizens.

Baltimore's Enoch Pratt Free Library participates in a practical project for "Civic Experience" groups—classes of high school students who visit different public institutions and work for them over a brief period.

Newark Public Library's 'Teen Corner has an advisory council of student representatives from the public, private, and parochial secondary schools in the city which meets regularly to help plan, advertise, and conduct programs of concern to youth. Of particular interest and value to the young people have been the following types of programs:

1. Films based on books, followed by discussion.
2. Program on popularity and social adjustment: Teen-age adviser of a large department store discussed personality development and led discussion following the showing of the films *You and Your Friends* and *Are You Popular?*
3. A skit on problems of choosing a career, presented by the Advisory Council. Following the skit, a panel of experts—the placement counselor of the Board of Education, the business manager of the New Jersey Employment Service, a librarian—discussed ways of meeting the problem and opportunities available in New Jersey and answered questions presented by the young people.
4. A play on parent-teen relationships presented by teen-agers for a parent-teen audience. Questions following the play were answered by a panel of teen-age experts.
5. Talks by noted teen-age authors: Maureen Daly, John Tunis, John Floherty.
6. Exhibits of young people's interests and hobbies, set up by the young people.

Cleveland Public Library is carrying on its fifth series of successful programs for youth entitled "Roads to World Understanding" sponsored by the Cleveland Public Library youth department, Cleveland Press World Friends' Club, Junior Council on World Affairs, and Cleveland Museum of Art. Subjects of the series include: Report on Youth, World Citizens of Tomorrow; Hindustan and Pakistan, New Patterns in Asia; Scandinavia, Dilemma of Small States; Africa, Continent of the Future; Israel, a State is Born; Central America, Hemisphere Colleagues; and China, a Reexamination.

Film Forums for Teen-Agers

New York Public Library is experimenting with film forums for the teen-age according to the superintendent of work with young people. Besides stimulating an interest in reading, the purpose of these film forums is to develop in young people judgment, consideration of other people's opinions, ability to speak readily and logically in a discussion. The film forums are being held in seven branch libraries where young people's librarians felt they had a working nucleus to form a film forum. The groups seem to prefer the story or literary film at present. Examples of a few presented are: *Junior Prom, Tale of Two Cities, Jane Eyre, Mutiny on the Bounty, Romeo and Juliet, Pride and Prejudice, House of Seven Gables,* and *Great Expectations.*

The superintendent of work with young people in New York City attended seven film forums. The following points were noted:

1. A closer personal relationship with young people was established by the librarian conducting forums.
2. Greater use of the library resulted, especially of the St. Agnes young people's reading room.
3. A growing desire and ability to express themselves in a group situation was shown by young people.
4. Improvement in leadership, but need for more skill in actual discussion leadership was shown by young people's librarians.
5. The need for persuading more young people to read the book before and after film showing. The best results were reported for "Pride and Prejudice" at St. Agnes, and for "Romeo and Juliet" at Nathan Straus.
6. The discussion usually developed from theme of film, relating it to current problems, i. e., Communism versus democracy in China, from "Good Earth"; the discipline of "dictatorship" from "Mutiny on the Bounty"; the evil of "prejudice" carried from one generation to the next from "Romeo and Juliet"; and the advantages of modern customs over Victorian England from "Pride and Prejudice."
7. There was a complete lack of real criticism of quality of the film itself and passive acceptance of whatever interpretation the film gave. (There *was* criticism of "cutting" of full length pictures, but *only* because they lost the thread of the story.)
8. A transition must be made to "informational" films after the groups have become organized. This is not only desirable, but necessary since 16mm "literary films" are very limited in number.

Though this article may seem to indicate that new projects abound, the services to youth have remained basically unchanged in established programs. Youth are introduced to books of worth through talks and discussions in the school and library. The resources of the library are made available through informal conversation, planned guidance, lessons, and personally conducted tours. Lists of material important to youth are printed and distributed. The programs are conducted by trained personnel who understand youth and their problems in appropriate quarters often contributed to by youth themselves.

Aids to Education—By Sight and Sound

by Gertrude Broderick, Radio Education Specialist
and Seerley Reid, Assistant Chief, Visual Aids to Education

Radio Recordings. Newest additions to the Script and Transcription Exchange, Office of Education, are three recordings of programs prepared for broadcast by United Nations Radio, and one prepared by the Department of State in cooperation with the Advisory Commission on Educational Exchange. Use of the UN programs is restricted to noncommercial educational facilities but the one prepared by the State Department—of suitable broadcast quality—is unrestricted. All may be borrowed from the Exchange for the customary 2-weeks period. They are recorded on 16-inch single-faced discs at a speed of 33⅓ rpm.

Trading Ideas With the World. A 30-minute discussion program based on the report of the U. S. Advisory Commission on Educational Exchange. It is designed to acquaint listeners with the work of the Commission as it relates not only to the two-way exchange of people, but of books and other printed materials which presently are being distributed through one-way United States installations in other countries. The program lends itself to sponsorship by local community groups where it might be used as a springboard for further discussion. Teachers and students will find in it the stimulus for further examination and study with a view to possible participation and support. Members of the round-table panel are Dr. Harvie Branscomb, Chairman, U. S. Advisory Commission on Educational Exchange and Chancellor of Vanderbilt University; William C. Johnstone, Jr., Director, Office of Educational Exchange, Department of State; Kendrick Marshall, Director, Division of International Educational Relations, U. S. Office of Education; and Joseph C. Harsch, well-known radio commentator and writer.

Could Be. A 60-minute recording of a special broadcast by Norman Corwin, commemorating the tenth anniversary of the beginning of World War II, but at the same time celebrating another occasion—the undated, unscheduled, but entirely possible creation of an era of world progress that "could be" if the nations of the world got together and attacked common problems with the same vigor and resourcefulness with which from time to time they have attacked each other.

Hard Core. A 30-minute program giving an authoritative story of the work of the International Refugee Organization (IRO) particularly as it has to do with a group of people in DP camps who for reasons beyond their control are unaccepting immigrants from DP camps, and who form what is referred to as the "hard core" in the IRO program. Story is based on a European trip by Allen Sloan, who recorded the voices and wrote the program. Van Heflin, well-known screen actor, is the featured star.

Junction in Europe. A 30-minute recording of a special program prepared to show the work of the Economic Commission for Europe (ECE). In a travelog across Europe, Gilbert Parker as writer and narrator describes the work of the UN organization, ECE, which is responsible for bringing various European governments together to relieve bottlenecks and shortages, and to improve distribution where materials are available. Standardization of customs and other frontier routines by a considerable number of European countries are described in the program as one example of the ways in which economic recovery is being expedited.

Catalog of Appraisals. The Association for Education by Radio (AER) has issued, in mimeographed form, a *Catalog of Appraisals of Recordings for School Use*, compiled by Gertrude G. Broderick as chairman of the AER Recordings Evaluation Committee. Patterned after the Catalog issued previously by the Evaluation of School Broadcasts Project at Ohio State University, the appraisals have been made by classroom teachers and their students. Purpose is to supply teachers with detailed information as to the availability of recordings and to suggest possibilities for utilizing them. AER members may obtain copies for 50 cents each,—nonmembers, $1—by writing to AER headquarters, 228 North LaSalle Street, Chicago.

Junior Town Meeting Booklets—Discussion and Current Affairs, and **Teaching Controversial Issues.** Titles of two booklets recently released by the Junior Town Meeting League, and containing helpful suggestions to high school teachers interested in developing student discussion programs by radio. The first named is a workshop report on a practical program for teaching current affairs in secondary schools, with radio as one of the media. Schools striving toward a better citizenship program through discussion of current affairs will find many practical suggestions in this booklet.

The second named booklet deals with problems of school policy and appropriate techniques for effective classroom handling of issues of a controversial nature. Free copies are available through the Script and Transcription Exchange.

Radio Programs for Student Listening (1950 Winter Quarter). A mimeographed list of more than 50 radio programs currently being broadcast by the four major radio networks, and selected by a special FREC Committee on the basis of their classroom adaptability. Purpose is to provide the classroom teacher with sufficient descriptive annotations about existing programs to enable her to select for both in-school and out-of-school listening. Single copies available on request to the Script and Transcription Exchange.

Bureau of Mines Releases Film on Lubrication Oil. The Bureau of Mines, Department of the Interior, just announced the release of a new color cartoon film, "The Story of Lubricating Oil," sponsored by the Standard Oil Company of Indiana and visualizing the production and use of lubricating oils. Prints may be borrowed from the Bureau of Mines, Graphic Services Section, 4800 Forbes Street, Pittsburgh 13, Pa., or from 37 depository libraries of Bureau of Mines films located throughout the country.

New Books and Pamphlets

Bridges Between the School and the Community: In Junior High Schools and Grades Seven and Eight of Elementary Schools. Brooklyn, Board of Education of the City of New York, 1949. 79 p. Illus.

Building for Peace: The Story of the First Four Years of the United Nations, 1945–49. Published by the United Nations Department of Public Information, 1949. 36 p. Illus. (United Nations Publications 1949 .1 .24) 25 cents. (Order from: International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y.

Democracy Demands It: A Resource Unit for Intercultural Education in the High School. By William Van Til, John J. DeBoer, R. Will Burnett, and Kathleen Coyle Ogden. New York, Harper & Brothers, 1950. 117 p. (Volume 6 of the Bureau for Intercultural Education Series.) $1.50.

Financing Education in Efficient School Districts: A Study of School Finance in Illinois. By Francis G. Cornell. William P. McLure, Van Miller, Raymond E. Wochner. Urbana, Ill., Bureau of Research and Service. College of Education, University of Illinois, 1949. 165 p.

How Schools and Communities Work Together: The Proceedings of the Illinois Summer Education Conference, Urbana, 1949. Compiled and Edited by J. Lloyd Trump. Urbana, Ill., University of Illinois Press, 1949. 183 p. $1.

Kentucky on the March. By Harry W. Schacter. New York, Harper & Brothers. 1949. 201 p. $3.

The Museum: Its History and Its Tasks in Education. By Alma S. Wittlin. London, Routledge & Kegan Paul Limited, 1949. 297 p. Illus. (International Library of Sociology and Social Reconstruction.) 25s.

A New Annotated Reading Guide for Children With Partial Vision. Compiled by Lorraine Galisdorfer. Buffalo, N. Y., Foster & Stewart Publishing Corp., 1950. 94 p. $1. (Order from the compiler, Charles Lindbergh School, Kenmore 17, N. Y.)

Principles and Methods of Guidance for Teachers. By Clarence C. Dunsmoor and Leonard M. Miller. Scranton, Pa., International Textbook Co., 1949. 399 p. Illus., $3.75.

Rural America and the Extension Service: A History and Critique of the Cooperative Agricultural and Home Economics Extension Service. By Edmund deS. Brunner and E. Hsin Pao Yang. New York, Bureau of Publications, Teachers College, Columbia University, 1949. 210 p. Illus., $3; paper, $2.80.

Scholarships, Fellowships and Loans. By S. Norman Feingold. Boston, Mass., Bellman Publishing Co., Inc., 1949. 254 p. $6.

—Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

Selected Theses in Education

THESE THESES are on file in the Education collection of the Federal Security Agency Library where they are available for interlibrary loan upon request.

The Administration of School Supply Purchase in Kentucky. By Thomas C. Little. Doctor's, 1948. George Peabody College for Teachers. 119 p.

Develops and validates a simple, adequate, and economical purchasing procedure for small school districts.

Aero Science for Junior High Schools. By Edwin C. Sutton, *jr.* Master's, 1949. University of Cincinnati. 123 p. ms.

Presents a manual for an aeronautics-centered science course covering the general field of the physical sciences on the junior high school level.

Audio-visual Aids for the Modern High School. By Melvin E. Kazeck. Master's, 1947. University of North Dakota. 140 p. ms.

Suggests educational films for use with the social studies, mathematics, science, English, language, and practical and fine arts classes. Lists film libraries in the Middle West.

Development and Evaluation of an Experimental Reading Program (Readiness) for Visually Handicapped Children. By Lottie M. T. Hamilton. Master's 1949. Indiana State Teachers College. 71 p. ms.

Compares the reading ability of two groups of visually handicapped children in which one group was taught by the orthodox approach, and the other by the experimental approach involving free play, muscular activity, and auditory stimuli.

Developments in Federal Support of Education in the United States Since 1930. By Charles E. Stamper. Master's, 1948. University of Cincinnati. 91 p. ms.

Traces briefly the history of Federal grants for public education since the ordinance of 1785, and surveys the literature on Federal aid from 1930–1946.

Functions, Purposes, and Recent Developments of Adult Education. By Walter J. Wolpert. Master's, 1949. Indiana State Teachers College. 113 p. ms.

Reviews the history of the adult education movement to 1940. Discusses the probable future of adult education movements.

School Transportation Legislation in the United States. By Lawrence B. Hixon. Doctor's, 1948. Syracuse University. 239 p. ms.

Discusses the historical stages of school transportation legislation and state laws governing the transportation of school children.

—Compiled by Ruth G. Strawbridge, Federal Security Agency Library Bibliographer.

EDUCATIONAL AIDS from Your Government

Free publications listed on this page should be ordered directly from the agency issuing them. Publications to be purchased should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Department of Agriculture

Use the Land and Save the Soil. Soil Conservation Service. PA—71. 1949. Free.

Department of Labor

Employment Outlook for Elementary and Secondary School Teachers. Bureau of Labor Statistics in cooperation with Veterans Administration. Occupational Outlook Series, Bulletin No. 972. 1949. 35 cents.

Department of State

The Kansas Story of UNESCO. U. S. National Commission for UNESCO. Department of State Publication 3378. International Organization and Conference Series IV, UNESCO 7. 1949. 20 cents.

Federal Security Agency

Essentials of Adoption Law and Procedure. Children's Bureau, Social Security Administration. Children's Bureau Publication No. 331. 1949. 15 cents.

For the Children's Bookshelf: a Booklist for Parents. Children's Bureau, Social Security Administration, rev. 1949. 15 cents.

Guardianship: a Way of Fulfilling Public Responsibility for Children. Children's Bureau, Social Security Administration. Children's Bureau Publication No. 330. 1949. 45 cents.

Moving Ahead for Children and Youth: Program of the National Commission on Children and Youth. Children's Bureau, Social Security Administration. Children's Bureau Publication No. 329, 1949. 15 cents.

Understanding Juvenile Delinquency. Children's Bureau, Social Security Administration. Children's Bureau Publication 300, revised 1949. 15 cents.

Superintendent of Documents

List of Posters and Charts sold by Superintendent of Documents. December 1949. Free.

Political Science. Price List 54, 31st Edition. November 1949. Free.

United States Office of Education and Other Publications Relating to Education. Price List 31, 38th Edition, November 1949. Free.

U. S. Treasury

School Savings in the Social Studies. Education Section, Savings Bonds Division. 1949. Free.

Office of Education

Printed Publications

How the Office of Education Helps You. Reprinted, with permission, from NEA Journal, by Federal Security Agency, Office of Education. Free.

School in the Hospital. Bulletin 1949, No. 3. 20 cents.

State Certification Requirements for Secondary School Teachers of Health Education and Physical Education and for Athletic Coaches. Bulletin 1949, No. 16. 15 cents.

Statistics of Higher Education, 1945–46. Biennial Survey of Education in the United States 1944–46, Chapter IV. 25 cents.

What Teachers Say About Class Size. Circular No. 311. 20 cents.

World Understanding Begins With Children. Bulletin 1949, No. 17. 15 cents.

Processed Materials

(Free—Limited Supply)

Helpful Materials for Improving Reading in the Secondary School. Division of Elementary and Secondary Schools.

Some Recent Publications in Elementary School Health. Selected References, Revised November 1949. Division of Elementary and Secondary Schools.

Suggested References in School Health for Teachers and Administrators. June 1949, rerun January 1950. Division of Elementary and Secondary Schools.

Supplement to GPO Price List No. 31. Revised December 1949. Information and Publications Service, Division of Central Services.

Workers' Education. Adult Education Ideas No. 7, January 1950. Division of Elementary and Secondary Schools.

American Education Week–1950

BEFORE going to press we learned that the 1950 observance of American Education Week is scheduled for November 5–11.

"Government of, by, and for the people" will be the general theme of the special week.

Sponsoring organizations, the National Education Association, The American Legion, National Congress of Parents and Teachers, and the U. S. Office of Education, also announced the daily topics for 1950 American Education Week, as follows:

Sunday, November 5, Moral and Spiritual Values.

Monday, November 6, Responsibilities of the Citizen.

Tuesday, November 7, Meaning of the Ballot.

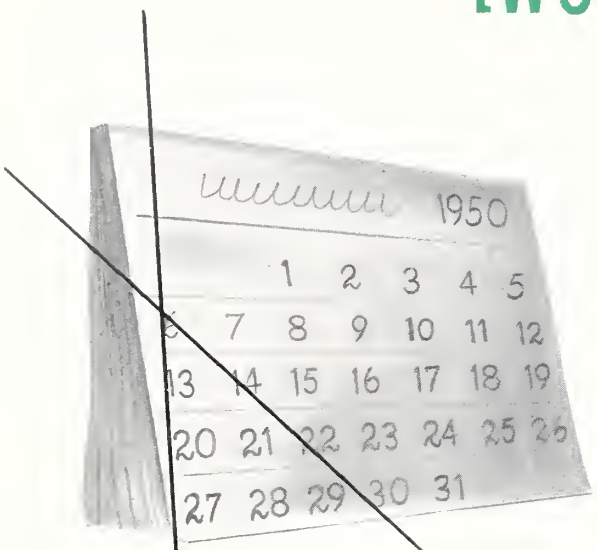
Wednesday, November 8, Urgent School Needs.

Thursday, November 9, Opportunity for All.

Friday, November 10, Home-School-Community Teamwork.

Saturday, November 11, Freedom's Heritage.

two dates



just announced are important to educators who constantly are looking for ways to forge stronger links between their schools and their school communities.

for your calendar

one of the dates is nearly here—March 25, 1950. The second is November 5, 1950, the beginning of a week especially significant to education.

Education Writers Association Annual Awards

will be made in May, 1950, for the best educational writing and interpretation of education during 1949. Entries must be submitted by March 25, 1950.

American Education Week

will be observed in 1950 from November 5 through November 11. The general theme will be "Government of, by, and for the people."

For more details regarding both the Education Writers Association Annual Awards and 1950 American Education Week see statements elsewhere in this issue.

FEDERAL SECURITY AGENCY
Office of Education

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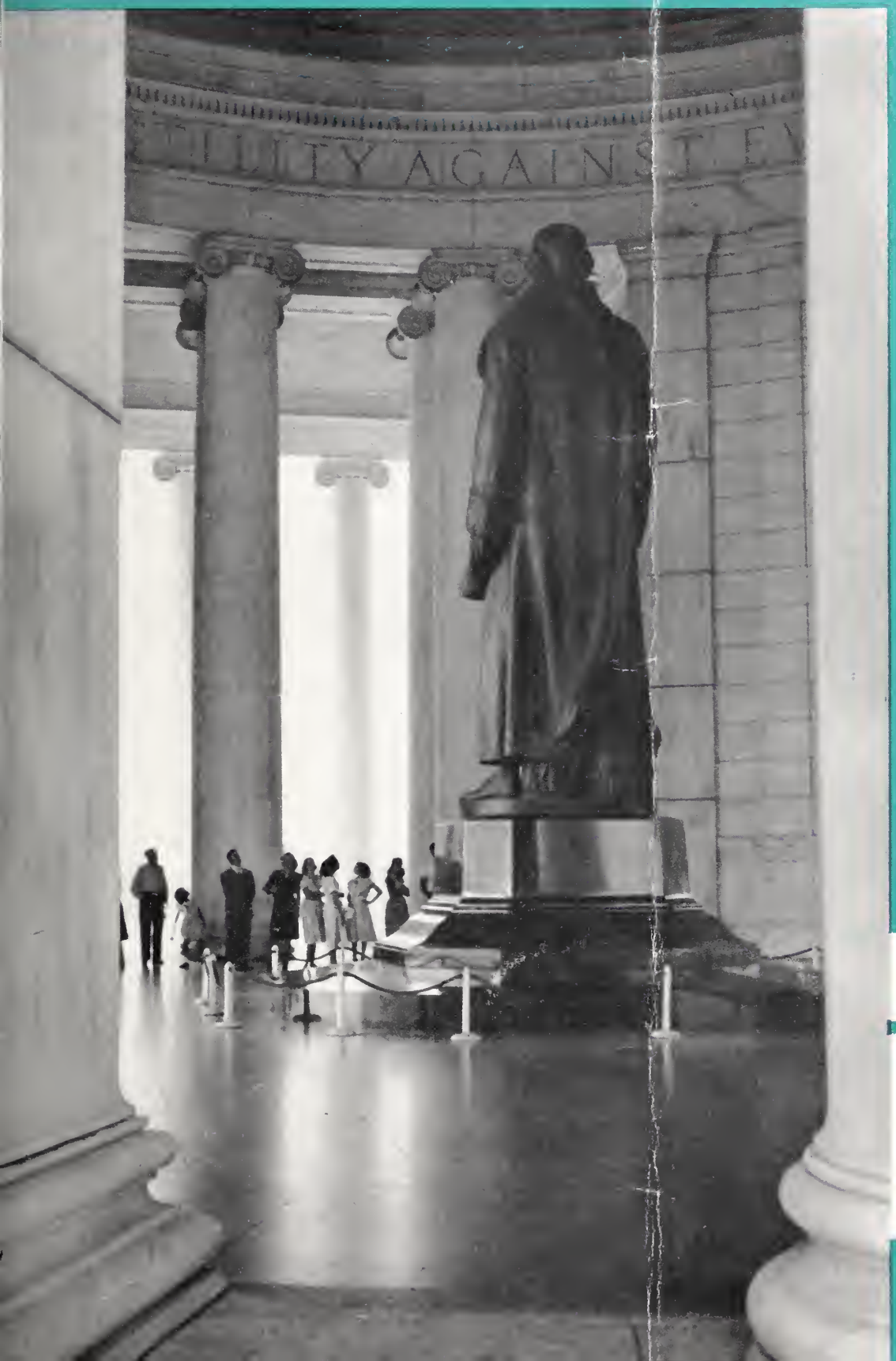
School Life



←"At the Jefferson Memorial," National High School Photographic Awards Winner, 1949

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Cover photograph of the Jefferson Memorial in Washington, D. C., appropriately marks the birthday anniversary this month of Thomas Jefferson, author of the Declaration of Independence, and third President of the United States. David Harrod, of New London, Ohio, took the photograph, a prize winner in the 1949 National High School Photographic Awards.

SCHOOL LIFE is indexed in Reader's Guide to Periodical Literature, and in Education Index

(Single copy price of SCHOOL LIFE—15 cents)

School Life Spotlight

". . . With such paintings the unique value of the artist to society becomes clear. . . ."_____ p. 98

* * *

". . . Every child must have the satisfaction of recognition . . ."_____ p. 100

* * *

". . . it is now possible to introduce the subject of cancer into school programs, not as a health education subject, but rather as a fascinating aspect of scientific research . . ."_____ p. 104

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"It's never too early to start teaching children international understanding . . ." p. 107

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"The trained school librarian lightens the load of the teachers and the principals . . ." p. 109

* * *

"Inadequate equipment was one of the factors frequently found associated with dissatisfaction . . ."_____ p. 111

Published each month of the school year, October through June.

To order SCHOOL LIFE send your check, money order, or a dollar bill (no stamps) with your subscription request to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. SCHOOL LIFE service comes to you at a school-year subscription price of $1.00. Yearly fee to countries in which the frank of the U. S. Government is not recognized is $1.50. A discount of 25 percent is allowed on orders for 100 copies or more sent to one address within the United States. Printing of SCHOOL LIFE has been approved by the Director of the Bureau of the Budget.

OSCAR R. EWING..... Federal Security Administrator
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RALPH C. M. FLYNT..... Executive Assistant to the Commissioner
GEORGE KERRY SMITH... Chief, Information and Publications Service
JOHN H. LLOYD..... Assistant Chief, Information and Publications Service

Address all SCHOOL LIFE inquiries to the Chief, Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

Archduke Leopold Wilhelm Inspecting the Pictures in His Gallery in Brussels. Artist: David Teniers, the Younger (1610–1690).

Dominican Saint Rescuing Pilgrims at the Collapse of a Bridge. Artist: Francesco Guardi (1712–1793).

The World Upside Down. Artist: Jan Steen (1626–1679).

Educational Activities at the National Gallery of Art

by Raymond S. Stites

Curator in Charge of Education, National Gallery of Art

THE ART EXHIBITION from the Vienna museums closed at the National Gallery on January 22. Its stay of 2 months presented unusual problems to members of the museum's educational staff. The attendance was 875,173; a large number of our visitors welcomed educational guidance. Thus the 6 lecturing members of the staff were called upon to conduct 46 general tours of the exhibition and 47 special topic tours. There were also 112 talks before individual works of art and 9 Sunday lectures. Besides these we were asked to conduct 52 special tours for clubs, school, and college groups. Finally there were visits from foreign educators brought by the American Council of Education and visitors sent by the Department of State and by members of Congress. We joined with the members of the curatorial staff in helping conduct these latter through the collections.

At the outset, we were asked if it would not be possible to arrange special tours for the school children of Washington. Obviously, with such enormous crowds and so many scheduled appointments for adults, this department was unable to conduct tours for all the city schools. A partial solution of the problem was arrived at between the members of the National Gallery staff and the superintendent of schools, Hobart M. Corning.

During the holiday week between Christmas and New Year's Day three briefing lectures were given in the Gallery auditorium especially for Washington school teachers. In these lectures 50 color slides were used. With them we explained in great detail 30 of the exhibition's leading works. After each lecture the teachers were conducted on tours. Each teacher had a specially designed syllabus sheet mimeographed by the Department of Public Schools. This listed the 30 objets d'art with an indication of their placement in the exhibition. Most of the teachers bought the exhibition catalogue with an excellent historical introduction prepared by the Austrian curators, Dr. Ernst H. Buschbeck and Dr. Erich V. Strohmer. Later many of the teachers brought their classes to the Gallery and conducted their own tours.

Mr. Arne W. Randall of the U. S. Office of Education has asked for a brief indication of the approach to the 30 significant objects, i. e., the introductory pages of the hour's lecture, for the information of SCHOOL LIFE readers.

In speaking with children about pictures, the approach naturally differs with different ages. The third and fourth grades will be more interested in the lively details: cats, dogs, monkeys, and people, than in the composition, color scheme, or historical associations of the picture. Thus in guiding the young art students through such an exhibition as ours, it seems wise to lead them first to paintings with many bright details. A teacher may easily stimulate them to discover objects within the paintings, to discuss these objects, and eventually discover why the artist needed them to create a unified whole. The children will do most of the talking, and the skillful teacher may lead the conversation toward the artist's meaning and his means of expression. Such an interest in details is the beginning of a scientific observational approach to art, knowledge acquired, as

the great teacher Aristotle wrote, "On the way up."

Naturally this approach does not suffice for mature minds. However, even adults enjoy something closely related to it—an examination of the picture's historical values. For several weeks our docents have found that many visitors are particularly interested in a canvas by the Dutch artist Teniers. This consists in greater part of tiny copies of many of the paintings bought by the Archduke Leopold Wilhelm during his governorship of the Spanish Netherlands between 1646–56. Eight of the canvases shown in this painting are in the present exhibition. Many people enjoy rediscovering them on the walls. The historical faculty of mankind is kin to this instinct for recognition. Children from the fourth grade on are easily able to recognize in the costumes of this painting its date; the time was that of our Pilgrims and the founding of Manhattan by the Dutch. Such observations lead naturally to a discussion of the dates of the objects in the exhibition and the historical events they signified. The armor for the Emperor Maximilian comes from close to 1492 and the picture of the Dominican saint by Francesco Guardi or the portrait of the composer Gluck by Josephe-Sifrede Duplessis were done around 1776. Here then, are the three dates on American history most likely to have meaning to many school children.

The entire exhibition could be studied as an intimate documentation of the collector's taste of the Hapsburg family from 1150 to 1850. Graduate students in art from the colleges might like this approach. To help a group of educators associated with the State Department visualize this time span, the Educational Department has drawn up a genealogical chart of the collection showing the different parts of Europe from which the Imperial house drew its artists. This has been mimeographed by the Washington school department and distributed for use in high schools.

An historical discussion might lead quite naturally in the higher grade levels to what can be called the "social science" approach to art. A picture by the Dutch artist Jan Steen, illustrated here, has been considered by some of our local critics a little dangerous for children. Actually, this painting was intended to teach a moral lesson entertainingly—the only way such a lesson is ever liable to be very effective. The story shown is probably that of the prodigal son.

The Lute Player.
Artist: Bernardo Strozzi (1581–1644).

A small wooden tablet in the lower right of the picture contains a motto which explains its meaning. "When you lead the high life—be prudent." In a more direct and sober fashion the canvas by Francesco Guardi showing a Dominican saint rescuing drowning pilgrims after the collapse of a bridge was meant to teach a religious lesson.

Each of the foregoing pictures could be studied as a means for helping the student identify himself and his ideas with some time in history or some philosophy of life. Through them the teacher could use art as a pedagogic medium for the carriage of ideas which might lead the student outside himself into the broad stream of human culture.

But art's essential purpose seems more than this. This purpose is a type of spiritual refreshment without definite religious or social goals. We observe that people usually visit art exhibitions for other than purely pedagogic reasons. The "Lute Player," by a Genoese Capuchin monk named Bernardo Strozzi cannot easily be used for any of the three above purposes. However, it greatly enriches our perception of human life. This thoughtful musician tuning his lute is rendered in terms of pleasing color and in an intricate pattern of light and shade. He epitomizes art's unique purpose among mankind's activities. From its costume it is hard to date this picture historically, although we feel that it has something to do with the joys of the Renaissance while still retaining something of the medieval spirit of the troubadors. Here is a joy in artistic performance and in the development of music which will charm other beings.

Studying this painting, it is easy to concentrate on the formal or purely aesthetic values. The central axis of the lute cuts the canvas diagonally in one direction, the body of the player in the other, so that the two are designed upon a cross. The head, in the light at the left, and the book with the music in bright light against the deep darks on the lower right, form interesting contrasts. At either extreme of the lute, the superbly drawn hands have delicate and skilled fingers. These suggest that the player as well as the painter was a virtuoso. Both draw out of their instruments, lute and brush, effects which delight both ear and eye.

As one describes these subtle and pleasing effects one realizes that it is difficult to explain this aesthetic meaning through words alone. Yet students in all age levels are prepared to enjoy it. Indeed as one watches the creative drawing and painting of the children in the lowest grade levels, one finds this ability to compose and play with lines and shapes and color almost completely free of subject matter and history. Only the people we call artists in our culture have been able to preserve and use this childlike, joyful ability to manipulate materials into designs. The rest of us adults have been fitted into all the more material and functional purposes of society. With such paintings the unique value of the artist to society becomes clear. His raison d'etre in the Divine scheme of things is to create these very moments of social joy through which all of us can relax and recover some measure of that lost childhood ability to capture life in simple, direct, and playful terms without too much pondering on the heavy problems of the universe.

The National Gallery of Art has prepared a strip of film in black and white showing 300 paintings representative of the Gallery's collection. This film is of particular value to both schools and community because it can be cut and made into 300 2- by 2-inch slides for projection. The cost of the strip is $6. Although this filmstrip is not available for preview purposes, the quality of each strip is guaranteed. Requests should be addressed to the Curator in Charge of Education.

Color reproductions are also available for purchase. Post cards are 5 cents each, and the 11- by 14-inch size is 25 cents; if purchased in quantities, special rates will be given. For further information write to the Publications Fund of the National Gallery of Art, Washington 25, D. C.

Dr. Raymond Stites, Curator in Charge of Education at the National Gallery of Art, an American, but a graduate of the University of Vienna, shows Bellotto's "Schlosshof Palace" to group of Viennese and American educators. Left to right they are Miss Kitty Bruce, teacher, Washington's Francis Junior High School; Miss Friedericke Rametsteiner, art teacher from Vienna; Miss Margaret Fritsch of Salzburg Teachers College, Austria; Miss Mary Louise Busch, Randall Highlands Elementary School, Washington, D. C.; Mrs. Chris De Young, Washington, D. C.; William Gross, principal of a Vienna high school; Chris De Young, National Education Association; Mrs. Helen Brower, a former Vienna school teacher now a teacher in Eastern High School, Washington, D. C. Photograph, *Washington Post*.

Educational Trends in the Arts

by Arne W. Randall, Specialist in Fine Arts, Division of Elementary and Secondary Schools

WHY IS THE ATTENDANCE at art museums increasing? Why do we desire to know more about art? Why do the leading newspapers and magazines provide information on art as one of their regular services and why do towns hold art exhibits in library corridors, gymnasiums, or other public buildings?

As America attains its maturity, our art wealth will increase, but we are confident this art will not remain in the vaults as did the objets d'art of the past. Our leading museums and institutions are exerting every effort to bring before the public the art of the past, and to show the contemporary art through the expanding services of traveling exhibits, exchange showings, evening and Saturday classes, various forms of visual aids, and articles in newspapers and magazines.[1] Radio and television have been employed very successfully to increase our understanding. A high point will be attained when color television will regularly duplicate the type of experimental program which was so successfully broadcast recently from the National Gallery of Art in Washington, D. C. It incorporated all of the arts, dance, music, fine and applied arts, to perfection.

It is evident that Americans are becoming increasingly cognizant of art as a necessity rather than a frill. The integral part that art plays in modern business has become a fact. There is virtually no merchandisable article, big or little, that does not begin with an artist's sketch and whose sale is not dependent upon some art.

New vocations in art are appearing while established professions are increasing the number of artists employed. More than ever, business feels the need for creative work of a type that can be produced only through the arts. Improved and new methods of reproduction are providing avenues of volume propaganda that a few years ago were considered impossible.

Art in America has suffered the extremes of public acceptance and rejection. We have passed ignobly through painful stages of the different art eras to our present desire to know and understand art. We have progressed to a point where, as educators, we consider it one of the essentials in our curriculum.

[1] For example, in the June 1950, issue of *National Geographic*, will appear a complete section in full color on the Austrian Show.

Each of the areas of art has struggled independently, but with understanding comes a deeper hunger for knowledge about the other areas of expression as well. We realize the relationship that is common to all. Music organizations are including art as an integral part of their national meetings while art classes utilize music as a valuable medium to draw out the fullest release of emotional expression. It is generally accepted that a dramatic performance is not complete without the harmonious utilization of art and music.

Educators have come to realize that mental blocks can be established in children by adults who impose professional standards on them and that these barriers will continue to retard emotional expression throughout adulthood. Therefore, it is emphasized that no art problem seems to be beyond a child's efforts if he is given unhampered opportunities and guidance. An educator's role becomes that of sympathetic understanding in this process. The teacher should then guide a child in the understanding and adaptation of the materials in relation to the object of craft or art that the child desires to produce.

The elementary school art curriculum which is inclusive of graphic and industrial arts is no longer considered as a special subject, a thing apart from the school program, but is an integrated and dynamic part of it. Increasingly its contribution is being recognized as adding color enrichment and providing opportunities for the child to find the satisfaction of accomplishment and the compensation of creative expression.

Children need time, guidance, and the feeling of accomplishment to build up a sense of security in order to express what they really feel. Particularly in the early years of child growth, art is play and it should continue to be so.

The community-centered teaching in the modern school of today, as compared with the unrelated subject-centered school of the past, is now producing the self-reliant student who is better able to live happily with his classmates. This goal must be reflected in the teaching. Every teacher should assure the children they are all different and that these individual differences in their work are desirable assets rather than liabilities.

The teacher will be better able to avert undesirable attitudes toward the arts in the children, if he does not show a reluctance toward active participation in the same activity that the children are doing, be it the drawing of a pig or the dancing of a jig.

The world can be so new and exciting to the elementary school child, he will find a wealth of subject matter in his daily experiences. A child can be interested in the achievements of adult art which he can share and understand, but he finds it difficult to bridge the barrier of adult accomplishment until he is mentally and physically ready. A child may actually rebel against the arts, but again it is because he lacks experience and maturity. Both of these will eventually come to the child if he is provided with an abundance and variety of materials in the classroom to be used as he wishes to supplement the regular art period.

Opportunity for many kinds of creative expression such as music, rhythm, language, dramatics, and graphic arts, in which a child may explore, will assist him to find a forte of expression that will help him toward maturity. Man's egocentric desires should be considered with intelligence and foresight, as another area of growth, so frequently overlooked in the educational program. Every child must have the satisfaction of recognition.

In our efforts to serve and understand a greater number of children we have learned the importance of the arts in the various difficult educational problems and rehabilitation of exceptional children. The services should not be preferential, but adequate provision should be made available for all types of youngsters. Occupational and recreational therapeutists utilize the recognized worth of art education and the other expressive arts.

When the potential art abilities of children are released naturally, free of the adult standards that are stultifying to children, true creative work will develop. Through participation in works of drama, original painting, poetry, and writing, creative thinking will develop spontaneously. Music and rhythm also become a part of living just as much as walking through the woods or reading a good book. We have learned to accept a realistic attitude toward the arts. They will have served well if children become interested in one or all of the art fields and if they enjoy participating in them whether they attain perfection or not.

Perhaps never again, in the civilization of the world will we have the subsidized art that produced the work of the "Old Masters." The princely patrons of the Renaissance are no more. For those few highly developed individuals who desire fame in the arts, their rewards will be purely individual and American.

The United Nations Educational, Scientific, and Cultural Organization has employed every means of communication in endeavoring to overcome world prejudices. They have looked to the arts as one of the most important means of surmounting world misunderstanding and in building and teaching the foundations of democracy.

After School Use of Buildings

PRACTICES of selected school systems with regard to use of school buildings after regular school hours have been studied by a committee of The Association of School Business Officials. The report of the committee is now available as Bulletin 13, "Research Committee Report on After School Use of Buildings," from The Association of School Business Officials, Kalamazoo, Mich. The survey covers cities in 26 States, the District of Columbia, and the Province of Ontario, Canada.

Focus Upon Education—1950 Style

SCHEDULED for display in the Brooklyn Museum early this month is the collection of high-school life photographs taken by several hundred student photographers in New York City's 54 academic high schools since November 1949. Members of camera clubs in their schools, the students were asked to participate in a cooperative group assignment to take documentary pictures of every part of city high-school life.

This type of project serves not only as an incentive to youthful photographers, but gives opportunity, through public display, to portray school programs and student activities to the public.

The report from New York City comes at a time when the National High School Photographic Awards for 1949 are announced and plans are being made for the 1950 contest. Photographic talents of students in many communities could well be directed in this and other contests, national, State, and local, toward documentation of education—1950 style.

The Office of Education—Its Services and Staff

Congressional Mandate

THE OFFICE of Education has been functioning for more than 80 years as the chief agency within the Federal Government having responsibility for service to education. From 1869 to 1939, it was a part of the Department of the Interior. The President's Reorganization Plan No. 1 of 1939 made the Office of Education a constituent unit of the Federal Security Agency.

Wording of the legislation enacted by the Thirty-Ninth Congress is as follows:

An Act To Establish a Department of Education (Approved March 2, 1867)

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there shall be established, at the city of Washington, a department of education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country . . .

. . . And be it further enacted, That it shall be the duty of the Commissioner of Education to present annually to Congress a report embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will, in his judgment, subserve the purpose for which this department is established.

Commissioners of Education

Eleven Commissioners of Education have directed the affairs of the Office of Education during the past 83 years:

HENRY BARNARD, Mar. 14, 1867, to Mar. 15, 1870.

JOHN EATON, Mar. 16, 1870, to Aug. 5, 1886.

N. H. R. DAWSON, Aug. 6, 1886, to Sept. 3, 1889.

WILLIAM T. HARRIS, Sept. 12, 1889, to June 30, 1906.

ELMER E. BROWN, July 1, 1906, to June 30, 1911.

BEGINNING with this issue *School Life* will present a series of statements on the Office of Education. The first presentation gives summary data on the history of the Office, Congressional mandate, Commissioners of Education, and services and staff members of the Division of Elementary and Secondary Schools. Future presentations will report services and staff members of other Office divisions.

PHILANDER P. CLAXTON, July 8, 1911, to June 1, 1921.

JOHN JAMES TIGERT, June 2, 1921, to Aug. 31, 1928.

WILLIAM JOHN COOPER, Feb. 11, 1929, to July 10, 1933.

GEORGE F. ZOOK, July 11, 1933, to June 30, 1934.

JOHN W. STUDEBAKER, Oct. 23, 1934, to July 15, 1948.

EARL JAMES MCGRATH, Mar. 18, 1949, to date.

Meeting Educational Needs

As American education has grown, so has the Office of Education expanded, its added responsibilities paralleling the increasing needs of children and adults for educational aid to help them adjust to a changing world. Today's OFFICE OF EDUCATION serves teachers, school administrators, students, librarians, and others through its several divisions.

Division of Elementary and Secondary Schools

The Elementary School Section of this Division is concerned with anything that affects elementary schools and the more than 20,000,000 children in the United States enrolled in them. Its staff of specialists works closely with State education departments, teacher-education institutions, local-school systems, and interested lay and professional organizations throughout the country. Staff members are concerned with both urban and rural schools; with children ranging in age from the child in nursery school to the 12- and 14-year-old about to enter high school; with children who are normal in their development; with both elementary and secondary school children who are exceptional in their ability to learn, as well as those who are handicapped by physical, mental, or emotional difficulties. They also work with parents of these children. The section reports and interprets educational progress throughout the country and publishes a wide range of material dealing with elementary education.

Helping improve the Nation's high schools is the aim of the Secondary School Section of this Division. Toward this end, specialists cooperate with high-school staffs throughout the country in their efforts to solve current problems and to make their school programs more effective.

The section works especially on organizational and instructional problems and is constantly gathering information which will aid State and local administrators of secondary education and high-school teachers in organizing the most effective types of high-school programs and studies to meet the needs of today's young people—tomorrow's adult citizens.

A major project in which the Secondary Schools Section is taking a leading role at this time is the planning of types of high-school programs which will appeal to and serve larger numbers of young people in their search for "life adjustment" learning. National and State leaders in secondary education are cooperating in this endeavor, directed by the Commission on Life Adjustment Education for Youth.

Results of conferences, special surveys, and research conducted by the staff of the Division of Elementary and Secondary Schools are made available through Office of Education publications.

Staff Elementary and Secondary Schools Division

GALEN JONES, Director, Division of Elementary and Secondary Schools
J. DAN HULL, Assistant Director
DON S. PATTERSON, Assistant Director
EARL HUTCHINSON, Field Representative
EFFIE BATHURST, Research Assistant
GRACE S. WRIGHT, Research Assistant

(Continued on page 112)

Apprentice Training and the Schools

by W. H. Cooper, Chief
Trade and Industrial Education Service

MODERN APPRENTICESHIP requirements and the postwar training of veterans and other young people for skilled work in industry, together with increased industrial activity and developments, have implemented the apprenticeship program in all the States and Territories. Sufficient varied work experience and employment standards for apprentices are the responsibility of local joint apprenticeship committees and State apprenticeship councils in the respective States. It is the responsibility of public vocational schools to provide occupational and technical training supplemental to the training apprentices receive while at work. This supplemental training consists of class, laboratory, and sometimes shop instruction covering basic information, technical knowledge, and skills that are required to round out the training on the job. The supplemental training usually covers a minimum time of 144 hours during each year of apprenticeship which may be from 2 to 7 years in duration, depending upon the occupation.

At the present time, apprentice training for skilled work in industry has reached greater proportions than during any previous period. There has been a large increase not only in the number of apprentices in training but also in the number of occupations for which apprenticeship is used as a training medium. Supplemental school training now requires specifically prepared instructional materials and qualified teachers for each of nearly 300 different apprenticeable occupations.

The challenge to the schools in meeting the apprentice training requirements has been constant ever since 1945. State vocational education authorities have done their best to assist local vocational education schools and departments in providing adequate instruction. The most effective assistance has been provided through instructional materials which function directly in the individual instruction of apprentices. Several States have done considerable work in preparing such materials and aids. The limitations have been considerable, however. Only a few of the trades have been covered. There has been much duplication of effort and little uniformity of approach or pattern, thus limiting production and utilization of the materials on a broad scale.

The Division of Vocational Education of the Office of Education has been collaborating with State boards for vocational education in connection with their problems. Catalogues of existing course outlines and apprentice study guides have been prepared and distributed to State vocational education authorities for distribution to local school administrations. These catalogues were issued as Miscellaneous 3243, *List of Instructional Materials for the Supplementary Training of Apprentices and Other On-the-Job Trainees,* and supplements thereto. The present catalogue, revised September 1948, contains outlines and study guides covering 42 apprenticeable occupations, and outlines only for 44 additional ones. Thus, it can be seen that, while worth-while materials are now available for some occupations, much work remains to be done to meet the instructional requirements of the nearly 300 occupations for which there is an immediate need.

For several years, national professional associations, representing both State and local industrial edueation school supervisors, teacher trainers, and administrators, have been emphasizing the need for adequate and uniformly prepared instructional materials to meet this problem. The Office of Education has recommended that special Federal funds be provided for the purpose of preparing instructional materials on a uniform basis to cover all apprenticeable occupations and to make these materials available for use in all localities.

Japanese Educators Visit Office of Education

Japanese educators in Office of Education Conference Room with Commissioner of Education McGrath.

EARL JAMES MCGRATH, U. S. Commissioner of Education, and officials of the Office of Education, Federal Security Agency, recently welcomed 25 Japanese educators who will spend the next several months in the United States as participants in the cultural relations program of the U. S. Government for occupied countries.

The Japanese educators were selected by the Information and Education Branch of the Army. They represent a cross seetion of educational fields and positions—elementary education, secondary education, vocational education, adult education, guidance, research, audio-visual education, university presidents, superintendents of schools, and members of boards of education in Japan.

In welcoming the visiting teachers and school officials, Commissioner McGrath said he was glad they would have the opportunity to see how we live in the United States, how our institutions serve us, and how our representative form of government functions. "I hope you will observe and share the experience of democracy in action, and that you will take to your fellow educators and citizens at home, as the result of your stay with us, a broader and more sympathetic understanding of American life, culture, and ideas."

Aids to Education—By Sight and Sound

by Gertrude Broderick, Radio Education Specialist
and Seerley Reid, Assistant Chief, Visual Aids to Education

You and Your Security. The title of a series of thirteen 15-minute recorded programs produced under the direction of the Social Security Administration, and dramatizing the story of Federal Old-Age and Survivors Insurance. Purpose is to facilitate effective and economical administration of old-age and survivors insurance by acquainting those concerned with the basic facts of social security. Each episode illustrates in dramatic form some phase of the Government program, with an introduction by Edwin C. Hill, well-known radio commentator, and concluding with interviews or announcements by leading officials of the Social Security Administration.

While designed primarily for broadcast to adult audiences over local radio stations, the increasing interest on the part of high-school teachers to acquaint students with this and other Government programs, has prompted the Social Security Administration, through their local field offices in 478 cities throughout the United States, to make the recordings available on a loan basis to secondary schools and colleges. Programs are recorded on reverse sides of 16-inch disks and require special playback equipment having a turntable speed of 33⅓ r. p. m.

Adventures in Folk Song. A series of thirteen 15-minute recorded programs just released, designed especially for school use. Intended primarily as supplemental aids in the teaching of American history, the series begins with the coming of the first white settlers to America, touches on the Revolutionary period in Massachusetts and Virginia, and follows the spanning of the continent by restless and ambitious Americans. Each program is concerned with the fortunes of one of the many Clark families as they fought for freedom against the British and moved out beyond the narrow strip of Colonial seaboard more than 150 years ago. There are 95 folk songs in the series, all skillfully woven into scripts as they were woven into the lives of the pioneers. For complete details write to Gloria Chandler Recordings, Inc., 422½ West Forty-sixth Street, New York, N. Y.

Musical Mother Ruth Character Training Songs and Stories. First introduced to radio audiences over station KGER (Los Angeles, Calif.), they are now available at popular prices in two albums of phonograph records through Musical Mother Ruth Records, 470 Manzanita, Sierra Madre, Calif. Recorded after 2 years of testing with teachers, church groups, summer camp leaders, etc., the programs for children 3 to 9 years of age are designed as one basic cure for juvenile deliquency. Production is simple, with Mrs. Ruth Agnew Thurber using the talking voice for presenting her songs with piano background. Paced slowly enough to motivate participation by the children, the records encourage memory training for the primary school child, as well as practice of such desirable character traits as unselfishness, courtesy, honesty, and gratitude.

Navy Film Series on Photography. The Navy Department has released for civilian educational use a series of five 16mm sound films on the fundamentals of photography. The films deal with basic principles and apply both to still- and motion-picture photography. Prints can be purchased from United World Films Inc. (Castle Films), 1445 Park Avenue, New York 29, N. Y. Schools receive a 10-percent discount.

- **The Basic Camera** (15 min., h/w, $21.40).
- **Elementary Optics in Photography** (19 min., b/w, $24.99).
- **Light-Sensitive Materials** (22 min., color, $98.74).
- **Developing the Negative** (16 min., b/w, $22.13).
- **Printing the Positive** (19 min., b/w, $24.99).

Department of Agriculture Films. The following motion pictures, all of them 16-mm sound films, can be borrowed or rented from film depositories of the U. S. Department of Agriculture. Prints can be purchased at the prices indicated from United World Films Inc. (Castle Films), 1445 Park Avenue, New York 29, N. Y. Schools receive a 10-percent discount.

- **Adventures of Junior Raindrop.** Animated cartoon of a raindrop's visit to earth (8 min., color, $33.42).
- **Dead Out.** Consequences of a fire that was not "dead out" (22 min., color, $87.46).
- **Farmers of Japan.** Farming and farm life in Japan today (20 min., h/w, $25.69).
- **Five Bandits of the Cotton Crop.** Boll weevil, bollworm, fleahopper, cotton leafworm and cotton aphid (11 min., color, $42.86).
- **Killing Weeds with 2, 4–D.** Techniques, mixtures, and precautions (18 min., color, $84.99).
- **Only a Bunch of Tools.** Importance and use of tools in fire fighting (28 min., color, $114.08).
- **Smokejumpers.** Parachute firefighters of the U. S. Forest Service (10 min., color, $37.35).
- **Step-Saving Kitchen.** Modern kitchen designed by Bureau of Human Nutrition and Home Economics (14 min., color, $70.94).
- **Timber and Totem Poles.** Indian totem poles in Alaska (11 min., color, $42.59).
- **Tongass Timberland.** Tongass National Forest in Southeast Alaska (18 min., color, $75.75).
- **Tree Grows for Christmas.** Christmas tree in history and legend, and of today (11 min., color or b/w, $42.23 or $14.97).
- **Truly Yours—The Dress That Fits.** How to buy ready-made dresses and to make necessary alterations (18 min., color, $84.55).
- **Water for a Nation.** Importance of water and of conservation practices (19 min., b/w, $25.69).

Films on Fishing. The U. S. Department of the Interior, Fish and Wildlife Service, has recently completed two 16mm sound color films on commercial fishing—*It's the Maine Sardine* and *Pacific Halibut Fishing*. Prints of both films can be borrowed from the Fish and Wildlife Service, Washington 25, D. C.

It's the Maine Sardine is not for sale, but prints will be placed on indefinite loan with qualified film libraries. Prints of *Pacific Halibut Fishing* can be purchased from United World Films Inc., 1445 Park Avenue, New York 29, N. Y., for $88.46 less 10 percent discount to schools.

Taking a motion picture sequence for the film, "Challenge: Science Against Cancer." Photograph courtesy The National Film Board.

You Can Teach About Cancer

Facts about cancer can be taught to high-school students as a springboard into some of the most fascinating problems of modern science. New materials are available which enable the teacher to integrate the subject of research in this field into existing programs to give science teaching added interest and value. These materials have been prepared through the combined efforts of the United States and Canadian Governments. Some of them are described in this special article contributed by The National Cancer Institute, Public Health Service, Federal Security Agency.

THE MAJOR PART of cancer research takes place upon the frontiers of science. In these regions, too often remote from the classroom, explorers are finding new and peaceful uses for the power of the atom, thought-provoking facts about the intricate mechanisms of genetics, and unsuspected relationships in the complex chemistry of the cell.

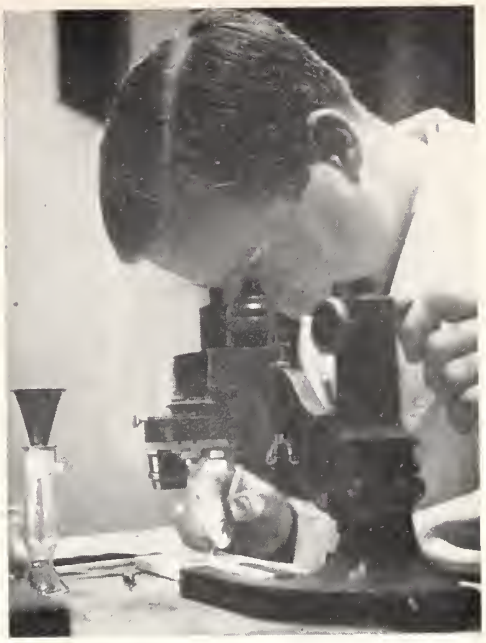
Generally, teachers have shied away from the subject of cancer, although it has been recognized for many years as one of our greatest medical research problems. There have been several good reasons for this reluctance to bring cancer into the classroom. First of all, it has been regarded primarily as a subject for health education, and school health education has rightly emphasized preventable diseases and hygiene. Furthermore, cancer is chiefly a disease appearing in middle-aged and elderly persons, although a certain number of cases do appear even among children. And finally, most lay cancer education material, emphasizing symptoms and dangers, has been more appropriate to older age groups than to youngsters in elementary and high schools.

However, it is now possible to introduce the subject of cancer into school programs, not as a health education subject, but rather as a fascinating aspect of scientific research.

The central problem of cancer is the problem of cell growth and, thus, of life itself. It is not restricted to biology but enters into the domain of the chemist, the physicist, and the many new related sciences such as biochemistry, biophysics, and biostatistics. In the search for a solution to the problem of cancer, science has asked many questions and come up with some amazing answers. Demonstrating the relation of scientific advances to a specific disease problem can give increased significance to achievements that too often may appear remote and theoretical.

Studying the characteristics of cells under very high magnification. Photograph courtesy National Institutes of Health, taken by Vernon E. Taylor.

Geneticist explaining to his nephew the role mice play in cancer research—a scene from "Challenge: Science Against Cancer." Photograph courtesy The National Film Board.



Studying fruitflies which are used extensively in tests to determine effects of X-ray radiation upon chromosomes. Photograph courtesy The National Film Board.

"Challenge: Science Against Cancer," one of the new teaching aids, is a film telling the exciting story of cancer research. It is the first science film made by the joint efforts of two governments. Sponsors are our National Cancer Institute and the Canadian Department of National Health and Welfare. Production is by the Medical Film Institute of the Association of American Medical Colleges and the National Film Board of Canada, the latter being the official Government film agency and outstanding producer of documentary films.

FILM: "Challenge: Science Against Cancer"

Audience: **High school and college students; general adult groups.**

Running time: **35 minutes.**

Specifications: **16mm black and white sound film, available in English and in French versions.**

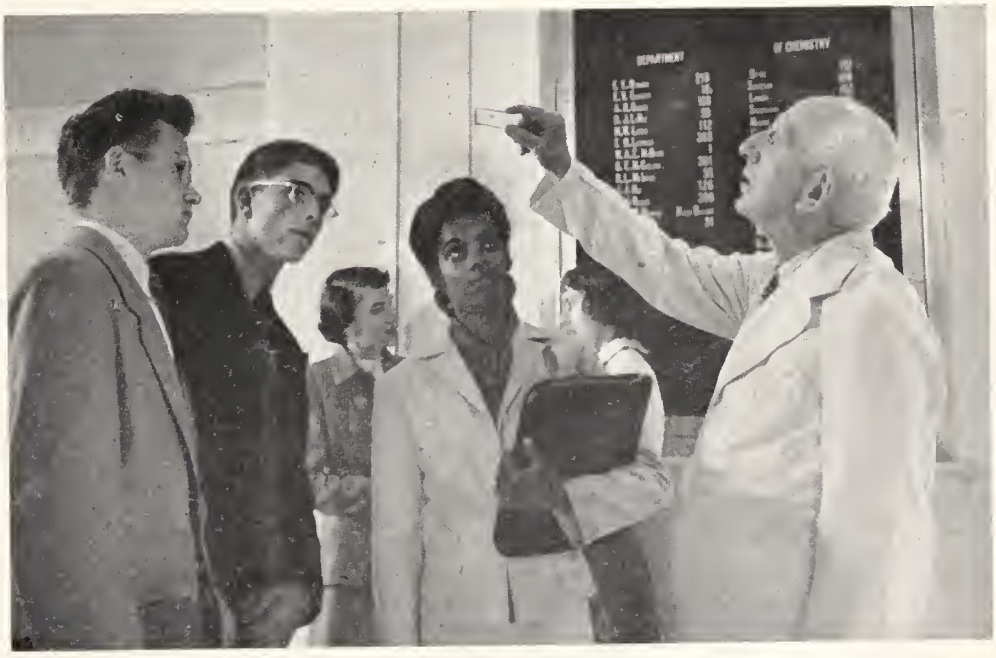
Rental: **Your local film library or distributor.**

Purchase: **Your local film distributor or the Medical Film Institute, Association of American Medical Colleges, 2 East 103d St., New York 29, N. Y. Price, $45.**

Primary purpose of "Challenge" is to explain what cancer research is all about. To solve this major disease problem, tremendous scientific resources have been mobilized throughout the world. As the film shows, considerable progress is being made, not only in basic knowledge, but also in methods of treatment. Sequences state, simply and clearly, the riddle of cancer and show the main avenues by which scientists in different disciplines seek answers.

Although the film is suitable for general or nonscientist audiences, it has primarily been directed toward students in high school and college. One important motive behind this film was the hope that it might help arouse a continued interest in science among young people and, in some cases, lead them into research or medical careers. Scenes showing laboratory, clinic, and university activities were shot in Toronto and Rochester, both cities having outstanding cancer investigation facilities. The film also uses animation sequences, notably those showing in vivid detail the living microscopic universe that exists inside the cell. It does not merely present shots of scientists in their laboratories but shows just what they are doing in their experiments and why, a feature that has great appeal to the young and inquiring mind. This film does not talk down to its audience.

"Challenge: Science Against Cancer" runs about a half hour. It is available with either English or French sound tracks.



Students examine tumor tissue on slide. Photograph courtesy The National Film Board.

(All Canadian Government films are made in both languages because of the large French-speaking population.) The United Nations Film Board is joining the United States and Canadian Governments in sponsorship of the film, and endorsement has been received from the World Health Organization and UNESCO. Plans are being made for sound tracks in a number of other languages so that the film can be distributed outside of the English and French-speaking areas of the world.

FILMSTRIP: "Challenge: Science Against Cancer"

Audience: **High school and college students.**

Length: **30 to 50 frames.**

Specifications: **35mm black and white filmstrip, available with captions in English or French.**

Purchase: **Your local film distributor or the Medical Film Institute, Association of American Medical Colleges, 2 East 103d St., New York 29, N. Y. Price, $2.**

A filmstrip, based on this motion picture and also being produced by the National Film Board of Canada, will be available to use either with the film or by itself.

The second of these internationally sponsored cancer teaching materials is "The Challenge of Cancer." This booklet is based on the series of articles which appeared last June in the *New York Herald Tribune*. It was for this series that its author, Lester Grant, received the 1949 $1.000 Westinghouse Science Writing Award from the American Association for the Advancement of Science.

Written in easy-reading style, these articles present clearly and vividly the major problems of cancer research, pointing out the various approaches by which scientists are seeking solutions. Areas covered include cell biology, genetics, viruses, proteins, enzymes, environmental factors, nutrition, and isotope research. Mr. Grant's survey is based upon dozens of interviews with scientists in leading research centers and wide reading in the research literature. All of the facts and interpretations have been carefully checked for accuracy by experts in each field. By special arrangement with the *New York Herald Tribune*, these articles, expanded and illustrated, have been published by the National Cancer Institute, many of whose scientists cooperated in preparing these articles. Publication is sponsored jointly by our National Cancer Institute and the National Cancer Institute of Canada.

The third teaching aid is a manual for teachers, designed to help them use the film and booklet in classrooms. Also issued by the National Cancer Institute, this guide has been prepared by science teachers in the public schools of Prince Georges County, Md., with the cooperation of the U. S. Office of Education and the National Education Association. Copies of this guide, together with "The Challenge of Cancer," will be sent to all members of the National Science Teachers Association in April.

The guide does not assume that the teacher will put a special cancer research unit into existing courses, since, in most schools, the curricula are already crowded. The guide shows how the subject, as treated in the film and booklet, can be used in existing programs to broaden their content and give added meaning and interest. A few suggestions are included on the discussion of cancer in elementary and junior high-school classes, but it is not anticipated that much will be done with the subject below the high-school level. There, the subject can profitably be brought not only into the science classes (biology, physics, chemistry, and senior science), but also to some extent into social-science classes.

BOOKLET: "The Challenge of Cancer"

112-page illustrated booklet, giving a vivid, authoritative, and concise summary of the principal problems and directions of cancer research and progress to date. For high-school and college students, as well as interested adult readers.

Purchase: **Now in press. Write to Superintendent of Documents, Government Printing Office, Washington 25, D. C., for information.**

For each of these senior high-school classes, suggestions are offered for correlation of teaching program topics with subject matter covered in "The Challenge of Cancer." Also provided are discussion questions, a bibliography, lists of available audio-visual aids, and suggestions for group or individual activities. In the field of cancer, a large number of interesting projects are possible and have been found to provide many stimulating challenges to young people. From such simple activities as the collection and discussion of newspaper stories on cancer research, the more interested student can go on to projects that give actual experience in use of experimental methods. For example, it is possible for the student to induce plant tumors or, with the use of chemicals, to produce cancer growths in mice. Members of high school science clubs have performed many such experiments which give a taste of research methods and laboratory procedure to young people who are thinking of making their careers in the research field.

TEACHERS' GUIDE: "The Challenge of Cancer — A Guide for the Teacher"

20-page guide giving suggestions for high-school presentation of the subject of cancer. Prepared primarily for use with "The Challenge of Cancer"; including discussion suggestions, project activities, bibliography and lists of audio-visual teaching aids.

Purchase: **Now in press. Write to Superintendent of Documents, Government Printing Office, Washington 25, D. C., for information.**

A unique feature of cancer research is that it enters into almost every aspect of the life sciences and into many of its neighbors. A tremendous range of problems must be studied. The more the scientists delve into cancer research, the more complex they find the approach must be. Partially blocking the progress of this approach is a new obstacle: the war-born shortage of scientists. Never large, the scientist population was reduced by World War II, whose years were spent by many potential scientists in the armed forces instead of in training to be research workers. Not all scientists can be diverted to work against cancer. Plainly, more scientists are needed, and more must turn to careers in the cancer field if the complexities of cancer problems are to be untangled and understood. Interest in the disease, aroused by current adult cancer education campaigns and by the many news stories which announce each scientific advance, can be channeled into new interest in study of biology, chemistry, and physics. Fundamentally, the task of cancer research is to discover the mysterious laws which govern the growth of the cell, the fundamental unit of life. This is a challenge which can stir the imagination of almost every high school student.

New Publications of Office of Education

A NATION-WIDE STUDY on expenditures per pupil in city school systems has recently been completed by the Office of Education. The data are based on 237 city school systems for the year 1947–48.

This report is entitled "Expenditures Per Pupil in City School Systems 1947–48" and was compiled by Lester B. Herlihy and Clarence G. Lind. "Its chief purpose," Commissioner McGrath points out, "is to provide a ready source of information on practices in the field of public school expenditures, and the trend of per pupil expenditures over the Nation."

For purposes of comparison the 237 cities are arranged in four population groups. There are 50 cities of 100,000 and more population; 55 cities between 30,000 and 99,999; 69 between 10,000 and 29,999; and 63 cities with populations of 2,500 to 9,999.

A limited number of copies of this publication (Circular No. 260) are available from the Office of Education, Federal Security Agency, Washington 25, D. C.

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"WHAT DO I HAVE TO DO to be a baseball coach when I grow up?"

If your son or a pupil asks you that, you can answer him after reading a publication just released by the Office of Education. Frank S. Stafford, health education specialist, is the author of a bulletin titled, "State Certification Requirements for Secondary School Teachers of Health Education, Physical Education, and for Athletic Coaches."

To obtain the desired information the Commissioner of Education wrote to all State superintendents of public instruction asking for their certification requirements. The responses from all 48 States show extremely varied practices.

All States except Massachusetts require State-wide certification of health and physical education teachers. Three States—South Dakota, Washington, and Nevada—require regular secondary school certificates for all teachers, and 31 States consider a bachelor's degree a prerequisite for certification. Athletic coaches must hold teacher's certificates in 26 States.

Copies of this study (Office of Education Bulletin 1949 No. 16) are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 15 cents.

★

IT'S NEVER TOO EARLY to start teaching children international understanding, says Delia Goetz, author of another new publication issued by the Office of Education.

Miss Goetz explains that "in the elementary grades international understanding is not a high-powered course in political science or international diplomacy, or a lot of sentimental sentences about the quaint customs and picturesque costumes of the Burmese or Brazilians."

"World Understanding Begins With Children" defines international understanding as a process of learning to appreciate and respect individuals. The essential job for teachers is to help children see the similarities and differences in peoples' lives and customs, and to help them get an idea of what people in other countries think about their problems and why they think that way.

Most children are interested in stories about family life in other countries. It intrigues them to see that parent-child relationships in other countries are similar to theirs. But the writer stresses that while it's "important to have children realize that people are more alike than different, it is equally important that they develop a right attitude toward the differences."

The pamphlet includes suggestions to teachers for improving their own backgrounds and assembling materials for the class. Pen pals in other countries, good films or slides, newspaper articles, and the study of modern language are specially recommended. Organizations which provide free or inexpensive materials on other countries which are suitable for elementary grades are listed.

"World Understanding Begins With Children" (Bulletin 1949 No. 17) is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 15 cents.

HOW WOULD YOU like to spend a day with a group of fourth graders in a modern elementary school?

You can, by reading a recent bulletin issued by the Office of Education. Titled "The Place of Subjects in the Curriculum," this bulletin co-authored by Effie G. Bathurst, Paul E. Blackwood, Helen K. Mackintosh, and Elsa Schneider, describes a typical day with a fourth-grade class.

Along with the story of what the children did, there is an explanation of what the experiences mean to the children, and suggestions on why they reacted as they did.

The bulletin is intended for "those who sincerely want to understand the nature of a modern elementary school program," says Dr. Bess Goodykoontz, Associate Commissioner of Education, in her foreword.

The authors feel that "It is much more real to a child to think of a problem rather than a subject, and that is what the modern school tries to help him do through practical experiences for which he sees a need and a purpose."

Copies of this Office of Education Bulletin, 1949, No. 12, are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 15 cents.

—Elinor B. Waters.

"Study Abroad" Handbook

UNESCO's new edition of its international handbook, "Study Abroad," reports 21,751 opportunities for foreign study, observation, and research.

Fellowships, scholarships, and grants-in-aid available are listed for each of the countries represented in the United Nations. Fifty-two nations and 23 territories in addition to the United States are represented.

"Study Abroad" is available for reference at most college and university libraries. Additional copies are for sale by the Columbia University Press, 2960 Broadway, New York, N. Y., at $1.25 a copy.

The Elementary School Library in Today's Educational Scene

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

THE ELEMENTARY school library has the possibility of furthering the program of the school it serves just as college and university libraries have long furthered higher education and as secondary school libraries have more recently begun to function in the high school. Probably the most significant reason for the increased potentialities of the library in the elementary school is the present concept of elementary education. The child of today is given an opportunity to initiate, to plan, and to execute. Children are encouraged to direct themselves, set their own goals, and then to appraise the results.

Formerly, the graduate school was the level on which students were given the privilege of developing these abilities, but today the teacher in the elementary school also uses procedures that develop the same capacities in her pupils. Educators recognize the significance of promoting the growth of desirable behavior patterns in young children as they are the basis of adolescent and adult conduct. What the child learns in his early youth is of great importance in relation to his further growth as attitudes tend to become defined.

In the present program of elementary education, it is imperative that children have the opportunity to read and study many types of learning materials dealing with a variety of problems and following a diversity of children's interests. Fortunately for the children and the teachers, publishers recognize the great need of boys and girls for readable, authentic, and up-to-date books in attractive and appropriate format. These editors together with the authors and illustrators of children's books saw the possibilities of producing books for children that would reflect the interests of the children in relation to their life in the school, in the home, and in the community.

The results of this publishing program are books that serve children as tools. It is possible for children of practically every age group with their varying reading abilities to find books they can use to suit their needs in school and out. Almost every interest children wish to pursue may be found within the covers of a book.

In most instances young readers are able to find the subject matter treated in a live and stimulating style. For example, *Let's Find Out: a First Picture Science Book*, *Arithmetic Can Be Fun*, *Picture Book of Astronomy*, *America's Ethan Allen*, and *The First Book of Bugs* are titles which indicate that children will not be disappointed if they seek for information or inspiration in books. The books have improved in authenticity as well as breadth of subject matter. It is only within recent times that children interested in the topics being discussed by their parents can turn to books for clarification and amplification, such as *You and the United Nations*, *Modern Medical Discoveries*, *Albert Einstein: a Biography for Young People*.

The books used in the elementary school library have also undergone a great physical change. Many of them are well designed and printed on a good quality of paper. The size of the books and the illustrations are selected with an eye to the age and preferences of the group for which the books are intended. There are some excellent examples of book production among children's books today. In fact, the following titles of children's books appeared on the American Institute of Graphic Arts' selection of *Fifty Books of the Year, 1948: Amos and the Moon*, *Four Corners of the World*, *Golden Mother Goose*, *The Royal Game: Chess for Young People*, and *Smudge*.

There is another trend that is beginning to emerge and this is the production of books for children in both attractive and substantial bindings which makes it possible for the books to be used and enjoyed for a longer time in the elementary school library. Furthermore, there is a movement under way to make some books of worth available to children at a price that many

Children enjoy reading in Hazeldell School Library, Cleveland, Ohio. Josephine Dillon, Librarian.

of them can afford. Children are following the example of the adults who purchase inexpensive editions to help build up home libraries of their own.

Learning materials are now made readily available to both teachers and pupils through the centralized library. The reading center in every classroom in the school is a live and integral part of the service of the library. Formerly, many classroom collections functioned as isolated units. Now, the materials in the classrooms are in many instances borrowed from the central library. The children borrow what they need when they need it and return materials to the general collection when these have served their purpose. If books are acquired and used according to these principles, children will be constantly challenged by the materials in their classrooms. A fluid book collection makes possible a wider use of a greater variety of materials. It is evident that children have an opportunity to be exposed to more materials and more appropriate materials when they are centrally administered. The matter of economy in centralized purchasing is another factor for the school to consider.

The school library provides for experiences outside the regular classroom. Here again the full significance of the place of these experiences in the education of young children is just beginning to be appreciated by many. The library is a bright, cheerful, and attractive room. It is filled with materials selected to strengthen the educational program of the school and to improve the instruction in the classroom. Today one of the criteria for selecting an interest area in a major unit for study is whether or not there are materials available on the reading levels of the children so that they may be active participants in developing the project. These materials are organized to be easily located by teachers and pupils. The cataloging is adapted to the maturity level of the children.

The lighting of the library is carefully planned. The floor covering is of a noiseless type. The shelving is adequate to care for approximately five books per child. There is provision for shelves to care for picture books and other oversize books. The tables and chairs are of suitable size for the children. Round or hexagonal tables are enjoyed especially by the young children. A few informal chairs add to the inviting atmosphere. Display cases, bulletin boards, and catalog are necessary for a good program as is also work space for the librarian.

Reading specialists have found that accessibility of materials and an atmosphere conducive to reading affect the reading program of the school. Young readers need to be encouraged through wise guidance to discover that the contents of books, when chosen with care by the individual child, are closely related to their own life in and out of school.

The trained school librarian lightens the load of the teachers and the principals. She is the resource person who is informed about teaching materials and professional literature. Her services also include the effective dissemination of this knowledge to both teachers and principals. Another important aspect of this information service to the staff is that of the evaluations of these materials by national, State, and local professional groups in relation to materials previously available.

The librarian aids in making the resources of the library more readily available to pupils and teachers. She promotes the effective use of the library through individual and group guidance and instruction. Her awareness of the activities of pupils and teachers in relation to library resources makes it possible for the librarian to carry on a program that is an integral part of the school. She serves constantly as a consultant to individuals and groups. Her work takes her into the classrooms. She is an important resource person to groups undertaking new units or to groups studying outcomes of their work. She is alert to the needs of different types of learning materials and secures these for the individual or group through purchase or loan.

The librarian helps the children develop into appreciative, intelligent users of books and libraries through meaningful guidance and instruction. She assists them further by giving them opportunities to develop desirable attitudes toward their reading and studying, their library, and their peers. It is important that the librarian's personality be such that she creates an alive and stimulating library climate.

Books answer questions at Plandome Road School Library, Manhasset, N. Y. Phyllis R. Fenner, Librarian.

Statistical information gives some indication of the present status of the elementary school library. According to reports of the Office of Education for cities of 100,000 or more population for 1947–48 there were 2,307 centralized school libraries with 504 full-time and 331 part-time librarians employed. Bureau of Labor Statistics, U. S. Department of Labor, in cooperation with the American Library Association, reports $3,675 as the average salary for full-time elementary school librarians in cities of 100,000 or more.

Thirteen States report certification requirements for elementary school librarians. Twelve States report standards for elementary school libraries. Ten States provide State aid for school libraries. Six other States have funds which may be used.

New Specialists Appointed to Office of Education Staff

Federal Security Administrator Oscar R. Ewing announces the appointment of two new Office of Education specialists. They are Dr. Clayton D. Hutchins, Specialist for School Finance in the Division of School Administration, and Dr. Marjorie Cecil Johnston, Assistant Specialist in the Division of International Educational Relations.

Dr. Hutchins

Since 1945 Dr. Hutchins has been Assistant Director of the Research Division of the National Education Association. In this capacity he spent the major part of his time in studies in the field of school finance. From 1942 to 1945 he served in the Office of Defense Transportation as chief of the school bus section. Prior to that he was auditor in chief for the Ohio State Department of Education, a position which corresponded to the director of finance in most State departments of education. As auditor in chief, Dr. Hutchins was responsible for the apportionment of State funds to local districts and for providing for these districts consultative services on their finance problems. Preceding his 13 years in the Ohio State Department of Education, he taught in the high school in Grandview Heights, Ohio, for 6 years.

Dr. Hutchins holds life memberships in the National Education Association and American Association of School Administrators, and is also a member of Phi Delta Kappa, educational fraternity. He received his B. A., B. S., M. A., and Ph. D. from Ohio State University, doing his doctoral work in school administration.

Dr. Hutchins reported for duty on February 1.

Dr. Johnston

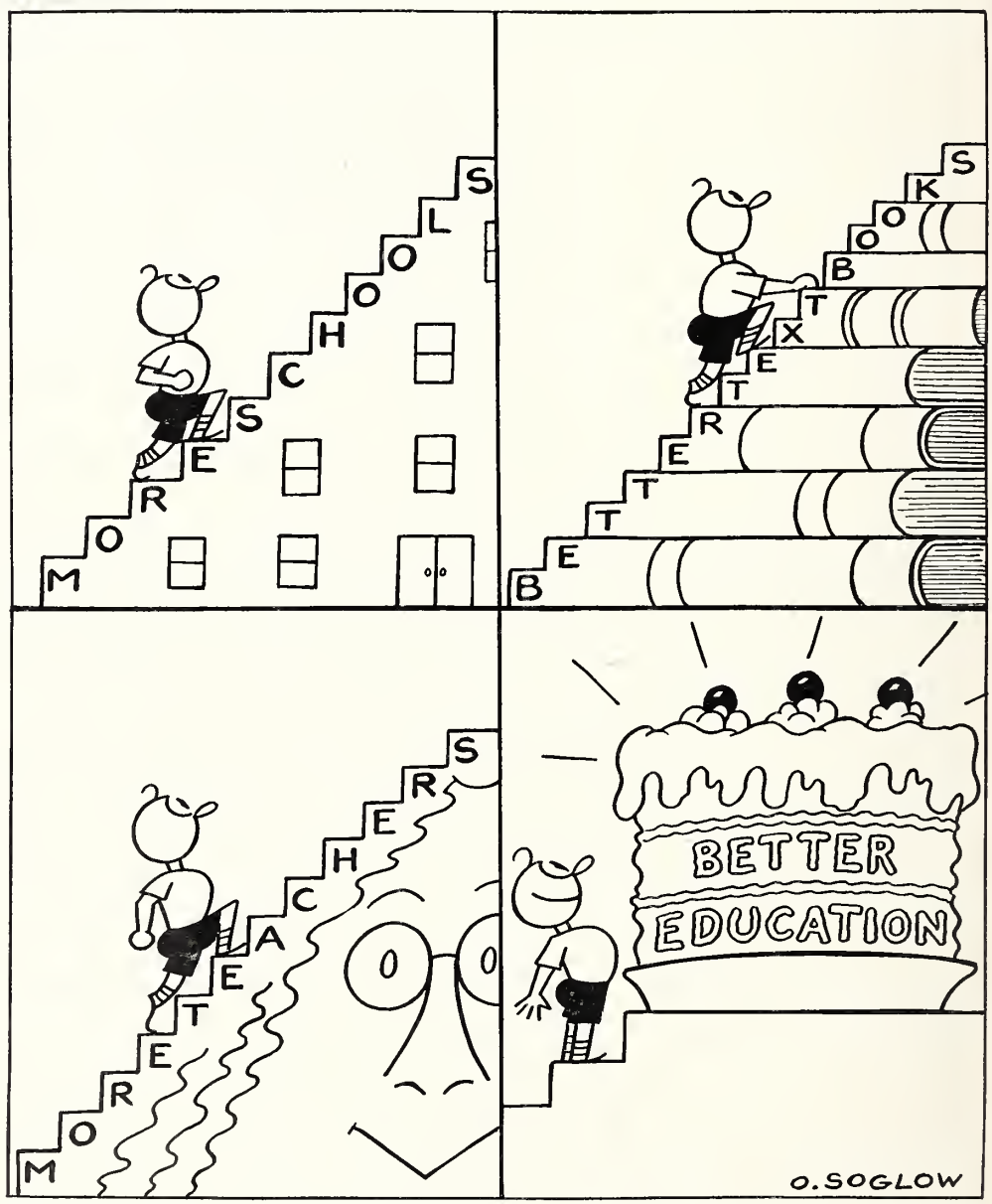
Before coming to the Office of Education, Dr. Johnston held supervisory and teaching positions in the field of foreign languages and international relations. From 1946 to 1949 she was director of the Department of Languages at the American Institute for Foreign Trade. During the summer of 1948 she served as Director of the Inter-American Workshop held in Saltillo, Coahuila, Mexico.

Working for the Office of Education will not be a new experience for Dr. Johnston. She previously served the Office as Consultant on the Teaching of Spanish from 1942 to 1946. Dr. Johnston also has taught Spanish for several institutions including the Graduate School of the U. S. Department of Agriculture, Stephens College, George Washington University, and public schools in Austin and El Paso, Tex.

In addition to her teaching experience, Dr. Johnston has written six textbooks and many articles and pamphlets, some in English and some in Spanish. She is a sustaining member of Phi Beta Kappa and a life member of Pi Lambda Theta, of the American Association of Teachers of Spanish and Portuguese, and of the National Education Association. Dr. Johnston also belongs to Sigma Delta Pi (a Spanish professional society), the Modern Language Association of America, Institute Internacional de Literatura Iberoamericana, American Association of University Professors, and the American Educational Research Association.

Dr. Johnston, who is familiar with the French, Portuguese, Italian, and German languages, as well as Spanish, received her B. A., M. A., and Ph. D. from the University of Texas.

Dr. Johnston reported for duty on January 10.



Cartoon from *The New Yorker* printed in support of the campaign for better education of the Advertising Council, the Citizens Federal Committee on Education, and the National Citizens Commission for the Public Schools. Reprints are available free from *The New Yorker*, 25 West 43d Street, New York 18, N. Y.

Home Economics Education Teaching Conditions Being Improved

by Beulah I. Coon, Research Specialist in Home Economics Education

ONE OF THE AREAS in which there is still a shortage of secondary school teachers is that of home economics. There are several reasons for this. Many who are prepared for teaching marry instead of accepting a teaching position. Others teach only a few years and then leave teaching for marriage. Other partial causes of the shortage were determined through a Nation-wide study of teacher satisfactions. After findings for the Nation as a whole were published,[1] individual State personnel studied the responses of teachers in their own State sample.

The studies revealed that several factors frequently found to be present when teachers were less well satisfied with their jobs could be remedied by cooperative work on the part of supervisors of home economics, school administrators, and teacher training institutions. The first step, therefore, was to put the facts before these groups and enlist their cooperation in improving conditions.

State research workers wrote articles summarizing their findings for State teachers association journals, described their study to groups of school administrators and representatives of teacher training institutions and to teachers, and published bulletins for distribution throughout the State revealing their findings and suggesting ways in which conditions could be improved.

Inadequate equipment was one of the factors frequently found associated with dissatisfaction. State after State found that 60 to 65 percent of the home economics teachers were working in departments which they said were equipped to teach only foods and/or clothing. For a teacher interested in providing opportunity to study all phases of homemaking, such limitations in facilities could be very frustrating. It is no wonder they expressed dissatisfaction with the job. Shortage of equipment and of space during the war and postwar period have, no doubt, contributed to keeping departments inadequately equipped. Teachers, however, were not likely to be dissatisfied if plans had been made for improvement of equipment and improvements were being or were soon to be carried out. Such teachers were among the better satisfied ones. The extent to which inadequate equipment was related to dissatisfaction has lead several State Supervisors to work intensively with school administrators and teachers to plan for immediate improvement in their departments.

Thirty to forty percent of the teachers in different States had no funds or no definite amount of money for operating expenses of the department. As was to be expected, these were likely to be less well satisfied than teachers who had a definite budget allowance for teaching supplies and materials, books and magazines. Setting up plans for assisting teachers to put the department on a businesslike basis with a definite as well as an adequate amount of money for expenses became another important responsibility of supervisors and administrators.

The more satisfied teachers were those who reported supervisory assistance from a State, city, county, or district home economics supervisor as well as from a principal or superintendent. Although these better satisfied teachers did not always indicate that supervision was adequate and helpful, those with no supervision were usually the ones who were least well satisfied with teaching. This finding has been discussed by supervisors with school administrators and greater effort is being made in some States to coordinate and strengthen the supervisory service from principals and superintendents and from supervisors. Furthermore, supervisors in some States are planning studies of supervisory procedures and results of supervision with the aim of making their service still more helpful and more adequate.

Another factor related to dissatisfaction with which some States have been working is that of the load of the home economics teachers. In general, teachers' attitude toward load—belief that their load was heavy—seemed to be more closely associated with dissatisfaction with teaching than actual size of load.

Some of the factors causing loads to be heavy were teaching 125 or more pupils a day, having no or very few unscheduled periods during the week, more than four different class preparations a day, and an average of time amounting to more than 10 class periods a week in such extraclass activities as banquets, conferences, work with adults, home visiting, school lunch work, bus duty, and other school responsibilities.

Two other factors were also associated with a feeling of heavy load—having to make many reports and records and having a poor arrangement of fixed equipment. Programs aimed to lighten loads have included attempting to better balance class and extraclass activities, developing plans for as brief and meaningful records and reports as possible, and trying to arrange equipment so that it is more flexible and convenient.

Making a study of factors causing dissatisfaction has helped to point out to supervisors some of the important steps to take in improving teaching conditions and given priority to certain types of supervisory efforts.

First Teacher Trainees From Europe

First of the European teachers to spend teacher-training periods in the United States under provisions of the Smith-Mundt Act arrived at the Office of Education, Federal Security Agency, in March. Shown with Commissioner of Education, Earl James McGrath, center, in above photograph, and with representatives of the Division of International Educational Relations, the two teachers are, second from right, Teresa Guedes de Andrade Santas, nursery-kindergarten field, and, extreme right, Arnalda Rodrigues de Sousa, agricultural education field, Lisbon, Portugal.

[1] Factors Affecting the Satisfactions of Home Economics Teachers. AVA Research Bulletin No. 3, May 1948. American Vocational Association, Washington 5, D. C.

New Books and Pamphlets

Arlington National Cemetery. By T. Sutton Jett. Washington, D. C., Stant Lithograph Service, 1949. 26 p. Illus. 25 cents. (Order from: Lee Mansion or Washington Monument Lodge House, Washington, D. C.)

Blueprint for Understanding. The Institute of International Education, Inc., A Thirty Year Review. New York, The Institute, 1949. 48 p. Illus.

The Child and His Curriculum. By J. Murray Lee and Dorris May Lee. 2d edition. New York, Appleton-Century-Crofts, Inc., 1950. 710 p. Illus. $4.50.

Child Development Guides for Teachers of 6, 7, and 8-Year-Old Children. Albany, The University of the State of New York, Rev. 1949. 194 p. Illus.

Children Absent From School: A Report and a Program. New York, Citizens' Committee on Children of New York City, Inc. (136 East 57th St.), 1949. 116 p. $1.

Community Sports and Athletics: Organization-Administration-Program. By National Recreation Association. New York, A. S. Barnes & Co., 1949. 500 p. $4.

An Evaluation of the Indiana Public Schools. Report of the Comprehensive Study of the Public Elementary and Secondary Schools of Indiana. Indianapolis, Indiana School Study Commission, 1949. 448 p.

Free and Inexpensive Materials on World Affairs for Teachers. Compiled by Leonard S. Kenworthy. New York, 1949. 100 p. $1. (Order from: Leonard S. Kenworthy, Brooklyn College, Brooklyn 10, N. Y.)

The Harvard List of Books in Psychology. Compiled and Annotated by the Psychologists in Harvard University. Cambridge, Mass., Harvard University Press, 1949. 77 p. $1.

Recommended Reference Books for the Elementary School Library. By Ruby Ethel Cundiff. Chicago, Wilcox & Follett Co., 1949. 33 p. 50 cents.

—Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

Selected Theses in Education

THESE THESES are on file in the Education collection of the Federal Security Agency Library where they are available upon request by interlibrary loan.

Appraising Teacher Effectiveness: A Survey of Evaluation and a Progress Report of an Experiment in Teacher Appraisal. By Dwight E. Beecher. Doctor's, 1947. Syracuse University. 189 p. ms.

Describes an instrument for the appraisal of teacher effectiveness in terms of readily observable teacher behaviors characteristic of what pupils say they like in teachers, based on pupil opinion and reaction studies involving over 30,000 pupils.

Chemistry Usage by Books and Teachers in Home Economics Courses. By James E. Wiser. Doctor's, 1947. George Peabody College for Teachers. 195 p.

Analyzes 40 books to determine the amount of chemistry used in home economics courses at the undergraduate college level.

Citizenship Education in the Kindergarten-Primary Grades of the Cincinnati Public Schools. By Luise Reszke. Master's, 1948. University of Cincinnati. 188 p. ms.

Concludes that the instructional program in the kindergarten, first, second, and third grades of the Cincinnati public schools offers opportunities for developing cooperation, courtesy, respect for the rights of others, and self-control.

The Difference Between Recall and Recognition in Normal and Mentally Deficient Children. By Helen F. Freeman. Master's, 1948. Boston University. 69 p. ms.

Describes an experiment conducted with 100 mentally deficient children in classes at a Special Class Center, and with 100 pupils of the same chronological age in the ninth grade of a high school in Boston, Mass.

Management of the High School Principal's Office. By William S. Rumbough. Doctor's, 1949. George Washington University. 110 p. ms.

Considers 23 management problems, chosen because of their importance in the improvement of the technical efficiency of the principal's managerial work.

—Ruth G. Strawbridge, Federal Security Agency Library Bibliographer.

Office of Education

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Dust Storms Come From the Poorer Lands. Leaflet No. 260. September 1949. 5 cents.

Grass Waterways. Leaflet No. 257. December 1949. 5 cents.

How To Build a Farm Pond. Leaflet No. 259. September 1949. 5 cents.

Department of Commerce

We Count in 1950. The story of census-taking and suggested classroom activities for acquainting pupils with the Census. Separate editions for elementary and secondary schools. Bureau of the Census. Free in limited supply.

Federal Security Agency

Annual Report of the Federal Security Agency, 1949. Contains the Administrator's report and the reports of all the Agency's constituent organizations. (In press.) In addition, the following reports are issued as separate reprints:

The Administrator's Summary. 15 cents.
Social Security Administration. 45 cents.
Public Health Service. 45 cents.
Office of Education. 30 cents.
Food and Drug Administration. 20 cents.
Office of Vocational Rehabilitation. 15 cents.
Bureau of Employees' Compensation. 15 cents.
Saint Elizabeths Hospital. 15 cents.

Juvenile Court Laws in Foreign Countries. Social Security Administration. Children's Bureau. Children's Bureau Publication No. 328, 1949. 20 cents.

Guardianship: A Way of Fulfilling Public Responsibility for Children. Social Security Administration, Children's Bureau. Children's Bureau Publication No. 330, 1949. 45 cents.

Moving Ahead for Children and Youth: Program of the National Commission on Children and Youth. Social Security Administration. Children's Bureau. Children's Bureau Publication No. 329, 1949. 15 cents.

Library of Congress

The First One Hundred Years of Yankee California. Address at the opening of the Library of Congress California Centennial Exhibit, November 12, 1949, by Carl I. Wheat. $1.

The Study and Teaching of Slavic Languages: A Selected List of References. General Reference and Bibliography Division. 1949. Free.

The United States Capitol: A Selected List of References. General Reference and Bibliography Division. 1949. Free.

Office of Education

Annual Report of the Federal Security Agency 1949: Office of Education. 30 cents.

Financial Accounting for Public Schools. Circular 204, revised August 1948, rerun February 1950. Free.

High School Staff and Size of School. Circular No. 317, 1950. 20 cents.

Higher Education. Part 3 of *Education Directory*, 1949-50. 35 cents.

In-Service Training Program for Teachers From the Other American Republics. Reprint from SCHOOL LIFE, February 1950. Free.

News Notes No. 3, February 1950. Division of International Education Relations. Free.

Occupied Areas Programs. Division of International Education Relations. Free.

Office of Education Publications 1942–49. Free.

Out of School and Out of Work—An Action Program. Adult Education Ideas No. 8, February 1950. Division of Elementary and Secondary Schools. Free.

Space and Equipment for Homemaking Programs. Division of Vocational Education, Miscellaneous No. 9. 1950. 35 cents.

Suggestions for Securing Teaching Positions. Circular No. 224, Ninth Revision, March 1950. Free.

The Teacher Interchange Program. Reprint from *The Record*, Department of State. Division of International Educational Relations. Free.

1949 Work Conference on Life Adjustment Education. Division of Elementary and Secondary Schools. Free.

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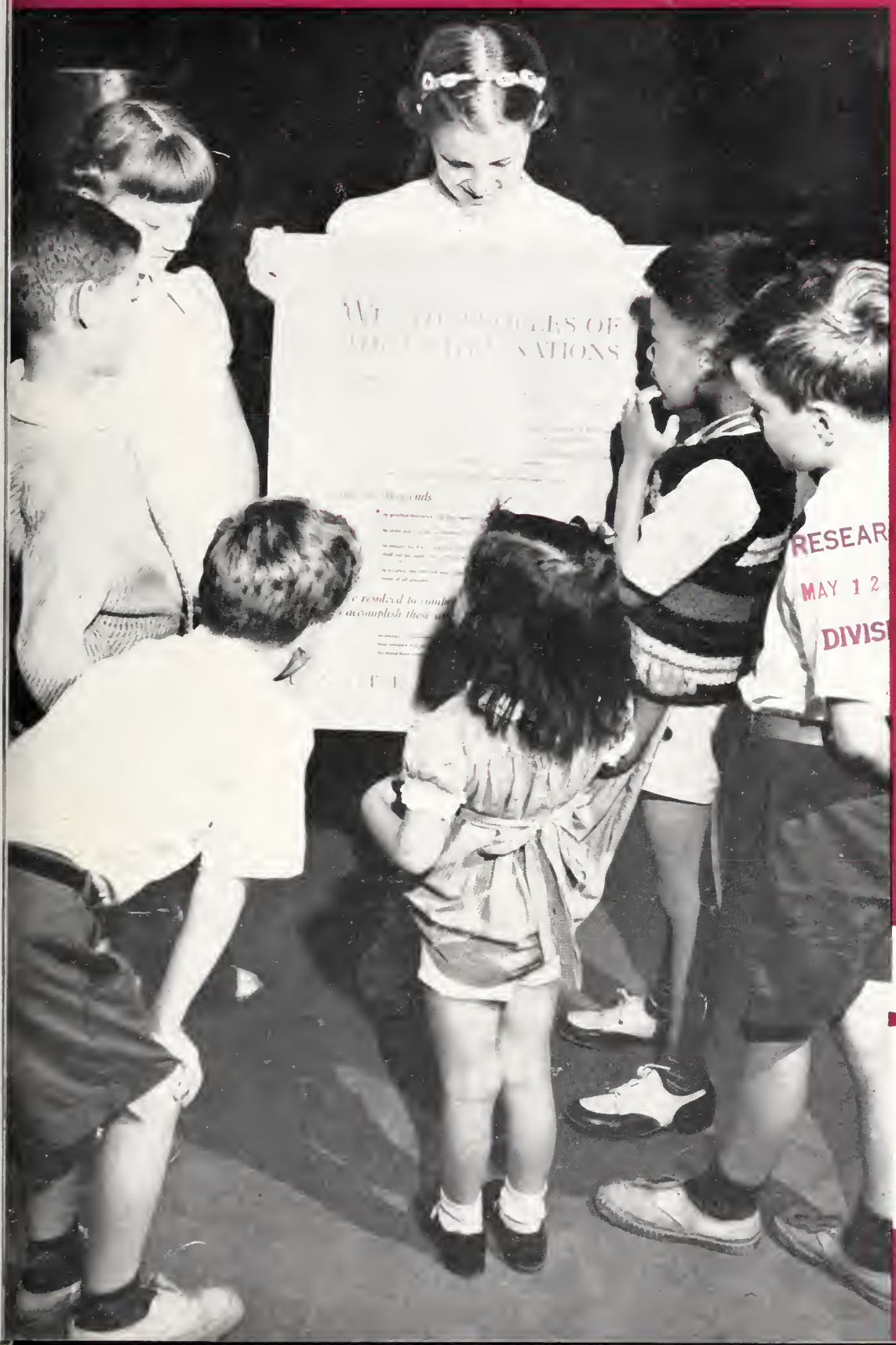

World Understanding Begins With Children

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Cover photograph, courtesy, Department of Public Information, United Nations, carries the caption, "To live together in peace with one another . . . ." The photograph appears in a recently issued Office of Education publication, "World Understanding Begins With Children," by Delia Goetz, Specialist in Preparation and Exchange of Educational Materials, Division of International Educational Relations. The bulletin, 1949 No. 17, should be ordered from the Superintendent of Documents, Washington 25, D. C., price 15 cents.

School Life is indexed in Readers' Guide to Periodical Literature, and in Education Index.

(Single copy price of SCHOOL LIFE—15 cents.)

School Life Spotlight

"Sanitary conditions in the schools have been improved during recent decades, but many new and old buildings are still poorly maintained . . ."____ p. 113

* * *

"The reading level of most books, pamphlets, and magazines is too difficult for millions of American adults . . ."__ p. 115

* * *

"Perhaps more significant than the rise in actual numbers is the increasing proportion of all children enrolled in nonpublic schools . . ."____ p. 116

* * *

"You don't have to be in Washington to view the exhibits of the Smithsonian Institution . . ."____ p. 117

* * *

"Probably most important of all, they learned how to pool their information and to use suggestions from many different people . . ."____ p. 118

* * *

"With few exceptions, State constitutions make it obligatory upon their respective legislatures to provide for the establishment and maintenance of efficient systems of public schools . . ."____ p. 122

Published each month of the school year, October through June.

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THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

An insanitary drinking fountain for school children in a Southern community.

Sanitation in Many School Buildings Deplorable

by Nelson E. Viles, School Plant Management, Division of School Administration

SCHOOL PUPILS may become inured to the lack of adequate school sanitary services but they never become immune to the possible effects of poor school sanitation. Headline publicity is given to the lack of trained school teachers and to the need for school buildings because of overcrowding, but we often fail to show that millions of children are now attending school in buildings lacking the necessary facilities and services to protect their health. We should realize that: *Every child forced by law to attend school is entitled to a healthful environment.*

Children coming from various homes to school are potential carriers for any disease germs that may be present in their homes. These children are often crowded together and have many personal physical contacts in school. They use common sanitary and drinking facilities and make common use of various supplies, tools, and facilities.

Many of the school children lack adequate home sanitary facilities for body service or protection. Some of them have suitable bathing facilities only when at school. Health and sanitary patterns established in the school probably will have a marked effect on future living standards and habits. The schools should endeavor to educate the whole child. He should be given an opportunity to develop ideals, health protection, and living patterns that will assist him to adapt to later life conditions. It may be as important to help him develop desirable concepts of sanitary living as to help him attain proficiency in some phases of educational achievement.

Sanitary conditions in the schools have been improved during recent decades, but many new and old buildings are still poorly maintained. The conditions in some buildings indicate an unawareness of the importance of and the principles to be followed in school sanitation. The following are only a few of the illustrations of some of the bad conditions.

Is Yours Like This?

A three-story and full basement junior high school in a metropolitan area, housing 1,300 children, has one dark dirty odorous basement toilet room at one corner of the building for the 620 to 670 boys housed therein. There are only five or six lavatories with no hot water. There are no hand-washing facilities near the dining room. There are no showers. Toilet

room floors are wet; slate urinals are odorous. The walls are rough and positive ventilation is not available for the room. The lunchroom near the center of the building in the basement has a kitchen next to a small dusty playground. There are no ventilating facilities other than through the windows. This is not a slum area building. It is in a nice residential part of the city.

A rural consolidated elementary school is located in a good farming region. rural electricity is available, water is supplied by an approved well and is under pressure. The boys' toilet room, accessible only by going outside, has three or four stools. Only one has been in operative condition for some weeks. This stool was a frostproof bowl with no water seal. The stool was badly chipped. water stained. badly encrusted, and odorous. The urinals were a short dirty galvanized iron trough. The place was filthy but had to serve about 140 boys each day.

The above are not isolated cases. In one section of a city there are 2,400 pupils without any shower service in the schools, with no hot water in the lavatories. with a part of the pupils housed in a building over 100 years old, and with all rooms crowded, in fact many of them are on double sessions. The citizens of this city are not fully informed of the conditions in their schools. If they were aware of such conditions they might feel it undesirable to permit their children to attend school until improvements are made. School officials have an obligation to inform the local citizens and patrons of the needs of their children.

Areas of Poor Sanitation

It is not feasible to describe or even list here all of the various areas in school buildings where sanitation becomes a serious problem. In the two areas mentioned here sanitation often is not satisfactory and the effects of poor sanitation in these areas may be felt quickly.

Toilet rooms.—A lack of adequate planning and poor installations are partly responsible for the low sanitary standards in toilet, shower, and other sanitary service rooms. In addition maintenance is often inadequate. The following is only a partial listing of some of the conditions often found. Drinking fountain heads are not always properly shielded. The flow is not regulated and pupils' lips may touch openings when drinking. Fountains are not adjusted in height to the pupils using them. Many are not properly cleaned, are unattractive, have accumulations of dirt, chewing gum, etc., in them. In many cases lavatories do not have hot water, or temperature is not regulated, and the hot and cold water are delivered through separate spigots. Lavatories are not adjusted to the size of pupils using them and, in some cases, towels and soap are not provided. In many cases toilet stools are dirty and are difficult to maintain. Sometimes they are not properly set. Bad conditions such as the following are too common: Small water seal in stool, rough or chipped stool surfaces, iron and other water deposit streaks on stools, seats broken, dirt in throat or up under rim of the stools.

The toilet rooms should be so designed that they may be maintained easily. There should be positive ventilation separate from other ventilating systems for the building. The floors should be of impervious materials. It is particularly important that the floor around the urinals be impervious, preferably nonslip, and that it slope to the urinals. The walls, floors, ceilings, and toilet stalls should have smooth surfaces to facilitate cleaning and be nonodor absorbing. Odors either of decaying organic matter or of deodorizing blocks should be absent. Thorough daily cleaning should be a must. Dressing rooms should be adequately ventilated.

Some Needs in School Sanitation

1. A public awareness of need is essential. School officials should realize the importance of and know the basic principles of school sanitation.
2. Responsibility for school sanitation should be fixed. If the school organizations or school officials cannot do the job it should be turned over to those who can do it. The health of the children should not be endangered while we wait to determine the line of authority or to train a new set of officials.
3. School-sanitation programs should be set up on a planned basis. Standards of performance should be established. Each school official or employee should understand his or her obligation in maintaining these standards. Deviations should be reported immediately.
4. The program once established must be maintained. Maintenance will require an adequate inspection service. This inspection service should be coupled with enforcement powers. It is realized that in many cases these procedures will extend beyond the autonomy of the small local school district. When the health of the children is involved we cannot afford to give more attention to local control desires than to the protection of the child and his health.

Lunchroom service.—The growth of the lunchroom service during recent years has created demands for space and services not available in most of the older and many new school buildings. In many cases the lunchrooms have been put in the basement or other poorly adapted areas. If the schools expect to provide lunch service they should make plans to meet the most rigid existing State and/or city sanitary requirements for commercial caterers. In too many cases verminproof storage with proper temperature controls is not available.

A study by the Cleanliness Bureau [1] on sanitary facilities in 1949 reported that less than one-half of the schools in America have acceptable sanitary and washing facilities. Conditions were generally worse in the States having the poorer buildings and having less funds for operating costs. One State reported that not more than 10 percent of its schools were equipped with adequate sanitary facilities, another that only 25 percent of its schools had adequate hand-washing facilities. School officials felt that specific attention should be given to the improvement of sanitary facilities. School officials also report that REA programs had made it possible for many rural schools to provide running water and other desirable sanitary facilities. It was generally felt that all schools should have running water, water flush toilets, hot and cold water for wash basins, and shower-bath facilities, and should provide soap, towels, and toilet paper. Many of the older washrooms are poorly planned and poorly located.

Preventive Sanitation

Every school building should be designed for sanitary service. An examination of

(*Continued on page 125*)

[1] Report on a Pilot Questionnaire Addressed to School Administrators in 48 States. Cleanliness Bureau, 11 West Forty-second Street, New York City. p. 3.

Simpler Reading Materials Needed for 50,000,000 Adults

by Homer Kempfer, Specialist for General Adult and Post-High-School Education

THE READING LEVEL of most books, pamphlets, and magazines is too difficult for millions of American adults according to the results of a recent inquiry. Fifty-six librarians and evening school principals throughout the United States were asked: "At what grade levels of readability is there the greatest shortage of suitable reading material for *adults?*" Answers reported below show a gap between the barely literate level and the full adult level.

Grade level	Frequency of mention	Grade level	Frequency of mention
1	14	6	27
2	15	7	18
3	21	8	14
4	27	9	7
5	32	High school and above	8

Plenty of other evidence points up the need for easy materials—at the sixth-grade level or below.

1. Nearly one-seventh of our adults age 25 and above have not gone beyond the fourth grade.

2. Nearly one-half of all adults have not finished more than the ninth grade. Because of forgetting and other reasons, adults usually read comfortably two or three grades below their last grade of schooling.

3. Two-thirds of our people never frequent libraries—partly because the bulk of material contained therein is too difficult for them.

4. Annual sales of adult trade books never exceed one for every four adults. Only 25 percent of our population read books, as against 50 percent magazines, and 95 percent newspapers.

5. Easy-to-read magazines are enormously popular.

A growing amount of instructional material is being written for adult illiterates including several items produced by the Literacy Education Project recently sponsored by the Office of Education.[1] The shortage is in intermediate material of diverse content easy enough for those who have only a modicum of reading skill. This dearth of material endangers the skills of those adults who have learned to read only at the second-, third-, or fourth-grade level. Reading skills, like other language skills, must be maintained and, if at a low level, must be improved for efficient use. Several million adults, aside from the outright illiterates, are too weak in reading skill to profit even from tabloids. Much of this represents either failure to acquire sufficient skill or deterioration of reading skills once possessed. The shortage of easy reading materials is a major contributing cause of both. The increased effectiveness of advertising, the enlargement of markets, and the general improvement of both vocational and general competence which could result from making all adults functionally literate is incalculably great.

Much of this need for materials is in the nonfiction field as indicated by answers to this question: "How acute is the need for more nonfiction reading material for adults who can read only at the third-, fourth-, or fifth-grade levels — adults who cannot handle normal 'adult' materials of eighth-grade level or higher?" The answers and number of times mentioned: Little, 15; moderate, 10; considerable, 18; great, 12; no answer, 1.

The fields of needed material were explored by another question: "In what subject fields is the need for materials of low and intermediate difficulty most acute?"

Subject	Frequency of mention
Citizenship	23
Homemaking	20
Family life and parent education	19
Science and technology	18
Health	17
Business	15
Consumer education	9
Arts and crafts	8
Intercultural	8
Public speaking	8
Recreation	7
Elementary education	5
Fiction	5
Letter writing	4
Mathematics	3
Vocational	3
Miscellaneous	3

What's the Answer?

The best answer, of course, is to eliminate illiteracy entirely and to raise reading skills to full adult level both among adults and the stream of youth passing the compulsory school ages each year. This would (1) require more money for buildings and teachers to extend and improve our elementary education so that youth could not grow up in illiteracy and (2) an energetic literacy campaign among our millions of illiterate adults.

Another answer, partial at best, is to prepare and distribute materials of diverse content, suitable for adults of low reading ability.

Preparation of materials, while requiring skills not widely found, may be the easier problem. Word lists, readability formulas, and a number of other tools developed by research make it possible for a writer with reasonably good language facility to learn to write at a given grade level without sacrificing an appealing style. Adaptation of materials to lower grade levels can also be learned. Reading experts have already helped some government departments, newspapers, and other publishers to reduce the difficulty of their publications. Most of this, however, has been a reduction from the difficult technical to the average level; little of it has benefited the below-average reader. Enough simplification has been done, however, to demonstrate that it is practicable.

Distribution seems to be the key problem. Most of the market is not organized for mass sale as is true of the textbook market. Only a very small percentage of illiterate adults are in literacy classes each year. Unless the materials can be given away, mass sale

(*Continued on page 127*)

[1] See SCHOOL LIFE, 32:74, February 1950.

Rising Enrollments in Nonpublic Schools

by Rose Marie Smith, Educational Statistician
Research and Statistical Service

NONPUBLIC elementary and secondary school enrollments increased by 24 percent between the school year 1937–38, a normal prewar year, and the current year, 1949–50. Three and a half million children are enrolled in nonpublic schools today. This is about 12 percent of the 29,000,000 pupils enrolled in all elementary and secondary schools.

Perhaps more significant than the rise in actual numbers is the increasing proportion of all children enrolled in nonpublic schools. During the school year 1937–38 nonpublic school enrollments constituted 9.5 percent of the 28,854,121 pupils enrolled in all schools. Twelve years later, in 1949–50, nonpublic schools enrolled 11.8 percent of the 29,000,000 total. Should the trend of the past 12 years continue, it is expected that by the school year 1959–60, enrollments in nonpublic schools will exceed 5,000,000 and will constitute about 13.6 percent of the total enrollments in elementary and secondary schools. Historical data on enrollments in both public and nonpublic elementary and secondary schools biennially from 1925–26 to 1947–48 and forecasts of enrollments for each year from 1950 to 1960 are presented in table 1.

Table 1.—*Enrollments in Public and Nonpublic Elementary and Secondary Schools Biennially From 1926 to 1948, and Forecasts of Enrollments for Each Year From 1950 to 1960*

School year ended	Enrollments in elementary and secondary schools (kindergarten through grade 12)		
	Total	Public	Nonpublic
1926	27,259,227	24,770,073	2,489,154
1928	27,879,233	25,209,272	2,669,961
1930	28,388,346	25,705,301	2,683,045
1932	29,159,525	26,347,366	2,812,159
1934	29,358,859	26,595,728	2,763,131
1936	29,206,054	26,516,035	2,690,019
1938	28,854,121	26,112,467	2,741,654
1940	28,229,664	25,569,719	2,659,945
1942	27,351,496	24,687,879	2,663,617
1944	[1] 26,115,426	23,388,426	[1] 2,727,000
1946	26,288,541	23,437,546	2,850,995
1948	27,134,126	24,036,505	3,097,621
1950	29,000,000	25,591,000	3,409,000
1951	29,828,000	26,259,000	3,569,000
1952	30,636,000	26,907,000	3,729,000
1953	32,327,000	28,329,000	3,998,000
1954	33,861,000	29,610,000	4,251,000
1955	35,209,000	30,722,000	4,487,000
1956	36,159,000	31,484,000	4,675,000
1957	36,784,000	31,966,000	4,818,000
1958	37,186,000	32,251,000	4,935,000
1959	37,105,000	32,117,000	4,988,000
1960	37,138,000	32,080,000	5,058,000

[1] Revised since originally published.

Table 2.—*Enrollments in Public and Nonpublic Elementary Schools Biennially From 1926 to 1948, and Forecasts of Enrollments for Each Year From 1950 to 1960*

School year ended	Enrollments in elementary schools (kindergarten through grade 8)		
	Total	Public	Nonpublic
1926	23,127,102	20,984,002	2,143,100
1928	23,557,872	21,268,417	2,289,455
1930	23,588,479	21,278,593	2,309,886
1932	23,566,653	21,182,472	2,384,181
1934	23,262,371	20,880,120	2,382,251
1936	22,770,351	20,495,767	2,274,584
1938	22,106,447	19,842,744	2,263,703
1940	21,106,655	18,934,382	2,172,273
1942	20,418,231	18,267,335	2,150,896
1944	[1] 19,990,770	17,803,770	[1] 2,187,000
1946	20,051,408	17,773,018	2,278,390
1948	20,828,958	18,360,568	2,468,390
1950	22,760,000	20,006,000	2,754,000
1951	23,686,000	20,780,000	2,906,000
1952	24,468,000	21,424,000	3,044,000
1953	26,064,000	22,777,000	3,287,000
1954	27,453,000	23,945,000	3,508,000
1955	28,652,000	24,942,000	3,710,000
1956	29,334,000	25,485,000	3,849,000
1957	29,498,000	25,578,000	3,920,000
1958	29,433,000	25,471,000	3,962,000
1959	29,004,000	25,051,000	3,953,000
1960	28,789,000	24,816,000	3,973,000

[1] Revised since originally published.

Nonpublic Elementary Schools

The proportion of children enrolled in nonpublic elementary schools has shown a slow but steady increase during the past 25 years. This year 2,754,000 children are enrolled in these schools, 12.1 percent of the total number of elementary pupils, compared with 9.3 percent in 1926. Catholic schools account for aproximately 93 percent of all nonpublic elementary school enrollments. The high postwar birth rates and the increasing proportion of children attending nonpublic elementary schools indicate that about 4,000,000 children will be enrolled in these schools by 1960. Table 3 gives enrollments and enrollment forecasts for public and nonpublic elementary schools.

Nonpublic Secondary Schools

The nonpublic secondary school is highly responsive to the economic conditions of the Nation. This was demonstrated during the depression of the 1930's when the proportion of secondary school pupils enrolled in nonpublic schools dropped from 8.8 percent in 1927–28 to 6.3 percent in 1933–34. The school year 1939–40 marked the beginning of an upward trend in enrollments in these schools which reflected improved economic conditions. This trend is still in progress and, during the current school year, 10 percent of all secondary pupils are enrolled in nonpublic schools.

In contrast, public secondary school enrollments, having reached a high of 6,635,337 in 1939–40, began a decline which is still continuing. Enrollments in public secondary schools this year are 16 percent below their 1939–40 peak. Nonpublic secondary school enrollments increased 34 percent during the same 10-year period. The impact of the sharp increase in postwar birth rates is not expected to affect the sec-

Table 3.—*Enrollments in Public and Nonpublic Secondary Schools Biennially From 1926 to 1948, and Forecasts of Enrollments for Each Year From 1950 to 1960*

School year ended	Enrollments in secondary schools (grades 9–12)		
	Total	Public	Nonpublic
1926	4,132,125	3,786,071	346,054
1928	4,321,361	3,940,855	380,506
1930	4,799,867	4,426,708	373,159
1932	5,592,872	5,164,894	427,978
1934	6,096,488	5,715,608	380,880
1936	6,435,703	6,020,268	415,435
1938	6,747,674	6,269,723	477,951
1940	7,123,009	6,635,337	487,672
1942	6,933,265	6,420,544	512,721
1944	[1] 6,124,656	5,584,656	[1] 540,000
1946	6,237,133	5,664,528	572,605
1948	6,305,168	5,675,937	629,231
1950	6,240,000	5,585,000	655,000
1951	6,142,000	5,479,000	663,000
1952	6,168,000	5,483,000	685,000
1953	6,263,000	5,552,000	711,000
1954	6,408,000	5,665,000	743,000
1955	6,557,000	5,780,000	777,000
1956	6,825,000	5,999,000	826,000
1957	7,286,000	6,388,000	898,000
1958	7,753,000	6,780,000	973,000
1959	8,101,000	7,066,000	1,035,000
1960	8,349,000	7,264,000	1,085,000

[1] Revised since originally published.

ondary school enrollments until late in the present decade. In fact, public secondary school enrollments as large as those of the 1940 peak year probably will not be reached before the 1957–58 school year (table 3).

Church-affiliated schools enroll the greater part of the nonpublic secondary school pupils. Data for the year 1947–48, reported to the Office of Education by 93 percent of the nonpublic secondary schools, indicate that 87 out of every 100 pupils are enrolled in denominational schools. Table 4 gives number of schools and enrollments in nonpublic secondary schools, by denomination.

Table 4.—*Enrollments in Nonpublic Secondary Schools, 1947–48*

Religious affiliation or control	Number of schools	Enrollment	Percent of total enrollment
Total	3,068	597,751	100.0
Denominational:			
Baptist	20	3,297	0.5
Lutheran	18	3,433	.6
Methodist	21	2,974	.5
Presbyterian	22	2,956	.5
Protestant Episcopal	96	11,444	1.9
Roman Catholic	2,185	476,425	79.7
Seventh Day Adventist	52	5,911	1.0
Other denominations	77	12,376	2.1
Nondenominational	577	78,935	13.2

Three Presidents Meet

THREE PRESIDENTS met in Washington recently to talk over the work and accomplishments of the Future Farmers of America, national farm boy organization sponsored by the Agricultural Service of the Office of Education, Federal Security Agency. They were, left to right, President Harry S. Truman; George Lewis, Hersman, Ill., national F. F. A. president; and John H. Kraft, president of the Kraft Foods Co. and national chairman of the sponsoring committee for the Future Farmers of America Foundation. President Truman, familiar with the work of the Future Farmers, expressed keen interest in the organization's current activities and plans for the future.

Bringing the Smithsonian to Your Pupils

by Elinor B. Waters

YOU DON'T HAVE TO be in Washington to view the exhibits of the Smithsonian Institution. This private foundation under governmental guardianship, with its variety of exhibits of scientific, historical, and cultural importance, sells photographs of a large number of its exhibits.

If the Institution already has taken a picture of the exhibit you desire, 8- by 10-inch glossy prints cost 40 cents each; if no picture of it has been taken, the charge is $1.65 for the first picture and 40 cents for each additional print. In general, any permanent exhibit can be photographed which is not copyrighted.

Altogether there are 10 bureaus of the Smithsonian Institution. Six of them—the United States National Museum, the National Air Museum, the National Collection of Fine Arts, the Freer Gallery of Art, the National Gallery of Art, and the National Zoological Park—have public exhibits; the other four—the Bureau of American Ethnology, the Canal Zone Biological Area, the International Exchange Service, and the Astrophysical Observatory—do not have exhibits for the public.

Here are a few examples of the photographs you could get from the Institution:

UNITED STATES NATIONAL MUSEUM includes six departments, five of which have public exhibits.

History Department has pictures of busts, portraits, statues, masks, and scenes of historical importance. Its collection includes pictures of Abraham Lincoln, George Washington, Samuel F. B. Morse, Ulysses S. Grant and his family, Elias Howe, and the battle of the Monitor and the Merrimac. The original Star Spangled Banner, the desk at which Thomas Jefferson wrote the Declaration of Independence, a face mask of Lincoln, and Dolly Madison's sewing table are found in this department and have been photographed. The Department also has pictures of scientists including Charles Darwin, Sir Isaac Newton, and Joseph Priestley; period costumes; and dresses of the President's wives (or other official White House hostesses) from Martha Washington to Eleanor Roosevelt.

Engineering and Industries Department has several packets of photographs on the following subjects which it can lend to teachers or sell individually at the regular rate of 40 cents a photograph: American inventors, American inventions, land transportation, water transportation, pioneer steamboats, and typewriters. The Department also has pictures on wood technology, agricultural industries and manufactures, and textiles. For example, pictures of unusual coverlets, old models of sewing machines, and cork exhibits are available.

Anthropology Department's photographs include exhibits of human skulls showing the brain surgery performed by early Indians; the Herbert Ward African Sculptures, which are portrait sculptures of Cen-

tral African types, such as chief, slave, and witch doctor; and life-size groups and figures of Eskimo and Indians. Photographs of period art and of the cultural materials of Greece, Italy, and Egypt, are also to be found here.

Zoology Department has many exhibits of birds and mammals in lifelike positions, and a fairly inclusive section showing the flora and fauna of the District of Columbia. Many of these have been photographed.

Geology Department's exhibits include dinosaurs and other extinct monsters, as well as smaller fossil forms. A few of the other geology exhibits available in photographic form are ores, minerals, gems, and meteorites.

NATIONAL AIR MUSEUM has the largest aeronautical collection in the world. Although most of its exhibits are now stored in Chicago awaiting completion of a building to house them, many well-known planes are on exhibit in Washington and have been photographed. Lindbergh's "Spirit of St. Louis," Wiley Post's "Winnie Mae," and the original Wright brothers' Kitty Hawk plane of 1903, are three of the more famous ones now available.

NATIONAL COLLECTION OF FINE ARTS sells many post-card-size reproductions and 8- by 10-inch prints of any object of art in its permanent collection. You can get a catalog of the post-card-size reproductions on request. Its collections include sculptures, miniatures, enamels, carved ivory, glasswork, jewels, antique furniture, and paintings from the old masters to contemporary artists.

FREER GALLERY OF ART is devoted primarily to oriental art. Its extremely valuable collections include ceremonial bronze vessels used 4,000 years ago, carved jade pieces, pottery from many countries of the East, enameled glasswork of Syria, Chinese and Japanese paintings on silk, early Bible manuscripts, and miniature Persian paintings. The Gallery also has some American art, including a large collection of etchings, lithographs, and water colors of James McNeill Whistler.

NATIONAL GALLERY OF ART was discussed in an article by Dr. Raymond Stites, curator in charge of education of the National Gallery, in an earlier issue. (See SCHOOL LIFE, April 1950.)

NATIONAL ZOOLOGICAL PARK carries on educational, research, and recreational activities. It encourages study of any kind that can be done without injuring visitors or animals, and has a limited number of pictures of animals (birds, amphibians, reptiles, and mammals) which you can buy at the regular 40 cent price.

To obtain any of the photographs mentioned above, write to the Smithsonian Institution, Washington 25, D. C.

The history of the Smithsonian Institution is an interesting one. James Smithson, an Englishman who had never been in the United States, left his entire fortune of $550,000 to this country to found an establishment "for the increase and diffusion of knowledge among men." He chose the name "Smithsonian Institution."

Legally the Smithsonian Institution has as its members the President of the United States, the Vice President, the Chief Justice, and the members of the President's Cabinet. It is governed by a Board of Regents, consisting of the Vice President, the Chief Justice, three members each of the United States Senate and the House of Representatives, and six citizens of the United States appointed by joint resolution of Congress. The Secretary of the Institution is its executive officer and the director of its activities.

New Publications of Office of Education

AN INSPIRING STORY about how grade-school children worked to make their town a healthier and better place to live is told in another new publication of the Office of Education, "Petersburg Builds a Health Program."

As a result of their efforts, these children not only made great strides in improving health conditions in Petersburg, but also added greatly to their own skills and knowledge. The "project," as it came to be known, had widespread effects on the entire school program.

Subjects ceased to be arbitrarily divided. Spelling and reading lessons took on new meaning, as they were necessary for carrying on the "project." Letters weren't make-believe, they were written to thank real people for real services performed. And arithmetic classes were devoted sometimes to counting and adding pigs or chickens within town limits, and sometimes to tabulating the results obtained from questionnaires.

During the course of the "project," the boys and girls tried many new techniques for gathering information such as field trips, interviews, questionnaires, and photography. They learned to share their findings with others by means of reports, maps, charts, newspaper articles, bulletin boards. Probably most important of all, they learned how to pool their information and to use suggestions from many different people.

Copies of "Petersburg Builds a Health Program" (Office of Education Bulletin 1949, No. 9), are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 20 cents.

"SPACE AND EQUIPMENT for Homemaking Programs," a recent Office of Education bulletin, should be of interest to home economists and school building people.

The booklet is designed to help teachers, supervisors, architects, school boards, and all those concerned with planning homemaking departments. It presents suggestions for planning location and lay-out, furnishings, equipment, and storage facilities; and it gives some general considerations in building plus a few hints on making the department safe, sanitary, and attractive.

Ata Lee, program specialist for the home economics education service of the Office of Education and author of the booklet, emphasized that "The present day homemaking curriculum includes all the areas of homemaking involved in the management of a home and in providing for the welfare of the family."

For quick and easy checking, there's a list in the appendix which reminds those planning a homemaking department of the space and equipment they should think about including.

This publication (Office of Education Miscellaneous No. 9) may also be ordered from the Superintendent of Documents. It costs 35 cents.

—Elinor B. Waters.

The Office of Education—Its Services and Staff

THIS IS THE SECOND in a series of statements appearing in SCHOOL LIFE on the work of the Office of Education. Services and staff members of the Division of Vocational Education and the Division of Higher Education are reported in this month's presentation.

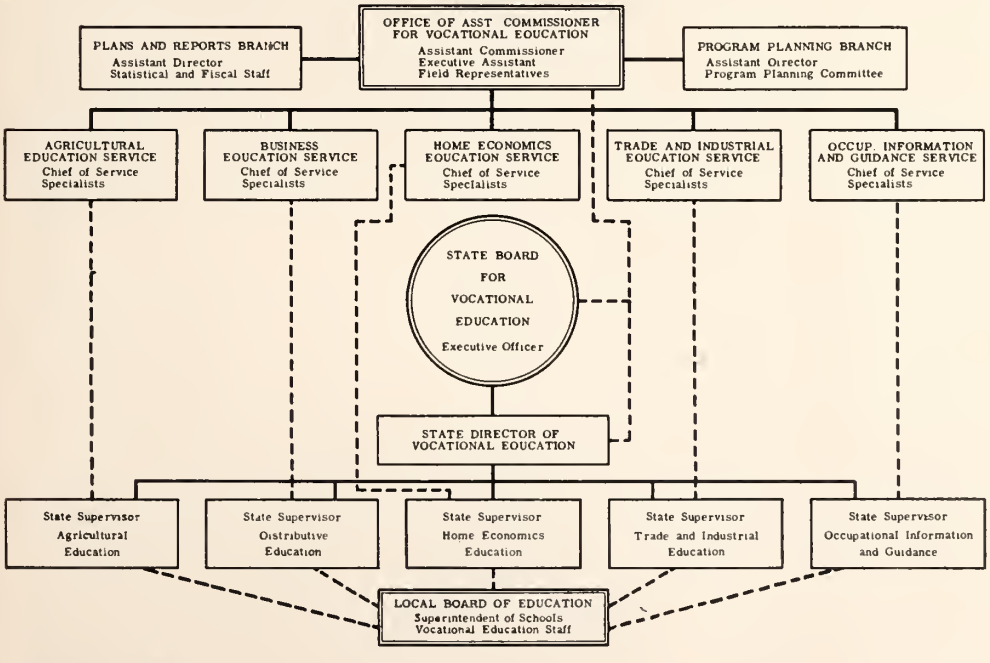
Division of Vocational Education

THE DIVISION of Vocational Education administers Federal funds appropriated by Congress for this type of education, promulgates policies which govern the use of these funds, aids States in determining what their vocational education needs are, how to provide for them, and in many other ways assists the individual States in promoting and developing their vocational education programs. The Division provides services in the fields of agriculture, business, home economics, trades and industry, and occupational information and guidance. Its administrative functions are performed through the office of the Assistant Commissioner for Vocational Education, which also provides service to the States to facilitate program planning and the development of an adequate program of vocational education for youth and adults in city and country.

The program of vocational education in the United States has been developed in conformity with the provisions of the Smith-Hughes Act, approved by the Congress February 23, 1917. Supplementary acts have been enacted from time to time. The latest of these is the Vocational Education Act of 1946, commonly known as the George-Barden Act. The Smith-Hughes and George-Barden Acts are the only acts currently effective. These and the several other vocational education acts were passed for the purpose of promoting and developing vocational education through a plan for cooperation between the Federal Government and the States.

This plan of cooperation for the development of vocational education is based upon two fundamental ideas: (1) That vocational education is a matter of national interest and essential to the national welfare, and (2) that Federal funds are necessary to stimulate and to assist the States in making adequate provisions for such training.

FEDERAL-STATE-LOCAL RELATIONS IN VOCATIONAL EDUCATION



The controlling purpose of vocational education is stated in the Smith-Hughes Act, "to fit for useful employment," i. e., to provide training to develop skills, abilities, understandings, attitudes, working habits, and appreciations, and to impart knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. Vocational education is an integral part of the total education program. It makes a contribution toward the development of good citizens, including their health, social, civic, cultural, and economic interests.

The needs of two distinct groups of people are recognized by the acts in stating that the education provided shall be designed to meet the needs of persons over 14 years of age (1) who are preparing for, or (2) who have entered upon, the work of various occupations in the fields of agriculture, distributive occupations, home economics, and trades, and industry. Vocational education is intended to meet the training needs of persons who are preparing for employment and to supplement or extend training for those who are employed. Training opportunities are not restricted to young persons who are enrolled in the regular day schools but are extended to serve all out-of-school youth and adults, both employed and unemployed, who are in need of the kinds of training which can be provided best in organized classes.

Staff Vocational Education Division

Office of Assistant Commissioner

RAYMOND W. GREGORY, Assistant U. S. Commissioner for Vocational Education and Director, Division of Vocational Education.

JERRY R. HAWKE, Executive Assistant for Vocational Education.

JAMES R. COXEN, Assistant Director, Division of Vocational Education, in charge of Program Planning.

WARD P. BEARD, Assistant Director, Division of Vocational Education in charge of Plans and Reports.

JAMES W. KELLY, Field Representative (Pacific Region).

EDWARD G. LUDTKE, Field Representative (Southern Region).

(Continued on page 127)

How To Obtain U. S. Gover

THE following chart contains information on those Government films which were available for public use in the United States on March 15, 1950. Because of space limitations, agencies with only a few such films have been omitted from the chart.

U. S. Government Agency	Kinds of Films	How To Borrow or Rent Films [1]	How To Purchase Films	For Further Information Write to
Department of Agriculture (including the Forest Service and Soil Conservation Service).	172 information and training films on agriculture, conservation, forestry, gardening, home economics, and the natural sciences.	Borrow from State Extension Services, regional offices of the Forest Service and Soil Conservation Service, and other official USDA film depositories. Rent from some educational film libraries.	From Castle Films, Division of United World Films, Inc., 1445 Park Ave., New York 29, N. Y.	Motion Picture Service, Office of Information, U. S. Department of Agriculture, Washington 25, D. C.
Department of the Air Force.	31 information and public relations films; 24 training films on aviation subjects.	Borrow public relations films from Air Matériel Area Headquarters of Air Force. Rent training films from some educational film libraries.	Purchase training films and 23 of the public relations films from Castle Films. Other films not for sale.	Office of Public Information, National Military Establishment, Washington 25, D. C.
Department of the Army.	323 training and information films.	Borrow from Army Area Headquarters. Rent from some educational film libraries.	Purchase 261 of the films from Castle Films. Other films not for sale.	Office of Public Information, National Military Establishment, Washington 25, D. C.
Civil Aeronautics Administration (Department of Commerce).	200 CAA, Air Force, and Navy films on aeronautics and related subjects for aviation education.	Borrow from CAA, Washington 25, D. C., or from regional offices of the CAA.	Not for sale.	Office of Aviation Development, Civil Aeronautics Administration, U. S. Department of Commerce, Washington 25, D. C.
Coast Guard (Treasury Department)	22 information films on Coast Guard activities; 16 training films on seamanship.	Borrow information films from Coast Guard Districts or Coast Guard Headquarters, Washington 25, D. C. Rent training films from some educational film libraries.	Purchase training films from Castle Films. Information films not for sale.	U. S. Coast Guard, Treasury Department, Washington 25, D. C.
Office of Edueation (Federal Security Agency).	457 vocational and industrial training films.	Not for loan. Rent from some educational film libraries.	From Castle Films.	Visual Aids Section, Office of Education, Federal Security Agency, Washington 25, D. C.
Fish and Wildlife Service (Department of the Interior).	8 educational and training films on fishery.	Borrow from Fish and Wildlife Service, Washington 25, D. C., or from regional offices.	Purchase 5 films from Castle Films; other films not for sale.	Branch of Commercial Fisheries, Fish and Wildlife Service, U. S. Department of the Interior, Washington 25, D. C.
Indian Service (Department of the Interior).	14 information and educational films on Indian life.	Not for loan.	From Educational Film Laboratory, U. S. Indian School, Santa Fe, N. Mex.	Educational Film Laboratory, U. S. Indian School, Santa Fe, N. Mex.
Institute of Inter-American Affairs.	30 information films on health, agricultural, and general subjects.	Not for loan. Rent from some educational film libraries.	From Institute of Inter-American Affairs.	Institute of Inter-American Affairs, 499 Pennsylvania Ave. NW., Washington 25, D. C.

ment Motion Pictures, 1950

compiled by Seerley Reid, Assistant Chief, Visual Aids to Education

U. S. Government Agency	Kinds of Films	How To Borrow or Rent Films [1]	How To Purchase Films	For Further Information Write to
■ Office of Inter-American Affairs (terminated in 1946).	78 films on Latin-American countries and people; 5 films on Ohio.	Not for loan. Rent from some educational film libraries.	Purchase 68 films from Castle Films; other 15 films from Institute of Inter-American Affairs.	Division of Public Liaison, U. S. Department of State, Washington 25, D. C.
■ Marine Corps (NavyDepartment).	13 public information and recruiting films.	Borrow from nearest Marine Corps Recruiting Station or Organized Reserve Unit.	Not for sale.	Director of Public Information, Hdqrs. U. S. Marine Corps, Navy Department, Washington 25, D. C.
■ Bureau of Mines (Department of the Interior).	85 information films on mining and metallurgical industries and the natural resources of the various States.	Borrow from Bureau of Mines, Experiment Station, 4800 Forbes St., Pittsburgh 13, Pa., or from official depositories.	Not for sale.	Office of Minerals Reports, Bureau of Mines, U. S. Department of the Interior, Washington 25, D. C.
■ Department of the Navy.	22 information and public relations films; 430 training films on aviation, radio, science, shop work, medicine, and other subjects.	Borrow public relations films from Naval District Headquarters. Rent training films from some educational film libraries.	Purchase training films and 9 of the public relations films from Castle Films. Other 13 films not for sale.	Office of Public Information, National Military Establishment, Washington 25, D. C.
■ Public Health Service (Federal Security Agency).	20 information films on health, sanitation, and medicine; 50 professional films on communicable diseases.	Borrow information films from State or local health departments; professional films from Communicable Disease Center, U. S. Public Health Service, Atlanta 3, Ga.	Obtain authorization from Public Health Service.	Public Inquiries Branch, Public Health Service, Federal Security Agency, Washington 25, D. C., *and* Communicable Disease Center, U. S. Public Health Service, Atlanta 3, Ga.
■ Bureau of Reclamation (Department of the Interior).	7 information films on reclamation in the West.	Borrow from Bureau of Reclamation, Washington 25, D. C.	Obtain authorization from Bureau of Reclamation.	Bureau of Reclamation, U. S. Department of the Interior, Washington 25, D. C.
■ Tennessee Valley Authority.	15 information films on the activities of the TVA.	Borrow from Film Services, TVA, Knoxville, Tenn.	Obtain authorization from TVA.	Film Services, Tennessee Valley Authority, Knoxville, Tenn.
■ Veterans' Administration.	12 films on veterans' activities and programs.	Borrow from the Visual Aids Division, Veterans' Administration, Washington 25, D. C., or from the regional offices of the VA.	Not for sale.	Visual Aids Division, Veterans' Administration, Washington 25, D. C.
■ Office of War Information (terminated in 1945).	32 war films used in the domestic OWI program; 13 films about the United States used in the overseas program.	Not for loan. Rent from some educational film libraries.	Purchase from Castle Films.	Division of Public Liaison, U. S. Department of State, Washington 25, D. C.

[1] Various regional offices, depositories, and other distributors are listed in "A Directory of 897 16mm Film Libraries," compiled by the Office of Education and available from the Superintendent of Documents. Price: 15 cents.

Legislation as It Affects State School Administration

Principles and Trends Across the Nation During the Past Decade

by Ward W. Keesecker, Specialist in School Legislation

IMPROVEMENTS IN State laws affecting the administration of State systems of education offer a challenging opportunity for constructive leadership in educational affairs. Experience in the development of State systems of education clearly indicates that the legal organization and forms and principles of State educational systems are vitally related to efficiency in education. Hence, those of us who seek to improve our State educational systems do not naively subscribe to Pope's idea:

"For forms of government let fools contest; That which is best administered is best."

However excellent may be the quality of school personnel, it does not supplant the need for wise legal organization and procedures in the administration of education. Constitutions and statutory enactments determine the structural organization and guiding principles of State school administration.

Constitutional Status of Education

Education under our form of government is committed in the main to the several States. The Tenth Amendment of the Federal Constitution leaves to each State of the Union the right and the responsibility to organize its educational system as it deems most appropriate.

With few exceptions, State constitutions make it obligatory upon their respective legislatures to provide for the establishment and maintenance of efficient systems of public schools. State legislatures are considered as having full and plenary powers with respect to educational affairs. According to the late Justice Brandeis:

It is one of the happy incidents of the Federal system that a single courageous State may, if its citizens choose, serve as a laboratory to try novel, social and economic experiments without risk to the rest of the country.

This freedom of experimentation on the part of a State has applied also in the field of education, and under this freedom were established the beginnings of our present State systems of public education. Under this freedom, public education has come now to be the primary and biggest enterprise of the States. Quoting again from Justice Brandeis:

America has believed in differentiation, not uniformity, lies the path of progress. It acted on this belief; it has advanced human happiness, and it has prospered.

In most States the people have been content with few or limited constitutional provisions for education. For example, in most States it has been sufficient to limit constitutional provisions simply to that of charging the legislature with responsibility for an adequate and uniform system of education. Some go further and provide operational structure and organization and define the powers and duties of school officials.

Legislative Power Over Education

Public schools exist by operation of law. In this country public schools are the creatures of the State legislature acting under constitutional authority. Except as modified by constitutional restraints, a State legislature has plenary power over education. The legislature also has a choice to exercise or not to exercise its power; and there is no direct recourse for the people for failure on the part of the legislature to act. The legislature cannot be brought before any superior tribunal to answer for its failure to act. On the other hand, if it acts beyond its authority such acts may be overruled by the courts.

The educational prerogative of a State legislature is a vital one. The authority over education has been held by courts to be not necessarily a distributive one, to be exercised by local instrumentalities; but on the contrary, a central power residing in the legislature of the State. This principle has been aptly stated by the Supreme Court of Indiana in the following words:

It is for the law-making power to determine whether the authority (over education) shall be exercised by a State board of education, or distributed to county, township, or city organizations throughout the State. . . . As the power over schools is a legislative one it is not exhausted by exercise. The legislature, having tried one plan, is not precluded from trying another. . . . (23 N. E. 946.)

In the American Commonwealths, where education continues to be regarded primarily as a State function, the following basic legal principles may be noted:

1. State legislatures have absolute power to control public schools unless limited by constitutional provisions. (State constitutions generally turn the subject over to the legislatures.)
2. The control of education is in no way inherent in the local self-government except as the legislatures have chosen to make it so.
3. Public education may be a separate field distinct from local government.
4. The legislature having tried one method of school administration and maintenance is not precluded from trying another.

Significant Trends

The Chief State School Officer

Selection.—It is significant to note that the trend during the past 10 years has been definitely toward appointment of State superintendents by State boards of education. This trend is evidenced by legislation in five States, namely, *Colorado*, *Maine*, *Massachusetts*, *Missouri*, and *Texas*.

MISSOURI in 1944, by constitutional amendment, changed the method of selecting the chief State school officer from election by the people to appointment by the State board of education;

The legislature of MASSACHUSETTS in 1947 changed the method of selecting the chief State school officer from appointment by the governor to appointment by the State board of education;

COLORADO in 1948, by constitutional amendment, changed the selection of the chief State school officer from election by the people to appointment by the State board of education.

In 1949 the legislature of TEXAS changed the selection of the chief State school officer from election by the people to appointment by the State board of education.

Moreover, in 1949 the legislature of MAINE changed the selection of the State commissioner of education from appointment by the governor to selection by a newly created State board of education.

These changes reflect also a trend away from election of State superintendents by popular election in favor of appointment by the State board. as evidenced by the States of *Missouri, Colorado,* and *Texas.*

Term of Office.—Legislation affecting the term of office of the chief State school officer in *Colorado, Maine,* and *Missouri* shifted from 2-, 3-, and 4-year terms, respectively, to an indefinite tenure—at the discretion or pleasure of the State board of education.

Salary.—Legislation in *Colorado, Maine, Massachusetts, Missouri,* and *Texas* left it to the State board of education to fix the salary of the State commissioner of education; provided, however, that the salary may not exceed $8,000 per annum in Maine and $11,000 in Massachusetts.

Professional Qualifications.—The new *Colorado* law provides that the State commissioner of education shall have "such professional qualifications as shall be deemed appropriate." The *Missouri* law provides that the State commissioner of education shall possess "educational attainments and breadth of experience in the administration of public education." The new *Texas* law stipulates that:

The State Commissioner of Education shall be a person of broad and professional educational experience, with special and recognized abilities of the highest order in organization, direction and coordination of education systems and programs, with particular abilities in administration and management of public schools and public education generally. The Commissioner of Education shall be a citizen of the United States and of the State of Texas for a period of not less than five (5) years immediately preceding his appointment; of good moral character; shall be eligible for the highest school administrator's certificate currently issued by the State Department of Education; and shall have a minimum of a Master's Degree from a recognized institution of higher learning. He shall subscribe to the oath of office required of other State officials.

It is significant to note that the legislatures in all five States have declared that the State commissioner of education shall be the chief administrative or executive officer of the State board of education.

Duties.—Recent legislation in *Massachusetts* and *Missouri,* with few exceptions, stipulated that the duties of the State commissioner of education shall be prescribed by the State board of education.

In *Colorado* and *Texas* it is noteworthy that, while making the State board of education the principal educational policy-determining agency, and while making the State commissioner of education the executive officer of the State board, the legislatures of these States also prescribe certain duties for the commissioner of education. Most of these duties are of the type which are usually assigned to the chief State school officer by a State board or which are customarily expected to be performed by the chief State school officer. The merits of the duties legislatively assigned to the chief State school officer must be measured in terms of whether they will promote efficiency in administration and clarity of relationship between the chief State school officer and the State board of education.

The recent legislation in *Colorado* and *Texas* affecting the relationship between the State board of education and the chief State school officer reflects a prevailing principle in American legislative procedure, namely, a disposition to separate the delegation of legislative or policy-making functions from purely administrative or ministerial duties.

State Boards of Education

Prolific changes have occurred during the past decade affecting the selection, composition, and organization of State boards of education and their functions. Legislation on this subject has occurred in no less than 16 States. Interest in this field continues unabated. Legislative changes during the past 10 years affecting the selection and/or composition of State boards of education occurred in *Arkansas* and *Oregon,* 1941; *Georgia* and *North Carolina,* 1943; *Missouri,* constitutional changes in 1944 and legislative in 1945; *Kansas, Indiana,* and *New Jersey,* in 1945; and *Massachusetts, Vermont, Washington,* and *West Virginia,* in 1947. In 1948 *Colorado* by constitutional amendment, implemented by legislation in 1949, reconstituted its State board of education. In 1949 *Texas* reconstituted its State board. Moreover, in 1949 the legislature of *Maine* established for the first time a general State board of education.

What are the significant changes and trends manifest in these recent legislative developments with respect to State boards?

(1) A trend towards removal of control over State boards of education by the governor. A decade ago the governor was ex officio member of the State board of education in 15 States. Legislation within the decade removed the governor from membership on State boards in the States of *Arkansas, Georgia, Indiana, Missouri,* and *North Carolina.* In 2 of these States the governor was not only an ex officio member but was also chairman of the Board. Thus legislative changes in 10 years have reduced by one-third the number of States where the governor was a member of the State board of education, leaving 10 States in which the governor is still a member.

(2) A trend toward removal of appointment of the chief State school officer by the governor and his appointment by the State board of education. as evidenced in *Maine* and *Massachusetts.*

(3) A trend away from appointment of State boards by the governor. This was in evidence in *Maine, Texas,* and *Washington.*

(4) A trend toward removal of the State superintendent from membership on State boards of education. During the decade legislation in four States removed the State superintendent from State boards of education. These States are: *Colorado, Kansas, Missouri,* and *Washington.* In *West Virginia* the status of State superintendent was altered to the effect that, while remaining as a member of the State board, he was denied voting privilege on the board.

(5) A trend toward removal of all ex officio members on State boards of education. In 6 States—*Colorado, Indiana, Kansas, Missouri, North Carolina,* and *Washington*—the legislatures removed other State officials as ex officio members on the State board of education. (During the past decade, however. *Delaware* added two ex officio members to its State board.)

(6) The trend is toward larger membership on State boards of education. During the decade 11 States increased the number of members on their respective State boards of education. These States are: *Arkansas, Colorado, Indiana, Massachusetts, Missouri, New Jersey, North Carolina, Texas, Vermont, Washington,* and *West Vir-*

Current Legislative Problems With Respect to the Improvement of State School Administration

WHAT provisions and/or principles relating to education should be embodied in State constitutions generally? In dealing with a particular State, this problem is likely to present itself somewhat realistically as follows: What constitutional provisions should be added, deleted, or modified in order to improve State school administration?

★

SHOULD a State board and also a chief State school officer be provided for in the State constitution? If so, what provision should be incorporated with respect to them?

★

HOW should members of State boards of education be selected? What should be their qualifications? Also, how many members should constitute a State board?

★

WHAT legislative powers should be delegated to the general State board of education?

★

SHOULD all State educational functions be handled entirely by one general State board of education? Are there certain educational functions which should be assigned to separate or special boards? If so, what are they?

★

WHAT functions and/or powers should be assigned to the State superintendent? Should some of them be assigned by statute and some by discretion of State board?

★

WHAT statutory provisions should govern the functions and organization of State departments of education? What functions or types of services should be specified by law or left principally for the State board to determine? What types of legislative provision affecting the organization of State departments are most desirable?

★

SHOULD the legislature designate divisions or positions to be established in the State department?

★

SHOULD the State board of education be delegated with complete policy-making power without reference to standards to be established, or should the legislature lay down or indicate certain criteria or minimum requirements?

★

SHOULD the legislature stipulate any standard or criterion governing the qualifications of State superintendents? How should the State superintendent be selected? What relationship between the State superintendent and the State board should be established by law?

★

EVIDENTLY there is no general agreement on the best answers to the foregoing problems, and their answers may vary from State to State. However, the benefits or lessons of experience in one State should be helpful in another.

Observations and Conclusions

STATE legislatures are free to change or adjust school laws to meet changing conditions.

★

PRESENT conditions in school administration emphasize a need for legislators to consult with educational authorities.

★

IT IS DESIRABLE that legislation affecting State school administration conform to the best opinion of authorities in education, and that it shall follow carefully worked-out systems which have been found to produce good results.

★

FEWER statutory prescriptions accompanied by an extension of discretionary powers in State school officials would apparently enable the development of more flexible and efficient systems of State school administration.

★

LAWS which require uniformity in administration to all may stifle the natural educational and administrative processes.

LEGAL provisions governing State school administration are not susceptible to separation from local school administration. The separation of State functions from local administrative functions is a constant problem in school administration.

★

WHATEVER the degree of State administrative control, it should secure local cooperation, mutual respect and confidence, and promote local initiative and freedom of action.

★

A STUDY of varying types of State laws governing State school administration emphasizes the importance of developing some scientific method for measuring the results or effects of different legal provisions. Actual experimentation in this area is inadequate. After many years of experience with various types of school laws and much theorizing, school administrators as well as legislators do not yet agree on what constitutes the best legislative provisions, or what provisions produce the more desirable results.

★

SCHOOL administration may not be an exact science, but its procedure may be subject to objective appraisal in terms of results obtained. The science of education may yet work out the technique to determine with reasonable assurance that certain legislative provisions governing school administration are better than others.

★

FINALLY, the experience and research of educators form the basis for the conclusion that those States which (a) place in their constitutions general statements of fundamental objective of the public school program; (b) enact laws to enable a State education department of professional executives to determine more detailed rules and standards; and (c) authorize State and local school officials to apply, enforce, and when desirable, alter these rules in order to secure best educational results, are following the wisest legislative procedure.

ginia. The range of increase is from 1 additional member in *Arkansas* and *Georgia* to 11 additional members in *Texas*. Membership on State boards of education now ranges from 3 members in *Mississippi* and *Oregon* to 21 members in *Texas*.

Still other significant changes were made with respect to the State boards of education and the method of their selection.

(7) The trend is toward the abolition of constitutionally created ex officio State boards of education. This is evidenced by constitutional changes in *Missouri* and *Colorado*. *Missouri* in 1944, by constitutional amendment, abolished the ex officio State board of four members and established a new State board of eight members appointed by the governor. In 1948 *Colorado*, by constitutional amendment, abolished its three-member ex officio board and established a State board of education whose members are chosen by popular election, one from each congressional district (if even number of congressional districts, then one additional member elected at large).

(8) Most recent legal changes during the decade reflect a tendency toward the selection of State board members by popular vote, as was manifest in *Colorado* and *Texas* in 1948 and 1949. Both of these States adopted the system of electing by popular vote one board member from each congressional district.

(9) Finally, legislation over the decade reflects a definite trend toward vesting in State boards of education increasing responsibility for policy making in educational affairs.

SANITATION

(*Continued from page 114*)

older school buildings sometimes indicates a lack of awareness of the importance of sanitation in school buildings. Likewise, in many new school buildings protective

Ill ventilation and an insanitary environment for pupils.

sanitation seems to have been neglected. In too many cases the building funds are limited. The school people want space. Some patrons want to be able to point to a beautiful building. The designer with a product to sell may side with the patrons. The pupils need protection and service—they don't vote. A frequent end result is a cheapening of inside surfaces and services and, as a result, adequate sanitation is more difficult to maintain.

In too many cases monumental facades and ornamental trim may hide dank odorous toilet rooms and interior finish that cannot be maintained in a sanitary manner.

The above is not intended as a criticism of building beauty. However, the school buildings are erected for the purpose of protecting and serving pupils. The building should be planned from the inside out. The plant design should have balance. School officials should plan carefully that the funds desired for community-sized auditoriums, tournament seating capacity for gymnasiums, or ornamental trim are not obtained by cheapening inside finish and the facilities necessary for a satisfactory sanitation program.

Rough dirt-catching surfaces should be reduced to a minimum.

Floors should be nonabsorbent.

Cracks, crevices, and noncoved corners that might harbor dirt should be eliminated.

Wood flooring and wood trim should be well-seasoned and expansion joints should be protected from dirt.

In general, dark surfaces that help cover dirt are being used less and less in school buildings. Ample illumination and light surfaces are important factors in school sanitation. Some principles to observe are: Prevent dirt accumulations; if present, expose them to facilitate cleaning; remove the dirt.

Corrective Sanitation

Every school system should develop for each building a corrective sanitation program. Dirt should be removed as quickly as feasible. Suitable cleaning supplies and tools should be provided. Cleaners should be trained in the principles of and in the practices to be followed in maintaining school buildings. Cleaners or janitors should recognize the close relationship between cleanliness and sanitation. They should realize that dirt removal eliminates many of the fertile lodging spots for disease germs. They should not be permitted to use deodorants to cover up odors arising from sources that should be removed. Sanitary standards should be established for each school. Cleaners and building workers should be familiar with these standards and should be held responsible for the conditions found in the building at all times. There should be an adequate follow-up and/or inspection service that would assure constant compliance with accepted standards.

Adequate cleaning is essential to high levels of sanitary services in schools. For various reasons, school cleaning service is not always good.

In too many cases the school custodian is not a skilled janitor. School custodial service was once looked upon as a flunky-type of occupation and too many of that type of men have been employed. In some cases custodians have been employed on a patronage basis and in other places the school custodian's position and salary have been reserved as a relief or pension for men unable to perform hard labor. In addition, there has been little opportunity for custodians to be trained in their work.[2] The men employed had little inclination to seek training since they had no assurance of continued tenure.[3]

[2] Viles, N. E. *Improving School Custodial Service.* Office of Education Bulletin 1949, No. 13. U. S. Government Printing Office, Washington 25, D. C. 15 cents.

[3] Phay, John E. *Custodian Personnel Administration.* Reprints from *American School Board Journal.* March, April, May, June, July, and August, 1948. Milwaukee, Wis., Bruce Publishing Co.

Responsibility

Schools as public, or private nonprofit, institutions are not always subject to the same regulations and the same rigid inspections as are applied to some commercial activities and organizations. A few States have set up rigid rating and inspection sys-

Undesirable, but still too common, for many of the Nation's children.

tems for school lunchrooms, kitchens, etc. This service does not usually cover other phases of school sanitation. The fact that schools are not subjected to these rigid inspections contributes to the poor service often found. Schools have cherished functional and area autonomy. If schools are to have any high degree of autonomy they must accept the responsibility for providing sanitary and other essential services. If they do not have the machinery and the skills to provide such service they should turn the job over to someone or some organization qualified to handle it or go out and secure the technical help and training needed. The fact that the school is a public organization does not justify maintaining buildings that subject pupils to preventable health hazards every day they attend school. The public should realize that school sanitation is a sound investment.

Vocational Education Through the Cooperative Part-Time Diversified Occupations Program

by C. E. Rakestraw, Consultant, Employee-Employer Relations

OUR EDUCATIONAL system has its problems—the multiplicity and complexity of which tend to become greater with the increase in population and technological progress. School authorities, therefore, must be constantly on the alert for instructional methods, procedures, and types of organizations to suit changing social and economic conditions. These require frequent additions and adjustments in order that youth may be better prepared to meet his responsibilities as a worker and as a citizen. Educators and lay groups in general—particularly labor—have stressed the need for an educational program which will prepare youth for employment and at the same time provide him an opportunity to complete high school.

Within the United States there are 3,464 urban communities with a population of 2,500 or over. It may be assumed that in each community either a high school or other arrangement is provided which enables boys and girls to secure a high-school education. However, many hundreds of such urban areas have inadequate facilities or none at all for students to receive vocational training. In order to meet the needs of these high-school students better, not only in the larger cities and towns but the smaller as well, the Cooperative Part-time Diversified Occupations Program was planned and inaugurated in many local communities by State boards for vocational education. The express purpose of this type of program is to provide vocational training opportunities for high-school juniors and seniors.

Students enrolled in the program spend one-half day in employment in a chosen trade or occupation and one-half day in high school. Two periods of the time in school each half day are devoted to supervised and directed study of related and technical subjects pertinent to the student's chosen trade or occupation. The remainder of the time, he pursues the regular required high-school subjects. During the half day spent in employment, the student secures organized and supervised work experience in accordance with a definite schedule of processes developed from an analysis of the trade or occupation. This on-the-job instruction is organized in such manner as to permit him, by the end of the 2-year period, to receive experience in all phases or jobs included in the training outline.

The in-school and work experience schedules may be arranged so that these students can earn sufficient credits during the 2 years they are in this program to graduate at the end of their senior year. The student then possesses a high-school diploma plus 2 years of training in his chosen trade or occupation. For the Cooperative Part-time Diversified Occupations Program to function effectively, school authorities must insist that it be established and conducted in accordance with approved standards. The coordinator must have a thorough understanding and appreciation for organizing the program in conformity with such standards. Briefly stated these are in connection with:

1. Creating and utilizing the services of a representative advisory committee.
2. Determining training opportunities in the community and selecting trades or occupations which should be included in the program.
3. Determining and selecting industrial and business establishments in which to place students for training.
4. Selecting qualified students for enrollment in the program.
5. Developing, from trade or occupational analyses, schedules of processes to be learned on the job by the student.
6. Preparing outlines of related and technical subjects, correlated with work experience.
7. Placement of students for work experience in accordance with Federal, State, and local employment regulations.

The name Cooperative Part-time Diversified Occupations Program was selected because of the range of occupational training opportunities which can be included. Each student receives instruction designed to prepare him for a specific vocation and does not, as the terms might imply, receive just a smattering of training in a diversity of occupations.

Since boys and girls enrolled spend part of the day in school and part in employment, the title of student-learner is used. Under certain conditions where programs are conducted in conformity with approved standards, student-learner certificates may be issued by the Administrator of the Wage and Hour Division of the United States Department of Labor which permit employment at a beginning wage less than the minimum required by the Fair Labor Standards Act of 1938.

Summer School Guide

"LAST SUMMER our institutions of higher education attracted more than twice the number of students they had 10 years ago," said Earl James McGrath, U. S. Commissioner of Education, in the *Scholastic Teacher*, issue of March 1, 1950. This issue features a teachers' guide to more than 550 summer schools and tours for 1950. Address: 7 East Twelfth Street, New York 3, N. Y.

Study Braille Codes of All Countries

UNESCO is working on a plan to standardize the Braille system in all languages. At the present time, China, India, and other countries use six or more conflicting Braille codes. Miss Marjorie Hooper, of the United States, working with a group of seven others, will endeavor to rationalize the differences in the various codes so that standard books for the blind throughout the world may be printed. Six members of the advisory group on Braille problems are blind.

OFFICE OF EDUCATION

(*Continued from page 119*)

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Division of Higher Education

SERVICE TO the Nation's colleges, universities, and professional schools is the responsibility of the Division of Higher Education. This service is furnished through three major sections—Organization and Administration: Education for the Professions; and Liberal Arts Education.

Administrators of higher education and college and university staff members look to the Division of Higher Education for information to help improve institutional and individual efficiency. The Division's field of interest covers such problems as educational organization on institutional, State, regional, and national levels; finance, including both sources of income and purposes of expenditures, as well as systems of financial and student accounting used; and student personnel services. Also within the scope of this Division's interest and research are materials and methods of instruction in the various subject-matter fields, such as the social sciences or physics. Special attention is given to problems of professional preparation in such fields as teacher education, the health professions, and engineering. One staff member devotes full time to the special problems of higher education for Negroes.

The Morrill-Nelson and Bankhead-Jones funds for instruction in the 69 land-grant colleges and universities, are handled through the Division of Higher Education.

In addition to publishing the results of its studies, the Division is responsibile for a semimonthly publication, Higher Education, which is distributed to all the institutions of higher education without charge and to individuals on subscription, price 75 cents per year. The Division also prepares the annual Directory of Higher Education in which appear essential data about each of the 1,808 colleges and universities throughout the country.

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————, Specialist for Sociology.

FOR 50,000,000 ADULTS

(*Continued from page 115*)

seems required. In general, though, poor readers are not highly interested in reading and, as many are in the lower economic groups, they have less purchasing power.

Further invention in the publishing field seems needed. The answer may lie in some combination of pictures and line drawings, controlled low reading level, attractive format, large type, color, pocket size, pamphlet thickness, and low cost. Maybe each issue of a periodical could carry enough specialized material to warrant a special subtitle which could appeal to regular readers and to those having specific interests. Undoubtedly a combination of distribution channels would be required—certainly newsstands, corner stores, and all the pocketbook outlets. Or materials especially slanted to and sold through certain organized groups such as churches, labor unions, farmers, lodges, and nationality clubs, may be the way.

The answer is yet to be found and demonstrated. A market of approximately 50,000,000 people awaits the writers and publishers who can solve the problem.

New Books and Pamphlets

Adult Education in Rural Communities, by Yang Hsin-Pao. *Developing Adult Education Programmes,* by Homer Kempfer. Paris, United Nations Educational, Scientific and Cultural Organization, 1950. 27 p. (Occasional Papers in Education) Processed.

America's Stake in Human Rights. By Ryland W. Crary and John T. Robinson. Washington, D. C., The National Council for the Social Studies, 1949. 51 p. Illus. (The National Council for the Social Studies, Bulletin No. 24) 25 cents.

Curriculum Revision for More Effective Living. Prepared under the Direction of the Social Science Department of Western Illinois State College. Macomb, Ill., Western Illinois State College, 1950. 69 p. Illus. (The Western Illinois State College Bulletin, vol. 29, No. 3).

Group Thinking and Conference Leadership: Techniques of Discussion. By William E. Utterback. New York, Rinehart & Co., Inc., 1950. 248 p. $2.50.

Practical School Administration. By Albert J. Huggett. Champaign, Ill., The Garrard Press, 1950. 284 p. $3.

Radio and Television Acting: Criticism, Theory and Practice. By Edwin Duerr. New York, Rinehart and Co., Inc., 1950. 417 p. $6.50.

Student Teaching in the Elementary School. By James B. Burr, Lowry W. Harding, and Leland B. Jacobs. New York, Appleton-Century-Crofts, Inc., 1950. 440 p. Illus. $3.75.

Surveys, Polls, and Samples: Practical Procedures. By Mildred Parten. New York, Harper & Brothers, 1950. 624 p. (Harper's Social Science Series) $5.

The Teen-Age Driver: From the Program of the Driver Education and Training Section, School and College Division, National Safety Council, Held During the 1949 National Safety Congress and Exposition. Chicago, National Safety Council, 1950. 31 p. Illus. 15 cents.

The Theory and Practice of Teaching. By Ernest E. Bayles. New York, Harper & Brothers, 1950. 362 p. (Education for Living Series) $3.

—Compiled by Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

Selected Theses in Education

THE THESES in this list are selected from many on file in the Education collection of the Federal Security Agency Library and are available for interlibrary loan upon request.

An Analysis of the Work Being Done by Existing Agencies in Marion and Vigo Counties in Indiana Toward the Educational and Physical Development of Crippled Children. By Martha C. Stanger. Master's, 1947. Indiana State Teachers College. 106 p. ms.

Discusses the work being done by public and private organizations for the education and physical development of the 297 crippled children in Vigo County and for the 1,380 crippled children in Marion County.

Children's Interests in Moving Pictures, Radio Programs, and Voluntary Book Reading. By Florence E. Hickey. Master's, 1948. Boston University. 139 p. ms.

Surveys the interests of children in the fourth, fifth, and sixth grades in these activities.

Children's Voluntary Reading as an Expression of Individuality. By Mary H. B. Wollner. Doctor's, 1949. Teachers College, Columbia University. 117 p.

Analyzes data on the voluntary reading of eighth-grade pupils in the Horace Mann—Lincoln School of Teachers College, Columbia University, in 1944–45. Studies data on psychological and environmental factors, and their reading activity in terms of the number of books read and the amount of time devoted to reading.

Developing a Reading Readiness Program in a First Grade in Waverly School. By Ruth L. Bynum. Master's, 1946. Hampton Institute. 110 p. ms.

Discusses environmental factors influencing reading readiness in a Negro elementary school in Columbia, S. C.

The Function of the University in Teacher Training. By Evan R. Collins. Doctor's, 1946. Harvard University. 235 p. ms.

Traces briefly the history of the development of teacher training. Discusses concepts fundamental to the university training of teachers.

A Study of the Factual Knowledge of Current Events Possessed by 1,000 High-School Seniors. By Vyron L. Jones. Master's, 1947. Indiana State Teachers College. 50 p. ms.

Analyzes results of a specially constructed test which was administered to more than 1,000 high-school seniors in 19 schools of West Central Indiana, including rural and urban high schools of varying sizes. Recommends that a period each week be set aside for the study of current events.

The Value of Dramatics as an Activity in the Fairfield Township School, Hamilton, Ohio. By Doris M. Lusk. Master's, 1948. University of Cincinnati. 82 p. ms.

Concludes that dramatics is equal in value to music and athletics and should be given a place in the curriculum.

—Compiled by Ruth G. Strawbridge, Federal Security Agency Library Bibliographer.

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EDUCATIONAL AIDS from Your Government

HOW TO ORDER.—Free publications listed on this page are available in limited supply and should be ordered directly from the agency issuing them. Publications to be purchased should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Atomic Energy Commission

An Act for the Development and Control of Atomic Energy (Atomic Energy Act of 1946) Public Law 585, Seventy-ninth Congress. 1946. 5 cents.

Atomic Energy and the Life Sciences. Sixth semiannual report. 1949. 45 cents.

Atomic Energy and the Physical Sciences. Seventh semiannual report. 1950. 50 cents.

Handling Radioactive Wastes in the Atomic Energy Program. 1949. 15 cents.

Isotopes. A 3-Year Summary of United States Distribution. 1949. 45 cents.

Prospecting for Uranium. United States Atomic Energy Commission and the United States Geological Survey, 1949. 30 cents.

Selected Readings on Atomic Energy. December 1, 1949. Free.

Civil Service Commission

Working for the USA. Civil Service Commission Pamphlet 4, November 1949. 10 cents.

Department of Agriculture

Family Fare: Food Management and Recipes. Bureau of Human Nutrition and Home Economics. Home and Garden Bulletin No. 1. 1950. 25 cents.

Department of State

Education Exchanges Under the Fulbright Act. Publication 3657. Rev. 1949. 5 cents.

Guide to the United States and the United Nations. Chronology of the United States and the United Nations. Rev. to July 1949. Also contains a list of United States representatives to the United Nations, 1949. 10 cents.

International Control of Atomic Energy: Growth of a Policy. Publication No. 2702. 1946. 45 cents.

International Control of Atomic Energy: Policy at the Crossroads. Publication No. 2161. 1948. 45 cents.

International Control of Atomic Energy and the Prohibition of Atomic Weapons. Publication No. 3646. 1949. 25 cents.

Publications, The Department of State, January 1, 1950. Publication No. 3728, February 1950. Free.

Federal Security Agency

Safe Water. Public Health Service. Folder. Community Health Series No. 2. $1.50 per 100 copies.

Cancer: What To Know, What To Do About It. Public Health Service. National Cancer Institute. Leaflet. Cancer Series No. 1. Single copies free. $1.50 per 100.

Library of Congress

A Guide to Special Book Collections in The Library of Congress, Reference Department. 1949. Available from the Card Division, the Library of Congress, Washington 25, D. C., at 45 cents a copy.

Pan American Union

Opportunities for Summer Study in Latin America, 1950. Division of Education, Department of Cultural Affairs, February 1950. Free.

Superintendent of Documents

The Use of Atomic Energy the Business of Every Citizen. Flyer describing selected Government publications. Free.

Office of Education

Finances in Higher Education: Statistical Summary for 1947–48. Circular No. 268. Free.

Institutions Offering Undergraduate Engineering Curricula Accredited by the Engineers' Council for Professional Development. October 1949. Free.

Museums and Museum Services for Children. Selected References No. 23, February 1950. Free.

Offerings in the Fields of Guidance and Personnel Work in Colleges and Universities Summer 1950. Misc. 3162 Rev. 1950. Free.

Office of Education Publications Related to Elementary Education. Selected References No. 2, Rev. November 1949. Free.

The Race Between School Children and Schoolhouses. Reprint from SCHOOL LIFE, October 1949. Free.

Selected References on Local School Unit Reorganization. March 1950. Free.

Selected Tests in Biology and Related Areas, for Grades 7–14 Inclusive. Selected Science Services, Circular No. 308-III, November 1949. Free.

The Selection and Appointment of Advisory Committees. Adult Education Ideas No. 9, March 1950.

Statistics of Special Schools and Classes for Exceptional Children, 1947–48. Chapter 5, Biennial Survey of Education in the United States—1946–48. 25 cents.

Summer Session Enrollment in Higher Educational Institutions, 1948 and 1949. Circular No. 261, October 1949. Free.

Supervision of Schools. Selected References, No. 22, February 1950. Free.

Undergraduate and Graduate Degrees in History Conferred in 1948–49: Analyses and Comparisons. Circular No. 267, March 1, 1950. Free.

Education Directories and Statistical Guides

Education Directory—1949-50

Part 1. Federal Government and States	15¢
Part 2. Counties and Cities (In press)	20¢
Part 3. Higher Education	35¢
Part 4. Education Associations (In press)	20¢
Accredited Higher Institutions, Bulletin 1949 No. 6	30¢

A Directory of 897 16mm Film Libraries, Bulletin 1949 No. 10	15¢
Directory of Secondary Schools in the United States, Circular 250 (396 pages)	$1.50
Statistics of Special Schools and Classes for Exceptional Children, 1947–48, Chap. V, Biennial Survey of Education, 1946–48	25¢
Statistics of Libraries in Institutions of Higher Education, 1946–47, Chap. VI, Biennial Survey of Education, 1946–48	20¢

Available from the Superintendent of Documents
Government Printing Office, Washington 25, D. C.

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Volume 32 Number 9
JUNE 1950

School Life

First Commencement

IN THIS ISSUE

FEDERAL SECURITY AGENCY
Office of Education

School Life ★ Official Journal of the Office of Education • • • • • • • • • Federal Security Agency

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Cover photograph, courtesy *Fort Lauderdale News*, shows John H. Lloyd III, 1820 G. Street NW., Washington, D. C., receiving diploma from Mrs. Ruth Chester, teacher, Pine Crest School, Fort Lauderdale, Fla., upon his graduation from kindergarten to first grade. Another graduate, Marilyn R. Dichtenmueller, 2411 East Las Olas, Fort Lauderdale, also appears in the photograph.

SCHOOL LIFE is indexed in Reader's Guide to Periodical Literature, and in Education Index

(Single copy price of SCHOOL LIFE—15 cents)

School Life Spotlight

". . . Education is a part of living and not merely a brief, semirealistic experience confined to a classroom."_____ p. 130

★ ★ ★

"Every subject matter field except music, is touched upon by these extraordinary recordings of successful teaching programs."_____ p. 132

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"How can States and cities improve their programs of home economics education?"_____ p. 134

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"Pupil achievement should be evaluated in terms of progress in relation to known ability."_____ p. 137

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"Music teachers can buy transcriptions of folk songs, instrumental music, and speech recordings."_____ p. 138

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". . . only a little more than half of the school-age children in Puerto Rico have the opportunity for schooling."___ p. 139

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"One school uses water color to paint the map of the community on the classroom floor."_____ p. 141

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" 'What!' they cried, 'Would you tax one man to pay for the education of another man's child?' "_____ p. 142

Published each month of the school year, October through June.

To order SCHOOL LIFE send your check, money order, or a dollar bill (no stamps) with your subscription request to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. SCHOOL LIFE service comes to you at a school-year subscription price of $1.00. Yearly fee to countries in which the frank of the U. S. Government is not recognized is $1.50. A discount of 25 percent is allowed on orders for 100 copies or more sent to one address within the United States. Printing of SCHOOL LIFE has been approved by the Director of the Bureau of the Budget.

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Address all SCHOOL LIFE inquiries to the Chief, Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

The Community College— A Challenging Concept for You

by Homer Kempfer
Specialist for General Adult and Post-High School Education
and
William R. Wood
Specialist in Junior Colleges and Lower Divisions

"WHAT IS this community college idea?"

The name is applied to several types of educational enterprises evolving under a variety of auspices. Now carrying the name "community college" are extension centers of universities, junior colleges, technical institutes, area vocational and agricultural schools, 4-year colleges, lower divisions of 4-year colleges and universities, church-related institutions, proprietary schools, general adult education programs, YMCA and YWCA programs, and possibly other arrangements. There is a widespread eagerness to capitalize on the popularity of the name even when the functions inherent in the concept are not all fulfilled. No doubt each of the above organizations serves some of the functions of a community college, but in most instances they leave gaps in our educational pattern which a true community college should fill. The following definition seems to embody elements attributed to the community college by a reasonable proportion of those who use the term as well as by two Office of Education committees working in this and a closely related field.[1]

A community college is a composite of educational opportunities extended by the local public-school system free to all persons who, having passed the normal age for completing the twelfth grade, need or want to continue their education.

Through the community college they may continue their general education, prepare further for occupational life and homemaking, or prepare for the upper years of college and university programs.

Note:

1. The community college is first of all an educational *program*—a "composite of educational opportunities." Parts of it may be formalized but other parts are not likely to be.

2. It is an extension of and an integral part of the local *public school system*. This concept is in harmony with our tradition of local responsibility and control.

3. The educational opportunities are *free* thereby being as financially accessible to all as are the other parts of the public school.

4. Its main center is located *in* the community *geographically accessible* to all youth and adults.

5. The community college is nonselective. Anyone in the community above high-school age, regardless of educational background, may participate in its activities although completion of the twelfth grade may be a prerequisite for entrance to certain courses or curricula.

6. It exists to provide *educational service* to the whole community and to the individuals who comprise it; all other objectives are secondary.

7. While these distinguishing characteristics may not all be true for all community colleges, they represent desirable directions in which to move.

Groups To Be Served

The community college when fully developed will serve a core group of youth who have completed the twelfth grade. Many of this group will be in full-time attendance during the thirteenth and fourteenth years. Two major types of curricula will be available for them.

(1) For those planning to enter upper divisions of higher education institutions, approved credit-carrying curricula will be offered. For most young people, entrance upon this program will be based upon completion of 12 years of school, sometimes including a specified pattern of subjects. Other characteristics may include a controlled sequence of study and other requirements largely as determined by the institutions into which the community college feeds. Occasionally a high school dropout, after achieving sufficient maturity, may be permitted to enroll in this program as a special student to finish the equivalent of high school through college transfer courses although more often such students will take high school courses for adults to qualify for graduation directly or through regular day school.

(2) For those who intend to spend only one or two more years in full-time school-

[1] The committees include representatives from the divisions of School Administration, Elementary and Secondary Schools, Higher Education, Vocational Education, and the Commissioner's Office. The following staff members are on one or both committees: Edna Amidon, Ambrose Caliver, Buell Gallagher, Walter H. Gaumnitz, Bess Goodykoontz, Raymond W. Gregory, Galen Jones, E. L. Lindman, Don S. Patterson, William A. Ross, and the authors.

ing, other appropriate curricula will be provided. Depending very heavily upon the needs of individuals and the community, these may include occupational preparation in such fields as agriculture, homemaking, business, trades and industrial occupations, nursing, and other occupations in which more preparation is needed and desired than is ordinarily given in high school. Included, too, will be curricula in general education, home and family living, and general civic competence for those who wish to improve their general culture before entering upon full-time employment or homemaking.

The out-of-school youth and young adults who have not completed the twelfth grade constitute a second group. The high school and other appropriate community agencies will retain responsibility for those of secondary school age, but beyond this age the community college should come into the picture. Normally most of this group are employed full or part time although many are in dead-end jobs. The community college will maintain a rather continuous educational and guidance relationship with a great many of these until complete transition from full-time schooling to satisfactory occupational life has been achieved. Part-time classes will play an important part with this group as will many other types of activity discussed later.

A Special Challenge

The out-of-school and out-of-work group presents a special challenge. The size of this group (age 19–24) varies widely, ranging from near zero in times of high employment, such as during war, to 3 or 4 million or more in periods of economic difficulty. This is the group that gave rise to the NYA and CCC. A combination of activities can be required to maintain an educational connection with this group. The methods, approaches, and content of some of the more institutionalized parts of the community college can be adapted better to meet the needs of part of this group. For others work-and-study opportunities of various types, such as production training programs, part-time cooperative education in business, trade, and industrial education programs, and student camps combining conservation or seasonal harvest work with a program of studies can be designed.

A good community college will provide an attractive and a balanced educational program—one suited to the life needs of all post-high-school youth and adults, whether they be students on a full- or a part-time basis. Certainly, all people, young adults especially but older ones as well, are faced continuously throughout life with the necessity of adapting, of making changes, of learning. Who can deny the importance of organized education in helping them make such changes satisfactorily?

The program of the community college must be comprehensive. It cannot be technical only or vocational only or general only or preprofessional only. It should include opportunities for active participation in recreational, community service, and job-for-pay experiences. Education is a part of living and not merely a brief, semirealistic experience confined to a classroom. Many community college students, especially those in the immediate post-high-school years, should be encouraged through an extensive and intensive system of student personnel services to explore several fields of interest, to broaden their entire scope of understanding, and not to concentrate on some specialization before their general educational background definitely has been strengthened. A balanced, full-rounded educational program is the bridge over which community college youth are able to pass surely and easily from teen age to adulthood. It is a means by which they can grow naturally into full adult responsibilities in their communities and realize their maximum productive potential.

The community college will recognize that learning can go on in many forms and in many places. A part of the educational activities will be organized and conducted in the conventional classrooms, laboratories, and shops, yet these institutional phases will be only a part of the total "composite of educational opportunities." A campus center, usually the public high-school buildings, to which many groups served may come for educational activity, will also be a headquarters from which educational services and leadership go out into the community. In the interest of both economy and accessibility to the people served, a great deal of the educational services of the community college may be carried on in a variety of community locations—in the public library, in elementary schools, in the city hall, and in settlement houses—wherever space can be made available for public use.

Special features of the community college work will include:

1. Strong emphasis upon a functional system of student personnel services—testing, counseling, job-placement, and follow-up consultation—available from the time a student enrolls until he leaves the community;

2. Certain phases of the high school program for occupational education that will be moved upward on an expanded basis into the community college;

3. A flexible day, evening, weekly, and annual schedule best adapted to the work schedules of people employed full or part time;

4. The full-time core staff supplemented on a part-time basis by leaders from specialized activities and occupations in the community;

5. Close articulation with the high schools of the district to insure a gradual transition from full-time schooling to full-time work;

6. Participation by students and citizens' advisory committees in local surveys, policy formulation, and in program management;

7. Techniques for gearing the community college program to employment and occupational conditions of the area served and to prevailing economic conditions. (The community college must be able to contract and expand its services readily to keep the number of unemployed out-of-school youth to a minimum.)

Educational Approaches

Much pioneering has yet to be done before the designers of any community college can formulate all the program facets necessary to make it worthy of the concept. Unless many educational approaches are developed, or at least adapted, the community college will be restricted to the services now provided a limited number of youth by the conventional junior college. Among the educational approaches needing further exploration and development are these which, while currently in limited use only, seem to offer considerable promise:

1. Work-and-study programs. This would seem to be an essential at all times as a significant part of the educational experience of all youth.

2. Camps with work-and-study programs. Many of the more successful features of CCC camps, with appropriate

(*Continued on page 140*)

Effective Use of Communication Media—One Key to Improved Education

by Nora Beust, Specialist in School and Children's Libraries; Franklin Dunham, Chief, Educational Uses of Radio; Floyde E. Brooker, Chief, Visual Aids to Education

THE MODERN SCHOOL has the potentiality of a greatly enriched educational program. A significant contribution to this program can be made through the effective use of the various media of communication now available for use in the curriculum of the school. Teachers can make a valuable contribution to the pupils of the school by being aware of the need for relating various learning resources in the development of the curriculum.

Books Meet Individual Needs

The school of today almost takes for granted up-to-date, scientifically constructed textbooks and supplementary textbooks as fundamental resources in the learning of children. It is recognized that no one set of books is considered essential for all children. Instructional materials are selected to meet the interests, needs, and abilities of the individual child.

There is a trend to purchase more than one textbook in a given subject area for a group rather than the same book for each pupil. It is believed that teachers should be encouraged to use their skill in determining which of several acceptable books should be used by the group in their charge. Instructional materials are then in many instances being selected for the individual and group rather than on a grade basis. Teachers should be given an opportunity to examine many textbooks in active participation with children. They should also have the privilege of discussing the books with other teachers, supervisors, and principals so that they may be assisted in the evaluation of the books in terms of possible contributions to the development of individual children.

The textbook and supplementary textbook, however, are only two sources of printed instructional materials that should be available for the use of children and teachers in the school program. The so-called library books further enrich the curriculum and tend to broaden the interests of children and youth. They too can only serve their best purpose when selected in relation to the interests, needs, and abilities of individual children.

Library books are of many types and serve many purposes. Beginning with young children, there are the illustrated editions of Mother Goose by such artists as Leslie Brooke, Randolph Caldecott, and Blanche F. Wright, which not only help to introduce children to the world in which they live but aid in developing reading readiness. There are many other types of picture books of real worth, both in the realm of reality and in that of imagination. Easy reading stories that are attractively illustrated and published as individual books for the youngest readers, such as *Mike Mulligan and His Steam Shovel* and *Angus and the Ducks*, may bring great satisfaction of accomplishment to this age group.

For the next age group there are readable books of science, history, biography, and folklore in which pupils can find more about a special area than is usually included in a textbook, for example, *First Electrical Book for Boys*, *Benjamin West and His Cat Grimalkin*, and *These United States and How They Came To Be*. To keep them up to date there are such magazines as *Model Airplane News* and *Junior Natural History Magazine*. Dictionaries, encyclopedias, and other reference books constructed for their maturity level serve to give the accurate information they seek. Books for fun are another important type. They may include, depending upon the preference of the reader, *Jungle Book*, *Let's Make Something*, *Electronics for Boys and Girls*, or *Homer Price*. Publishers have produced suitable materials for all school-age groups that can be used in supplementing and enriching the curriculum.

Mr. Milton Gold, Supervisor of Curriculum in the office of the State Superintendent of Public Instruction, Olympia, Wash., requested information of the Office of Education on the importance of relating all types of learning materials in the education of children. The reply to this request by staff specialists of the Office of Education is of such general interest to school administrators and teachers that a decision was made to publish it in SCHOOL LIFE. The information was originally furnished for publication in the *Washington Curriculum Journal*.

Recordings Enrich the Curriculum

ANOTHER RICH SOURCE of material is to be found in the catalogs of records and radio recordings now available to all schools and usually to be found in school libraries and in collections in various curriculum divisions of central school systems. Many of these records are recorded at standard 78 r. p. m. phonograph speed and are usually published by the leading record companies, especially for the use of children. They consist of stories, stories in music, great dramatic works in excerpt form performed by great actors, poetry frequently given by the poets from their own collected verse, and collections of recorded radio broadcasts from current history. Lessons in English, in music, in the social studies, in speech and dramatics, in foreign languages, are enhanced by the use of living sound, with all its power of creating reality and its even greater power of appeal to the imagination.

In the years since World War II, great integrity has been shown by record companies in presenting authentic settings for these materials, classics in the life of children everywhere. *Rumpelstiltskin*, for

example, a universally loved story, is told with characteristic sound effects now so valuable to radio production and so familiar to the young radio listener outside of school. Stories in music, like the saga of *Peer Gynt*, the mischievous hero of Norway, are told in tone with program notes, prepared by competent teaching staffs, provided to go along with such records. The voice of Raymond Massey recreates notable scenes from the first play *Abraham Lincoln*, making the beloved President actually speak from the American legend now surrounding his memory. The works of Shakespeare performed by Orson Welles and his Mercury Theatre are no less valuable for upper grades and high school. The transition is easily made from English to speech and dramatics when records are used for further analysis in these arts. The limpid verse of Edna St. Vincent Millay and the homespun quality of Robert Frost are quite different things when actually heard as the creators wished their verse to be read.

To recreate Franklin D. Roosevelt, we must hear him speak. To understand his genius for gathering millions in his Fireside Talks, we can analyze through recordings not merely his style but his emphasis and his heart-warming reassurance so necessary to a people who, when war stricken and with sons valiantly defending their country overseas, counted on these words from the great War President as fraught with the somber meaning of the times. These records are available in the collections of radio recordings made at 33⅓ r. p. m. speed on large 16-inch records, and playable for 15 minutes without interruption. An extension library is provided (for loan or purchase) by the Federal Radio Education Committee of the U. S. Office of Education in Washington.

Every subject matter field, except music, is touched upon by these extraordinary recordings of successful teaching programs. Science, social studies, English, languages, vocational arts, health, welfare and safety, and many other fields are covered by this free loan service. *Americans All—Immigrants All*, a series on Americanization, gives the principal contributions brought to our country by people of other lands. *Let Freedom Ring*, another series available in script form for amateur performance, tells of the struggle surrounding the adoption of our bill of rights, essential body of law represented in the first 10 amendments to the Constitution. *This Land We Defend*, a U. S. Department of Agriculture series, gives the story of our land, our forests, floods, dust storms, snow, rain, hail, and what they mean to the welfare of all our people. No less valuable are the programs on science, health, welfare, safety. English literature not only speaks but portrays the graphic appreciation of words which make up the language.

To these records and recordings must be added the recent invention of the magnetic tape recorders, which make it possible for us to record the voices of the children themselves on inexpensive tape, erase, edit, and otherwise arrange for filing our best lessons, our individual performances for illustration in talks to parents, to teacher groups, and for records of speech and composition improvement through the school development of the individual or class.

All this material becomes a new addition to library service and function. It creates a new kind of school, in fact, when it has not been previously used. Radio stations will make transcribed copies of programs heard at more inconvenient hours so that they may be made available for pupils at proper towns and proper times in the lesson. School public address systems may carry them to audiences assembled at scheduled hours. Individual play-back machines at cost now no greater than $50 will play both types of disk recordings at either speed. Radio programs now being made by school radio workshops are just as readily recorded for use by individual schools and whole school systems. As a famous radio and motion picture program says, "Time Marches On"!

Audio-Visual Aids Provide Effective Experiences

A THIRD AREA of instructional materials includes those commonly called the "audio-visual aids." These refer to materials that depend primarily on pictures to get a mes-

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Conference on Education and Human Rights

FSA photograph by Archie Hardy

SCHOOL AND COLLEGE officials attended an Office of Education conference at the Federal Security Agency March 27 to discuss the ways in which schools and colleges could develop techniques for teaching about the universal declaration of human rights.

At the invitation of Earl James McGrath, United States Commissioner of Education, the following persons joined with Office of Education staff members in the 1-day meeting: C. O. Arndt, New York University; Layle Lane, American Federation of Teachers; Hilda Taba, University of Chicago; Louis Wirth, American Council on Race Relations; William G. Carr, National Education Association; Leo Shapiro, Anti-Defamation League of B'nai B'rith; Mrs. Anna Hedgeman, Federal Security Agency; Rayford Logan, American Teachers Association; Charles Thomson, Ruth McMurry, Mrs. Rachel Nason, Department of State; and W. C. Toepelman, American Council on Education.

War Surplus Property Program Converted to Peacetime Basis for Schools, Colleges, and Universities

by Arthur L. Harris, Chief, Surplus Property Utilization Program

WHEN "surplus property" is mentioned in many circles today, it usually elicits the comment, "I thought all of the war surplus had been disposed of by this time." In general that comment is true with regard to equipment, supplies, and materials. A considerable number of real properties, including structures, improvements, and installed equipment, which were acquired for the war effort, are now or soon will be in the process of disposal. However, the experiences of educational institutions throughout the country during the last few years brought about the realization that benefits to the public through educational use of Federal Government property no longer needed by any Federal agency need not cease with the disposal of war surplus. This resulted in the inclusion of sections 203 (j) and 203 (k) in Public Law 152, the Federal Property and Administrative Services Act of 1949, Eighty-First Congress, authorizing the donation of surplus personal property and the sale or lease of surplus real property with public benefit allowance for educational use.

Under the new law, obsolete or excess personal property of all Federal executive agencies which is surplus to the needs of the Federal Government may be donated by the Administrator of General Services to schools, colleges, and universities upon a determination by the Federal Security Administrator that such property is usable and necessary for educational purposes and upon allocations by the Federal Security Administrator on the basis of need and utilization. The Federal Security Administrator has delegated the operating functions and responsibilities of the Federal Security Agency in relation to such donations to the United States Commissioner of Education. The law further provides that donated property may be transferred to State Departments of Education or to such other agency as may be designated by State law for the purpose of distributing donated property to both public tax-supported and nonprofit tax-exempt schools, school systems, colleges, and universities.

Since it is the policy of the U. S. Office of Education to observe a Federal-State relationship in its operations, and since the staff provided for the Federal Property Disposal and Utilization Program in the Office of Education is inadequate to perform even the minimum functions of screening and allocating all of the potentially donable property becoming available, all allocations are made among States to the respective State educational agencies for surplus property. Therefore, any educational institution wanting to acquire such property must make its needs known to its own State educational agency for surplus property. Any inadequacies in the resources or operations of the State educational agency for surplus property cannot be compensated for by an extension of the services of the U. S. Office of Education to the individual school system, college, or university within the State. Only active participation in and unified support of the program by all of the educational institutions within a State can assure a maximum volume of donable property and optimum benefits to those institutions.

The new law also authorizes the Administrator of General Services, upon recommendation by the Federal Security Administrator, to assign to the Federal Security Agency for disposal for school, classroom, or other educational purposes, or for public health purposes, surplus real property including structures, improvements, installed equipment, and related personalty located thereon. The Federal Security Administrator has delegated most of the disposal functions under this section to the Commissioner of Education and the Surgeon General of the U. S. Public Health Service for educational and for public health purposes, respectively. Such property is to be sold or leased at a price which takes into consideration the benefits which have accrued or may accrue to the public through the educational or public health use.

Available surplus real property may vary from single buildings or small parcels of land with or without improvements to large installations complete with buildings and all utilities installed. Occasionally, in addition to buildings, a sewage disposal plant, electrical or water distribution system, fencing, bleachers, heating plant, and other improvements may be purchased with public benefit allowance for educational use after removal from the site. The public benefit allowance granted to the transferee is, in effect, amortized over a period of years ranging from 5 years where no land is transferred to a maximum of 25 years where a complete large installation is transferred. The transferee earns equal increments of the public benefit allowance each year of the period during which an approved educational use is made of the property. The U. S. Office of Education is also responsible for the periodic approval of the program of utilization of transferred property, for the retransfer of property to other educational claimants, for authorizing other disposals by a transferee, and for changing the terms, conditions, and limitations in a transfer instrument when conditions warrant.

Surplus real property cannot be distributed on an equitable basis geographically, of course. However, any educational institutions (including research institutions and libraries) interested in the availability of surplus real property or of buildings and improvements, should make inquiry of the State educational agency for surplus property since Office of Education field representatives report all of such property to

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Education for Homemaking in Today's High School

by Mary Laxson, Assistant in Research in Home Economics Education, and
Berenice Mallory, Assistant Chief, Home Economics Education Service

A MILLION AND A HALF teen-agers and approximately 800,000 adults and out-of-school youth are taking home economics as part of the public-school program in their communities this year.

This number is increasing rapidly as, under the influence of interest in the program of "Life Adjustment Education For All Youth," more emphasis is being placed upon practical training for home and family living in the high-school curriculum.

As always, the home economics program has a twofold purpose—that of providing intensive training for girls whose immediate or ultimate career is likely to be homemaking, and that of contributing effectively to education for home membership. The latter aim is accomplished by giving help to all students in the area of home and family living.

How can States and cities improve their programs of home economics education? Many of them are pointing the way through programs of home economics curriculum revision which are under way. Helpful too are guides developed cooperatively by home economics teachers, school administrators, parents, and pupils which were published in 1949. These curriculum guides represent group thinking about the contributions of home economics programs to the school, the home, and the community. They include outlines for the intensive preparation of girls for homemaking responsibilities and suggestions for effective contributions to general education for home and family living for junior and senior high-school boys and girls. Philosophy and course content for teachers working with adult homemaking programs also are dealt with in these curriculum patterns.

That many schools are accepting the challenge of improving the quality of home life through education for homemaking is indicated in reports reaching the U. S. Office of Education from the respective States and from cities throughout the Nation. An increasing number of schools are providing intensive training for better family membership and a broad homemaking education program.

The girl who expects to be primarily a home manager secures training in manipulative and managerial skills. She learns how to prepare food and serve it attractively within time and budget limits; to select home equipment for preparing food and for keeping the house clean, safe, and attractive; and to select, make, alter, and renovate the family's clothing and certain household furnishings. Her homemaking training helps her in making day-to-day purchases for the family, based on adequate information, in arranging storage space, and in planning her time so that she can be efficient in the many activities which are part of her job.

Helping girls develop the skills involved in managing household tasks and finances is only part of the job of homemaking education, however. Success in the job of homemaking can be judged only by such intangible outcomes as the quality of family life, the happiness, health, and sense of security of family members, or the ability of the family to adjust to emergency demands or unexpected catastrophe. Homemaking education should furnish a background for the prospective homemaker's assuming the major responsibility in caring for children and achieving satisfactory relations in the family and between the family and the community.

Helping All Students

A few schools are recognizing their responsibility for helping boys assume their roles as sons and fathers in families. Courses for boys have been part of the regular homemaking program for many years in some schools, and an increasing number of courses for boys and girls together are now being organized at the junior and senior level in high schools. The aspects of family living which are the job of all home members, whether their major responsibility is management of the home or not, are taught to these groups. These courses aim to develop abilities to:

1. Achieve and maintain good family relations.
2. Make family decisions on a democratic basis with all family members participating according to their abilities.
3. Guide the development of children.
4. Plan the use of the family's income in terms of the family's values.
5. Plan and enjoy recreation which includes the whole family.
6. Select suitable clothing and maintain a pleasing personal appearance.
7. Choose food for good nutrition.
8. Select and care for suitable housing.
9. Select, use, and repair household furnishings and equipment.
10. Find and use community resources which contribute to better family living.
11. Take some responsibility for providing resources in the community which contribute to better family living.

Different Today

The concept of home economics has changed over the years. When home economics was struggling in the early days for a place in the high-school curriculum, the technical and scientific aspects of the work were emphasized. "Domestic science" consisted largely of a study of the chemistry of food and textiles and work on the skills of cooking and clothing construction. More and more has been included in the areas of management and human relationships, until today home economics has come to be a course based upon real problems of

boys and girls, problems they face now in their own families and those they expect to meet as they begin to establish their own homes. In many schools classes meet in rooms as much like homes as is practical in a school situation. Some departments maintain a "homemaking apartment" which students furnish and care for, and where they work and plan. Others have a "living center" in the homemaking classroom which serves as the laboratory for home furnishings work, as an informal atmosphere for discussions of home and family problems, and often as one of the social centers of the school.

Home and Community Experiences

The effective home economics program, whether it is primarily a course for intensive homemaking training or one designed to give a broad background for better home and family living, only begins within the four walls of the classroom. Boys and girls are encouraged to use their new knowledge about homemaking techniques and family relationships in real situations. Obviously, a 55-minute class period cannot provide much opportunity for experience in any area of homemaking. Few and simple are the meals which can be prepared and served within this time limit. Even when children are brought into the classroom or play school for observation, contacts with children are necessarily limited in a school situation. The living center's couch may present *one* real problem in selection or construction of a slip cover, but it cannot serve as a learning experience for many individual pupils who may be interested in home furnishings. Principles from the field of personal relationships must be tested in actual living with family and friends if they are to have real meaning. Therefore, the home economics teacher encourages pupils to plan and carry out projects in their homes which will give them real experience in applying the principles class work emphasizes.

Home experiences are planned with the cooperation of the parents whenever possible. In every case, whether parents actually sit in on project-planning sessions or not, the teacher helps the student think through the effects the projects he wants to undertake will have upon the family purse and family relationships. In the vocational home economics teacher's schedule, time is set apart for conferring with students about extending and applying their home economics learning through home experience, and in most communities it also includes time to visit the students at home and advise with them and their parents as the occasion demands.

Good homemaking courses use the home and community to the maximum extent in providing realistic training for the career of homemaking for both boys and girls. Resources of the community are drawn upon to make the topics under consideration live. Planned field trips to a furniture store, electrical equipment center, locker plant, or wholesale food company, or to see a house under construction, bring to life for the students the subjects discussed in class. A talk by an insurance man, a banker, or a building and loan agent not only keeps the subject of finance from being dull and far-removed, but affords an excellent way of furthering acquaintance of boys and girls with the communities in which they live.

Future Homemakers and New Homemakers

Closely connected with home economics work and helping to supplement class discussions and laboratory work are the Future Homemakers of America and the New Homemakers of America. These groups are made up of pupils who have taken or are taking homemaking. FHA is a Nation-wide organization with chapters in 46 States and the District of Columbia. NHA is an organization of Negro homemaking students in the 17 States where, by law, there are separate schools for Negroes. The activities of Future and New Homemakers supplement the work of the homemaking classroom by giving students a chance to develop leadership ability through presiding over or working on committees in the local organization, taking part in State and national meetings, and promoting wholesome recreation in school and with their families. Future Homemakers of America now has over 260,000 members and New Homemakers number more than 33,000. Both organizations carry on many worth-while projects in the field of international understanding along with their local programs which are largely centered around the family. Some of these international projects are participation in the World Christmas Festival, adoption of home economics classes in foreign countries, and correspondence with members of these classes. Future and New Homemaker chapters have sent sewing equipment, fabrics, books, paper, pencils, and other supplies for homemaking instructions to adopted classes.

Homemaking Publications

Frontiers in Homemaking Education Programs for Adults. Federal Security Agency, Office of Education, Home Economics Series No. 25, 1949. 60 p. 20 cents.

Space and Equipment for Homemaking Programs. Federal Security Agency. Division of Vocational Education, Misc. No. 9. 1950. 72 p. 35 cents.

Order from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

In the Total High School Program

The program of Life Adjustment Education for all youth has brought more forcefully to the attention of administrators, teachers, and parents, the second half of the twofold purpose of the homemaking education program. Life Adjustment Education is the term which is used to describe an educational program designed to meet the imperative needs of *all* youth. It is directed toward achieving a secondary school curriculum which will provide an education equipping all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers, and citizens. Among the unmet needs referred to in discussion of Life Adjustment Education none is more urgent than the need for sound, practical education for home and family living. The home economics program has an important contribution to make toward this end. Many of the purposes set forth in the Life Adjustment Education program have long been goals of homemaking education.

As the school's total program of education for home and family living is developed, techniques for better cooperation among teachers, administrators, parents, and students need to be worked out. All of these groups should be represented when goals are set up, general programs outlined, and plans for evaluation made. Home economics' contribution in developing in *all* students the abilities previously listed, should give homemaking education a vital place in the program of every high school. More pupils are already getting the benefit

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Why do boys and girls drop out of school and What can we do about it?

AT THE REQUEST of superintendents of schools in cities of more than 200,000 population, a conference was arranged by Earl James McGrath, U. S. Commissioner of Education, to discuss the question of high school drop-outs, and what educators can do about them.

The conference was held in Chicago, Ill., early in the year, and the report of the conference just issued by the Office of Education is attracting favorable attention. Because much of the information in the published report is of such current interest to high-school administrators and teachers, as well as to youth and their parents, SCHOOL LIFE presents excerpts from it on these pages. The report itself is available as Circular No. 269, from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. The title is, "Why Do Boys and Girls Drop Out of School, and What Can We Do About It?" The price is 35 cents.

The Curriculum as It Influences the School's Holding Power

THAT BOYS and girls leave secondary schools in great numbers before graduation is symptomatic of curricular and other factors related to pupil adjustment. Early school leaving results, at least in part, from curricula which fail to provide sufficient flexibility and adaptability required by the needs, abilities, and interests of all youth.

Although general agreement is developing with regard to curriculum principles and theory, there is a considerable lag between curriculum principles and their application. This lag is believed to be responsible for a large proportion of early school leavers.

It is believed that if the following principles are incorporated into curriculum planning and practice by individual schools, their observance will aid in reducing the number of school leavers by making school experiences so worth while that all youth will want to remain in school.

1. The primary purpose of the secondary school is to continue the general education of all youth.

2. The secondary school has the responsibility for providing education so that each student's program shall be balanced in terms of general and special education in line with his individual needs and abilities.

3. Learning experiences should be provided in many different forms (within the school and out) so that progress is possible in terms of each individual's needs, abilities, and interests. Such experiences should be provided in other ways than by adding to the number of courses.

4. Curriculum planning and the development of teaching procedures in each school should be based on understanding and knowledge of the community in which the pupils live.

5. Teachers and administrators should be encouraged to be always alert to the necessity for curriculum modification in terms of the changing needs of pupils and community.

6. School organization and curriculum practices should discourage rather than encourage social stratification.

7. The emphasis in teaching and learning should be on effective community living and adjustment rather than on the contents of books.

8. Increased opportunity should be provided for school experiences which require "doing" and the demonstration of performance in real life situations.

9. Standards of achievement should be in terms of behavior and individual ability to learn rather than in terms of the mastery of subject matter.

10. Evaluation of student progress should be made on the basis of modified behavior, and teachers should seek meaningful ways of reporting student progress.

11. With individual achievement the basis of progress and evaluation, students will be able to progress from grade to grade with a minimum of repetition and failure.

12. More instructional materials must be adapted to the ability and maturity of students using them.

13. The relationship between teacher and students is particularly important. Each student needs to feel that at least one teacher knows him well, and is interested in him as an individual. Teachers should be selected for their ability to make a contribution to students rather than solely on the basis of their competency in a subject field.

14. Administrative procedures should be devised so that data and information on individuals and groups are made available to teachers, so that they can be used in individualizing instruction.

15. Opportunities should be provided pupils for the realistic consideration of vocational interests and for the special education required in advancing them.

16. Specialized vocational training should be deferred as long as possible so that it may come just prior to the student's leaving or graduating from school and actual employment.

17. The general education which is needed by all students as citizens, homemakers, and workers should begin sufficiently early in the secondary school so that it will reach all students before compulsory attendance laws permit them to leave.

18. Curriculum planning should be done by teachers and other school workers who are responsible for implementing and carrying out plans.

19. Curriculum planning and teaching procedures should be based on the increasing quantity of research on how children learn.

20. Increased attention should be directed to inform parents as well as students of what the schools are attempting to do.

Curriculum Problems and Practices Related to School Holding Power

Curriculum Problems	Suggested Practices
Secondary schools as now organized do not meet the needs of all students in many large city school systems.	**Diversify the program by providing experiences that meet the general and special education needs, interests, and abilities of all students.**
Class time allotments of 45–60 minutes do not provide for flexibility of programing, special needs of students, or unity of larger units of work.	**Schedule classes for longer periods of time with block programing adjusted to individual needs of pupils and the time demands of various educational experiences.**
Rigid and inflexible curricula for three or four school years have been planned largely along subject matter lines.	**Individual planning of course content and sequence should be done on the basis of individual pupil interests and needs.**
Pupil progress and accounting policies have been based upon credits and courses.	**Emphasis should be on pupil adjustment and growth rather than credit accumulation.**
Undue emphasis on subject matter and skill mastery with attendant testing practices have a negative effect on pupil adjustment.	**Pupil achievement should be evaluated in terms of progress in relation to known ability.**
Present promotional practices based upon practices related to 3, 4, and 5 above, occasion pupil retardation.	**Pupil experiences should be planned individually in terms of stated goals and appraised abilities and interests.**
Classes are often larger than can be handled by teachers and the known requirements of the instructional area.	**Class size should be adjusted to each teacher's ability, the nature of effective instructional activities, and physical facilities needed.**
Social stigma is often associated with diplomas designated as to patterned curricula, i. e., college preparatory and vocational.	**Award uniform diplomas and supplement these with accurate records of each individual's assets, interests, abilities, and achievements for purposes of college entrance or employment.**
School leaving is associated with activity fees, club dues, book costs, etc.	**Fees and other hidden costs related to school attendance should be reduced to a minimum.**
The program of studies is not adapted to the common needs of students.	**Staff agreement should be obtained regarding what learnings should be common to all pupils.**
There is a scarcity of materials of suitable reading difficulty for pupils of advanced social maturity.	**Study available reading material of advanced social appeal but written on varying reading levels and encourage the production and use of more materials.**
Curricular experiences are not closely related to life situations.	**Maintain a continuing study of life situations and needs of pupils and develop resource units which meet the common and special needs using real life community resources.**
The special interests and needs of pupils are not adequately served.	**Provide students with a wide range of opportunities to develop and express interests.**
Potential early school leavers often do not participate in student activities.	**Academic achievement as a requirement for participation in extracurricular activities within the school should be removed.**
Potential early school leavers do not feel that they belong.	**Systematically identify students who are socially immature and provide more socializing experiences for them.**

The Library of Congress Can Help You

by Elinor B. Waters

THE LIBRARY of Congress can sell you a photostatic copy of almost any book, manuscript, picture, musical score, or record in its collection. Sometimes you can borrow the material itself through your local library. Teachers will be glad to know that the material in the Library is not solely for advanced research and that a great deal of it can be used for elementary and secondary school purposes. As a general rule, anything in the Library can be reproduced which is not copyrighted or under restrictions placed upon it by the donors.

The prints and photographs available have both decorative and informative value. The Prints and Photographs Division now has some five or six hundred separate and varied collections of illustrative material. For example, you may purchase pictures of historic American buildings, photographic portraits, engravings, etchings, early American photographs deposited for copyright, and pictures of American life taken largely during the 1930's by the Farm Security Administration. Many of these prints can then be reproduced in your publications.

Music teachers can buy transcriptions of folk songs, instrumental music, and speech recordings. (You can obtain lists of available recordings from the Recording Laboratory, Music Division, Library of Congress.) In addition, recordings, scores, manuscripts, and books on music can sometimes be borrowed through interlibrary loans, or they can be photostated by the Library and then sold to you. The Recording Library also sells recordings of poets reading their own works.

Interlibrary loans are one way by which the Library makes its resources available to people throughout the country. If you want to obtain material which is not available locally, and which your local librarian cannot obtain elsewhere, she may be able to borrow it for you from the Library of Congress. Such loans are granted when the purpose of the loan may be construed as a serious contribution to knowledge, and when the materials can be spared without depriving Congressmen or Government agencies of needed services.

Researchers can also use library materials by having them reproduced in photostat or microfilm form. If you need maps, manuscripts of historic significance, rare books, or musical scores, in the Library's collection, this is worth investigating. Costs for this service depend on whether or not the material has been previously photographed, and on the number of pages which can be photographed in one exposure, but the rates are generally moderate.

The reference services of the Library are also helpful to out-of-town students. The Library can refer students to the location of rare research materials in libraries throughout the country. It also has prepared bibliographies on a great variety of subjects. The Library sells to libraries, or to persons interested in a particular subject, printed catalog cards on all the books which it catalogs itself.

You can borrow braille books and records for use on talking-book machines either directly through the Library or from any of the 27 regional distribution libraries. There is no charge for this service.

The Library of Congress was created by an Act of Congress in 1800 providing for "the purchase of such books as may be necessary for the use of Congress at the said city of Washington, and for fitting up a suitable apartment for containing them." Since that time the Library's collections have grown until today it is the largest single library in the world, with more than 8,000,000 printed volumes and pamphlets, about 11,000,000 manuscripts, over 1,500,000 maps, nearly 2,000,000 volumes and pieces of music, and 500,000 fine prints, plus large holdings of phonograph records, newspapers, motion pictures, and microfilms. These materials are arranged on 250 miles of steel shelves.

The Library is, as the name implies, the Library of Congress, and its services are primarily for Congressmen. But as the Library has developed, its services have come to include the entire governmental establishment and the public at large, so that it has become in effect a national service library.

EDUCATION FOR HOMEMAKING

(*Continued from page 135*)

of carefully planned homemaking and family living courses than most people realize, but many more could profit greatly from some study in this area.

With the recognition of the fact that education for home and family living is needed by *all* youth have come an increasing number of new homemaking departments and attempts to plan student programs so that every high-school pupil will receive at least a minimum of home economics designed to improve his ability to be a good family member. As adjustments are made to include home economics in the schedules of more high-school pupils, the attention of administrators and others has been focused upon problems of space, equipment, and teaching staff. The number of students to be served needs careful consideration in planning space and equipment, both in new buildings and in replanning use of space already available.

The preparation for home and family living given in high school, through a special course or through better emphasis on the subject in many high-school courses, can be strengthened if the training and experience of the homemaking teacher is used most effectively. Since her schedule allows time for visiting homes, she can contribute information needed for better counseling, guidance, and schedule-making for individual students. Her experiences in using group techniques and informal, pupil-centered planning should be shared with other teachers who want to make their classrooms less academic and more realistic in their programs of preparation for home and family living. The homemaking teacher may suggest interesting teaching procedures such as demonstrations, use of various types of illustrative materials and visual aids, and activities and projects which can be used to supplement class discussion. In doing so she will be contributing to a more effective total high-school program.

Education of Crippled Children—A Matter of Widening Interest

BEYOND the boundaries of continental United States, two conferences were recently held which dealt with *the educational needs of crippled children*—a matter of increasing interest in the world today. This interest in the crippled is, of course, a part of the deepening interest of the general public in all types of physically handicapped children.

A UNESCO-sponsored conference of experts convened in Geneva, Switzerland, February 20, 1950, to study (for 1 week) the educational problems of orthopedically handicapped children. The conference was held under the auspices of the International Union for Child Welfare and was attended by 59 experts from 16 different countries. Representatives from the United Nations, the World Health Organization, and UNESCO also contributed to the conference, making a total of approximately 75 participants. The Office of Education was represented by Dr. Romaine Mackie, specialist, schools for the physically handicapped. Others attending from the United States were: Dr. John I. Lee, dean of the graduate school at Wayne University, Detroit, Mich.; Mr. Lawrence J. Linck, executive director of the National Society for Crippled Children and Adults; Mr. Eugene Taylor of *The New York Times*, New York City; Miss Bell Greve, secretary general of the International Society for the Welfare of Cripples; and Dr. James F. Garrett, of the Institute of Rehabilitation and Physical Medicine, New York City.

The purpose of the conference was to consider the needs of war-handicapped children in Europe, but attention was given also to the other crippled and physically handicapped who have similar needs. The members of the conference agreed that educational plans must be flexible enough to meet the needs of children with various physical conditions. This means that the school must serve the child wherever he is—in the day school, the hospital, the convalescent home or the sanitorium, or in his own home when no other plan is feasible. The American delegates emphasized the possibility for services in both special classes and regular classes in day schools.

The program of the conference was built around the following topics: (1) The psychology of orthopedically handicapped children; (2) the coordination between medical treatment and education; (3) the relationships with the family and community; (4) the problem of employment; (5) the training of educational, welfare, and medical personnel; and (6) responsibility for the care and education of orthopedically handicapped children. Resolutions were proposed by members of the conference which will be printed in the proceedings and will be available in both English and French.

Another conference took place in Puerto Rico early in February, which also included consideration of the educational needs of crippled children. This conference was designated "The First Institute on Rehabilitation Problems," and it was sponsored by the State Insurance Fund of Puerto Rico in cooperation with the Department of Health and Education.

It was the purpose of this institute to consider an over-all program which would meet the needs of the physically handicapped, particularly the crippled. A set of recommendations was prepared by the members of the institute. Here, again, the importance of education was stressed as a necessary element in a well-rounded program providing also medical care, guidance, and vocational placement. Leading educators in Puerto Rico are aware of the educational needs of physically handicapped children, but this is only one of the problems they face in that island territory. For example, only a little more than half of the school-age children in Puerto Rico have the opportunity for schooling. It was reported that 400,000 children are in school while another 300,000 are at present out of school because of lack of facilities. It seems that in all of Puerto Rico only one special education teacher, aside from those in the residence schools for the deaf and the blind, is now employed to teach physically handicapped children. There are a few other teachers in the island qualified by training to work with physically handicapped children.

Among those from continental United States who participated in the conference were: Mr. Michael Shortley, Director of the Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.; Mr. K. Vernon Banta, Special Assistant of the Chairman of the President's Committee on National Employ the Physically Handicapped Week, Department of Labor, Washington, D. C.; and Miss Bell Greve and Dr. Romaine Mackie, both referred to in connection with the Geneva conference.

WAR SURPLUS PROPERTY

(*Continued from page 133*)

those agencies as it becomes available. The State agency for surplus property and the field representative will assist in the preparation of the necessary applications and in providing such information as is desired.

The flow of surplus personal property to educational institutions is continuing at an average monthly rate of more than $8,000,000 in terms of acquisition value and includes all items used by Federal agencies for which there is an educational need and use. It is estimated that surplus real property with an acquisition value of well over $300,000,000 will be available for disposal during the next 12 months, and is widely distributed as to location. Costs involved in transferring such property must be paid by the institution acquiring it but the benefits possible are reflected in a recent statement by one county school superintendent that he had saved his county $100,000 in 12 months through acquisitions of surplus property. Such savings will be reflected in extensions and improvements of the educational program which otherwise would have been impossible.

In Higher Education

MAJOR ARTICLES appearing in the March 15 issue of HIGHER EDUCATION, Office of Education semimonthly publication, are "Regional Education: A Case Study," by Albert Lepawsky, professor of public administration, University of Alabama, and "Radio Curriculums Questioned," by Harry M. Williams, professor of speech, Miami University, Oxford, Ohio.

The Office of Education—Its Services and Staff

Division of International Educational Relations

THE PROGRAM of the Division of International Educational Relations is designed to help the schools of this country understand the life and culture of other nations and to make our own civilization understood and appreciated abroad. This it accomplishes through services which include the preparation and publication of basic studies of foreign educational systems, the evaluation of credentials of foreign students who wish to enter educational institutions in this country, the operation of exchange programs for students and teachers, the maintenance of a roster of teachers in this country seeking positions in foreign schools, the preparation and exchange of materials for use in schools, the promotion of extracurricular activities designed to develop understanding among students of the various nations, assistance to visiting educators from abroad, and cooperation in carrying out the educational projects of UNESCO.

For general purposes, the Division is organized in three geographical sections—American Republics, Europe, and the Near and Far East; in practice, however, many of the programs cut across geographical lines to use the abilities of specialists in certain broad functions.

Staff, International Educational Relations Division

KENDRIC N. MARSHALL, Director.
PAUL E. SMITH, Assistant Director, in charge of Exchange of Persons Program.

American Republics Education

THOMAS E. COTNER, Specialist for Exchange of Professors, Teachers, and Students.
DELIA GOETZ, Assistant Specialist for Preparation and Exchange of Materials for Use in Schools.
MARJORIE C. JOHNSTON, Assistant Specialist for Exchange of Information on Education and Evaluation of Credentials.
RAYMOND NELSON, Assistant Specialist for Exchange of Information on Education and Evaluation of Credentials.
CORNELIUS R. MCLAUGHLIN, Research Assistant.
NANCY M. STAUFFER, Research Assistant.

European Education

HELEN DWIGHT REID, Chief, European Educational Relations.
J. H. GOLDTHORPE, Specialist for the Exchange of Professors, Teachers, and Students.
ALINA M. LINDEGREN, Assistant Specialist for Exchange of Information on Education and Evaluation of Credentials.
MARGARET L. KING, Research Assistant.

Near and Far Eastern Education

ABUL H. K. SASSANI, Assistant Specialist for Exchange of Information on Education and Evaluation of Credentials.

Division of School Administration

THE DIVISION of School Administration makes studies, furnishes information, and provides advisory and consultative services regarding State and local school organization and administration; financing of public schools; school housing; pupil transportation; education of school administrators; legal provisions relating to the administration, financing, and related phases of the public-school system.

Through its Surplus Property Utilization Section, it makes available to the schools and colleges surplus federally-owned personal and real property usable for educational purposes or adaptable for such use. This Division also cooperates with other Federal Government agencies in their educational programs affecting the public schools.

Its staff members, working closely with State departments of education and local educational agencies, are called upon for leadership through conferences, workshops, committee and commission membership, surveys, addresses, and writings, to promote better school organization and direction. A number of studies made by these staff members are carried on in cooperation with the National Council of Chief State School Officers and other educational organizations and groups. Top emphasis is helping America plan for its children the best possible school systems and lending cooperation in trying to bring about the most efficient management and administration of schools throughout the Nation.

THIS IS THE THIRD in a series of statements appearing in *School Life* on the work of the Office of Education. Services and staff members of the Divisions of International Educational Relations and School Administration are reported in this issue.

School Administration Division

H. F. ALVES, Director.
ANDREW H. GIBBS, research.
MYRTIS KEELS, research.

General Administration

E. GLENN FEATHERSTON, Acting Chief.
FRED F. BEACH, State school administration.
WARD W. KEESECKER, school legislation.
JOHN LUND, school administrator education.

School Finance

E. L. LINDMAN, Chief.
CLAYTON D. HUTCHINS, school finance plans.

School Housing

RAY L. HAMON, Chief.
NELSON E. VILES, school plant management.

Surplus Property Utilization

ARTHUR L. HARRIS, Chief.
CLAUDE HIRST, Head, real property.
DONALD P. DAVIS, real property.
JESSE M. DUNN, executive agencies liaison.
FLOYD L. BARLOGA, field representative.
HIRAM S. BURDETTE, field representative.
L. FRED CARSON, field representative.
RALPH I. CHOPLIN, field representative.
GUY H. CLARK, field representative.
DAN A. DOLLARHIDE, field representative.
W. E. DRISKILL, field representative.
THEODORE P. ESLICK, field representative.
JOHN P. GIFFORD, field representative.
PAUL T. JACKSON, field representative.
WILLIAM R. LAWRENCE, field representative.
DAVID H. MCEUEN, field representative.
THEODORE L. ROSWELL, field representative.
STEPHEN L. SIMONIAN, field representative.
HARLEY E. TALLEY, field representative.

THE COMMUNITY COLLEGE

(*Continued from page 130*)

counterparts for young women, could be so adapted under local administration that youth not otherwise employed could be provided with useful work under educational auspices. Employment conditions might make a period of youth service-to-the-community very desirable.

3. Community improvement projects. The possibilities for learning-by-doing abound in every community. The establishment of needed recreational, social service, and health facilities for children, youth, and adults are only a few.

4. Community surveys and studies. Live and meaningful civic education comes to those who participate in planning, doing research, interviewing, analyzing, and interpreting in community surveys.

5. Supervised participation in community organizations. With high percentages of young adults not participants in any community organization, a program of first-hand acquaintance with community resources, agencies, and organizations is a good investment in civic education.

6. New-voter preparation programs. Age 21 is the psychologically ripe time to sharpen civic consciousness and induct all young people into full participating citizenship.

7. Educational tours. These may grow out of previous study or may themselves provide a form of learning.

8. Leadership training, consultation services to leaders of community organizations and direct leadership, and supplying educational materials and equipment to these groups. With roughly half of the adults in the typical community organized into groups with weekly or monthly programs, any improvement of group leadership and enrichment of the educational content of these programs will affect a large ready-made segment of the population.

9. Volunteer leadership systems. Block leader organizations, friendly visitors, and similar volunteer services can combine education with social and civic service and can reach many who cannot be effectively involved in educational activities in less personal ways.

10. Supervised correspondence study, individual tutoring, directed visiting, and directed reading. All but the largest of communities will always have people with specialized interests in numbers too few for group study.

11. Creative production programs in arts and crafts, music, dramatics, literature, and related fields.

12. Forums, lectures, discussion groups, film forums, workshops, and short institutes to help develop understanding of international affairs, UNESCO, and national, State, and local problems. Much of the less intensive educational activity in parent education, intergroup understanding, consumer education, and other fields likewise can be approached in these ways.

13. Mass media. Films, the press, radio, and television are most useful in disseminating information to great segments of the community.

COMMUNICATION MEDIA

(*Continued from page 132*)

sage across to the students. All of us know, from personal experience, the effectiveness of the comic book and the sound motion picture. In addition to these, the term audio-visual aids also includes the sand table, the chart and poster, the working model, the diorama, the still picture, the slide, and the filmstrip.

The task of the instructor, once she has decided how she wishes to "change"—educate—the student, is to decide what experience will be most effective and efficient in effecting that change. Also, she must decide what medium of communication will provide the most effective kind of experience. There are, of course, practical considerations of cost and availability to be considered. But, in the main, the modern skilled instructor needs to consider the whole range of instructional materials in terms of what each can do best and in terms of the quality of the specific item, in order to select those materials which provide the most effective and efficient educative experience.

We know that a child can gain a better impression of the irregularity of the coast line of the eastern seaboard of this country by looking at a map for 2 minutes, than he could through many, many words. On the other hand, no picture of any kind can take the place of oral discussion of the values of not being tardy. A picture may be worth 1,000, 10,000, or 100,000 words—only when the picture is on a subject that the picture can cover best, when both teachers and students understand the picture, when it is a "good" picture, and when the teacher knows how and when to use the picture.

The use of the sand table, the chart, the poster, and the still picture depends largely on the ingenuity and alertness of the teacher herself. There are few sources of central supply of these materials. Still pictures of the kind available in many popular magazines are rich sources for many subjects ranging from science to art and for all grade levels. Using the still picture in an opaque projector provides the opportunity for making use of the picture as a group activity instead of an individual one, heightens the attention, and enlarges the picture so that all may see it clearly. It is doubtful that there exists a school where the teacher cannot be exercising ingenuity, cannot devise visual aids that will assist her as no other materials can in providing a richer and a more effective experience for the student.

An invaluable source of instructional material is the local still picture. The community is always a good place with which to start. Here the history of the community, the city plans, the transportation, the industry, the architecture—are all available in the form of still pictures or filmstrips. These can be made locally and with the most inexpensive type of camera.

One school uses water color to paint the map of the community on the classroom floor. In the primary grades, this is a simple map showing where the roads in front of the school lead to and extending only as far as necessary to show the location of all the homes of all the students. Each spring the map is washed off the floor, and each fall the incoming class paints their own. As the children move upwards in the grades, the maps become more complex, including the routes of the mailman, the milkman, and eventually they become scale maps showing transportation systems and the like.

Other visual aids, such as motion pictures and filmstrips, are available on a purchase or rental basis. When there are local libraries of film material, the task is much simpler than when the instructor must consult general catalogs and then locate the material. In every school system there should be some source of information regarding these visual materials. Once such information is available, the teacher needs to acquaint herself with their content. It is unlikely that a teacher could teach a chapter she had never read. In the same manner, teachers must see the films or filmstrips or other material before using them in class. In the course of doing this, she will discover that in many instances the title may be misleading, or that the material in some way does not fit the needs of her instruction at that particular time. An evaluation form that provides the kind of information which will enable other teachers to form accurate judgments relative to the quality of the visual material, which is used over a period of years, and which is available to all teachers, will eventually prove invaluable in eliminating this very basic difficulty.

The instructor also must learn how to use these materials. We have learned in

the theaters and from the comic books just to look and then to leave. The educational use of pictures is quite different. All of us have consciously to overcome this traditional experience. The basic rules of good use are essentially those of all good instruction. First familiarize yourself with the material; prepare the class; use it; then follow up to make certain it is understood. These materials require individual consideration, and the teacher will need to develop variations. With some motion pictures, you simply show the film and do not discuss it until the next day, particularly if it is a film serving emotional objectives. In other instances, the film may need to be shown several times. No one knows all the answers to these problems of usage—there are too many differing kinds of films serving a wide variety of objectives and the time has been too short for experience to provide us with definitive answers. Each teacher will need to experiment informally and to learn on the basis of her own experience how to use audio-visual aids effectively.

The community, the textbooks, the audio aids, the visual aids—all these and many more are "instructional materials." These may seem like a great many sources, a "confusing" wealth of sources, but they are no richer, no greater in number, than the sources through which the child learns outside of school hours. No one of them is "best." Each does a different kind of job. Each has a contribution to make. The task of all educators interested in giving the children of this Nation the best possible education is that of learning just which source will do the best job in each specific instance.

In conclusion, it is suggested that one master card catalog in which teachers and pupils can find information regarding all media available in the school will do much to improve the educational program. Such a catalog will suggest to the user the various media of communication that can be correlated in the school program.

Off the Rostrum—Off the Press

"When we survey the new information and processes which have become realities in the last decade, we realize that science teaching and testing at all levels must develop some new patterns."

—Philip G. Johnson, specialist for science, Division of Elementary and Secondary Schools, Office of Education, in article, "Some Developments in Science Teaching and Testing" reprinted from *School Science and Mathematics*, March 1950 issue.

★ ★ ★

"As much as we might wish it otherwise, our higher educational facilities are utilized for war as well as for peace. Education for international understanding has a place in the college curriculum immediately next to training for national defense. College students must hurry from their classes on the United Nations to the armory for military drill."

—Claude E. Hawley, Associate Chief for Social Sciences, Division of Higher Education, Office of Education, in article "Higher Education and National Defense," *Higher Education*, April 15, 1950, issue.

★ ★ ★

"There are educators who believe that the schools eventually will need their own television stations and should look forward to impending technological developments which will eliminate many existing difficulties and overcome many programming problems."

—Floyde E. Brooker, Chief, Visual Aids to Education, Division of Central and Auxiliary Services, Office of Education, in article "How Television is Progressing in Schools," *The School Executive*, April 1950 issue.

★ ★ ★

"If higher education is to be made accessible to many students who must remain in their own homes, those communities in which it can be shown that higher education is not accessible for geographic or financial reasons have a responsibility to extend public-supported educational opportunity 2 years beyond the high school."

—Earl James McGrath, U. S. Commissioner of Education, in address "Expanding Opportunities for Higher Education in the United States," delivered before the Annual Convention of the American Association of Collegiate Registrars and Admissions Officers, San Francisco, Calif., April 21, 1950.

★ ★ ★

"The secondary schools of the Nation are moving forward functional education and education for all American youth. For those school staffs eager to get started or to move forward from their present positions, the Commission on Life Adjustment Education for Youth exists to provide a broad base for encouragement and a service of coordination."

—J. Dan Hull, Assistant Director, Division of Elementary and Secondary Schools, Office of Education, in article, "Progress in Life Adjustment Education," *Educational Leadership*, March 1950 issue.

★ ★ ★

"When next you take advantage of counseling services to help you solve employment or other kinds of problems, you may well remember that you are using a profession which may soon be as common as that of the lawyer or the doctor. Just as neither the lawyer nor the doctor can promise that you will win your case or maintain perfect health, so vocational guidance services cannot assure you of vocational success or adjustment. They are, however, another means, becoming world-wide in scope, by which the prospective worker may secure better satisfaction and greater progress in a kind of work he likes and is able to do well."

—Harry A. Jager, Chief, Occupational Information and Guidance Service, Division of Vocational Education, Office of Education, in article, "Vocational Guidance Becomes an International Service to Youth," *Employment Service Review*, May 1950 issue.

It Pays Off

EDUCATION IS ONE of the crowning examples of the passing of the negative notion of public expenditure. A century ago, as the idea of universal free compulsory schooling was battling to win its way, there were those who condemned the whole notion as socialistic and dangerous. "What!" they cried, "Would you tax one man to pay for the education of another man's child?" But a century of the common school in America has demonstrated its value so conclusively that no responsible voice attacks the basic idea that it is wise to put public moneys into public schools for all the children. It pays off, in better citizens, better producers, finer people. It pays off, too, in dollars and cents, as any comparison of the man-hour productive efficiency of an educated labor force with an uneducated labor force shows.

—John L. Thurston, Assistant Administrator for Program, Federal Security Agency, in address, "Investments in Human Resources" April 22, 1950, before the Association of Credit Unions of the State of Michigan, Detroit.

Aids to Education—By Sight and Sound

by Gertrude G. Broderick, Radio Education Specialist, and
Seerley Reid, Assistant Chief, Visual Aids to Education

Radio Recordings

THE FOLLOWING described radio recordings have been added to the library of the Script and Transcription Exchange of the Office of Education and are available for free loan distribution upon request.

From the National Broadcasting Co.'s "Living—1950" series, the two broadcasts of February 14 and 11 which were devoted to the subject of education. In the first, *As the Twig Is Bent*, is mirrored an examination of the Nation's public schools, past, present, and future, as reflected in the story of a typical American teacher over a 50-year span.

The second program, *Action at the Grass Roots*, is a drama document based on the case history of an experiment in Delaware which began with a local parent-teacher association and progressed to the State legislature with resulting State-wide improvements in teachers' salaries and school equipment. Program closes with a brief talk by Henry Toy, Jr., who was president of the Council for Delaware Education at the time of the experiment, and presently is executive director of the National Citizen's Commission for Public Schools.

Clearances permit the use of these recordings only by educational groups and over noncommercial facilities. Each program is 30 minutes in length and is recorded on reverse sides of 16-inch disks at 33⅓ r. p. m.

God Helps Those . . . The title of a program from NBC's "Living—1949" series which tells the story of Penn-Craft, the cooperative community in the heart of the coal mining region of Pennsylvania. Beginning in the job-hungry thirties, the program documents unfortunate conditions in a community hard hit by the depression, and the successful plan of personal rehabilitation which was arranged by the American Friends Service Committee. Story points up sharply the efforts of a group of men practicing democracy by the self-help technique.

The New Philadelphia Story. Also from the NBC "Living—1949" series, it gives a step-by-step account of a successful plan for slum clearance that was begun more than a year ago in Philadelphia when representatives of Federal, State, and city governments, in cooperation with civic organizations and individuals in a community, joined hands to accomplish a creditable job. Program is suitable for classroom study purposes as well as for discussion purposes in community organizations.

Each of the last two mentioned programs are 30 minutes in length and are recorded on reverse sides of 12-inch microgroove records at 33⅓ r. p. m.

1949–50 Voice of Democracy Essays. The prize-winning essays in this year's annual Voice of Democracy radio contest have been recorded by the four student winners for distribution through the exchange. In a competition that drew a million entries, high-school girls and boys wrote and recorded scripts on the subject "I Speak for Democracy." This year's winners whose voices are heard on the recordings are Richard L. Chapman, Brookings, S. Dak.; Gloria Chomiak, Wilmington, Del.; Anne Pinkney, Trinidad, Colo.; and Robert Shanks, Lebanon, Ind. Teachers and students have found it advantageous to borrow these recordings each year as models in preparation for future competition.

Visual Aids

Emotional Needs of Children. *Preface to a Life* is the story of Michael Thompson, newly born, and the way his parents can influence his behavior during childhood and his character during adolescence and adulthood. The equally harmful effects of a mother who babies him excessively and of a father who expects too much of him are demonstrated to point up the desirability of Mike's developing as an individual, loved by his parents but respected and appreciated for what he is. Produced for the National Institute of Mental Health, *Preface to a Life* is exactly what its title indicates—a visual documentation of the importance of a healthy childhood as the preface to a healthy life. The film is 16-mm sound, b/w, runs 29 minutes, and can be borrowed from State departments of health, rented from 16mm educational film libraries, or purchased from United World Films, Inc. (Castle Films), 1445 Park Ave., New York 29, N. Y. Purchase price is $35.85, less 10 percent to schools.

Directory of 16mm Film Libraries. Do you have your copy of *A Directory of 897 16mm Film Libraries?* Order from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price: 15 cents.

"How To Obtain U. S. Government Motion Pictures, 1950." Reprints (single copies only) of the chart, "How To Obtain U. S. Government Motion Pictures, 1950," which appeared in last month's SCHOOL LIFE, may be had without charge. Send requests to Visual Aids to Education, Office of Education, Federal Security Agency, Washington 25, D. C.

1950 Catalog Supplement. Single copies of the 1950 Supplement to the 1949 catalog, "U. S. Government Films for School and Industry," are now available and will be sent upon request. This supplementary catalog, published by Castle Films, lists and describes 331 motion pictures and filmstrips of United States Government agencies which have been released for educational use within the last year. Send requests for the 1950 Supplement to Visual Aids to Education, Office of Education, Federal Security Agency, Washington 25, D. C. No charge.

Color Pictures of Common Insects. The Department of Agriculture has prepared a series of 25 "picture sheets" on common garden and farm insects. Each sheet is devoted to a single insect, shown in natural colors. The Picture Sheets (except No. 3—out of print) can be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price: 5 cents each.

New Books and Pamphlets

Children's Books for Seventy-five Cents or Less. Prepared by Mabel Altstetter. Washington, D. C., Association for Childhood Education International, 1950. 49 p. 50 cents.

College Programs in Intergroup Relations; a Report by Twenty-Four Colleges Participating in the College Study in Intergroup Relations, 1945–49. Washington, D. C., American Council on Education, 1950. 365 p. (College Study in Intergroup Relations: vol. I) $3.75.

Ends and Means in Education: A Midcentury Appraisal. By Theodore Brameld. New York, Harper & Brothers, 1950. 244 p. $3.

Equality in America: The Issue of Minority Rights. Compiled by George B. de Huszar. New York, The H. W. Wilson Co., 1949. 259 p. (The Reference Shelf, vol. 21, no. 3) $1.75.

Evaluation of Citizenship Training and Incentive in American Colleges and Universities. By Thomas H. Reed and Doris D. Reed. New York, The Citizenship Clearing House (Affiliated with the Law Center of New York University), 1950. 64 p.

Gateways to Guidance; Some Aspects of Mental Hygiene for Classroom Teachers. Brooklyn, N. Y., Board of Education of the City of New York, 1950. 58 p.

Goals for American Education; Ninth Symposium. Edited by Lyman Bryson, Louis Finkelstein, and R. M. Maciver. New York, published by Conference on Science, Philosophy, and Religion in Their Relation to the Democratic Way of Life, Inc., Distributed by Harper & Brothers, 1950. 555 p. $5.

Helping Boys in Trouble; the Layman in Boy Guidance. By Melbourne S. Applegate. New York, Association Press, 1950. 124 p. $1.75.

High-School Driver Education; Policies and Recommendations. Developed by National Conference on High-School Driver Education, Jackson's Mill, W. Va., October 2–5, 1949. Washington, D. C., National Commission on Safety Education, National Education Association, 1950. 78 p. 50 cents.

Secondary Education: Basic Principles and Practices. By William M. Alexander and J. Galen Saylor. New York, Rinehart & Co., Inc., 1950. 536 p. $4.

Situational Factors in Leadership. By John K. Hemphill. Columbus, Ohio State University, 1949. 136 p. (Bureau of Educational Research Monographs, No. 32) $3, cloth; $2.50, paper.

—Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

Selected Theses in Education

THESE THESES are on file in the education collection of the Federal Security Agency Library where they are available for interlibrary loan.

A Business Education Program for a Small Rural High School. By Elizabeth M. Magee. Master's, 1948. University of Cincinnati. 132 p. ms.

Discusses the objectives of the business education department; vocational business education in the small rural high school; and basic business education in these schools. Suggests a business education program.

The Creative Song Pageant in Elementary Music Education. By Grace O. Eilert. Master's, 1948. University of Cincinnati. 163 p. ms.

Describes and interprets four creative song pageants which were pupil-teacher planned and produced by music classes in four different elementary schools in Ohio.

A Prevailing Theory of Art Education for the Junior High School. By Mary B. Swynehardt. Master's, 1947. Ball State Teachers College. 88 p. ms.

Surveys books and courses of study on art education at the junior high-school level, published since 1932.

A Survey of the Extent of Teacher Participation in Administration of Secondary Schools in Indiana. By William A. Bennie. Master's, 1949. Indiana State Teachers College. 44 p. ms.

Analyzes 238 replies to a questionnaire sent to 400 secondary school teachers in Indiana. Indicates that distribution of assigned duties is not affected by the enrollment of the schools; that length of tenure is an important factor in the teacher's participation in school policy making; and that large high schools are more democratic than small high schools.

The Value of Audio-Visual Materials in Use in the Skilled Business Subjects as Revealed by the Literature. By Eleanor Ryan. Master's, 1948. University of Cincinnati. 76 p. ms.

Discusses use of the demonstration, the motion picture, the stereopticon, the opaque projector, charts, graphs, exhibits, the blackboard, the cartoon and bulletin board, the class journey in teaching business subjects.

—Ruth E. Strawbridge, Bibliographer, Federal Security Agency Library.

EDUCATIONAL AIDS from Your Government

HOW TO ORDER.—Free publications listed on this page are available in limited supply and should be ordered directly from the agency issuing them. Publications to be purchased should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Department of Commerce

Statistical Abstract of the United States. Seventieth Edition, 1949. Compiled and edited by the Bureau of the Census. $3.

Department of Labor

Hunting a Career: A Study of Out-of-School Youth in Louisville, Kentucky. Bureau of Labor Standards, Bulletin No. 115, 1949. Free.

Unemployment Among the Teen-aged in 1947–49. Preprint from the *Monthly Labor Review* (December 1949). Bureau of Labor Standards. Free.

Women in the Federal Service. Part I: Trends in Employment. Women's Bureau. Bulletin No. 230–I. 1949. 25 cents.

Women's Jobs: Advance and Growth. Women's Bureau. Bulletin No. 232. 1949. 30 cents.

Federal Security Agency

Children Are Our Teachers. Outline and Suggestions for Group Study To Be Used With "Your Child From 6 to 12." Social Security Administration, Children's Bureau. Children's Bureau Publication No. 333. 1950. Free.

The Confidential Nature of Birth Records. Social Security Administration, Children's Bureau, and the National Office of Vital Statistics. Children's Bureau Publication No. 332, 1949. 10 cents.

Services for the Child Who is Hard of Hearing: A Guide for the Development of Programs. Social Security Administration, Children's Bureau. Children's Bureau Publication No. 334. Free.

Office of Education

Accredited Higher Institutions. Bulletin 1949, No. 6. 30 cents.

Counties and Cities. Education Directory, 1949–50, Part 2. 20 cents.

A Directory of 897 16mm Film Libraries. Bulletin 1949, No. 10. 15 cents.

Directory of Secondary Schools in the United States. Circular 250, 1949. $1.50 .

Education Associations. Education Directory, 1949–50, Part 4. 20 cents.

Education in 1949. Review and Recommendations by Earl James McGrath. From Annual Report, Federal Security Agency, 1949. In press.

Education of Crippled Children in the United States. Leaflet No. 80, 1949. 10 cents.

Engineering Enrollments and Degrees, 1949. Circular No. 266, March 20, 1950. Free.

Federal Government and States. Education Directory, 1949–50, Part 1. 15 cents.

Higher Education. Education Directory, 1949–50, Part 3. 35 cents.

Museums and Museum Services for Children. Selected References No. 23, February 1950. Free.

One Hundred Two Motion Pictures on Democracy. Bulletin 1950, No. 1. In press.

The One-Teacher School: Its Mid-Century Status. Circular 318, 1950. 20 cents.

Organization and Supervision of Elementary Education in 100 Selected Cities. Bulletin 1949, No. 11. 25 cents.

The Place of Subjects in the Curriculum. Bulletin 1949, No. 12. 15 cents.

Science Teaching in Rural and Small-Town Schools. Bulletin 1949, No. 5. 20 cents.

The Selection and Appointment of Advisory Committees. Adult Education Ideas, No. 9, March 1950. Free.

State Certification Requirements for Secondary School Teachers of Health Education and Physical Education and for Athletic Coaches. Bulletin 1949, No. 16. 15 cents.

State Legislation for Education of Exceptional Children. Bulletin 1949, No. 2. 20 cents.

State School Systems: Statistical Summary for 1947–48. Circular No. 270, March 1950. Free.

Statistics of Public School Libraries, 1947–48: Advance Data for Cities With Population of 30,000 to 99,999 (1940). Circular No. 265, January 1950. Free.

Statistics of Higher Education, 1945–46. Chapter IV, Biennial Survey of Education in the United States 1944–46. 25 cents .

Statistics of Special Schools and Classes for Exceptional Children, 1947–48. Chap. V, Biennial Survey of Education, 1946–48. 25 cents.

Statistics of Libraries in Institutions of Higher Education, 1946–47. Chap. VI, Biennial Survey of Education, 1946–48. 20 cents.

Teaching of United States History in Public High Schools. Bulletin 1949, No. 7. 15 cents.

Why Do Boys and Girls Drop Out of School, and What Can We Do About It? Work Conference on Life Adjustment Education, Chicago, Illinois, January 24–27, 1950. Circular No. 269. 35 cents.

World Understanding Begins With Children. Bulletin 1949, No. 17. 15 cents.

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