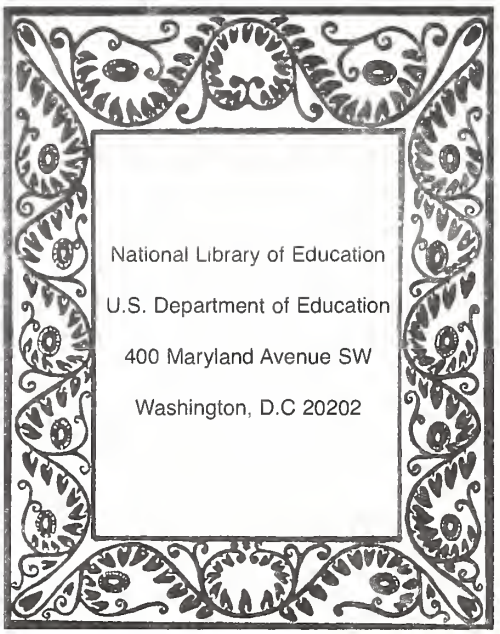

VOLUME XXXIV

October 1951 to June 1952

SCHOOL LIFE

INDEX

FEDERAL SECURITY AGENCY

Office of Education

INDEX, SCHOOL LIFE, VOLUME XXXIV

October 1951–June 1952

Published each month of the school year, October through June. To order SCHOOL LIFE send your check or money order (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 subscription price of $1.25. Yearly fee to countries in which the frank of the U. S. Government is not recognized is $1.75. 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
GEORGE KERRY SMITH..... Director, Reports and Publications Branch
JOHN H. LLOYD..... Managing Editor of SCHOOL LIFE

Address all SCHOOL LIFE inquiries to the Director, Reports and Publications Branch, 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."

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Route to

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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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Volume 34 Number 1

The cover photograph, taken in a typical American school, illustrates the increasing importance being placed on teaching good citizenship. The theme, good home citizenship leads to better world citizenship and to friendly relations between nations, aptly points up the aims of the United Nations. (See article on page 3.)

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

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Manpower Through Literacy Education

State School Systems Can Create It

by Homer Kempfer, Specialist for General Adult and Post-High School Education

ILLITERATES are the ciphers in our economy. Neither the armed forces nor industry wants them. Most of them are absorbed by agriculture and a few migratory and seasonal occupations. Wherever they are, their effectiveness is limited. In most statistics an illiterate counts as much as a college graduate, but in practical situations often he is a place-holder of little value. However, given education an illiterate can become an asset instead of a liability. Any manpower advantage which we may have over the Communistic hordes lies largely in the superior competence of our people—competence due to education.

We talk about the hundreds of millions of illiterates in the underprivileged areas of the world. We have millions of them here. Census data for 1950 on illiteracy and educational level have not been released. Among civilians, however, an estimated 2,838,000 admit that they cannot read and write.[1] In addition, an unknown number literate in some other language cannot read and write English. Over 8,000,000 adults have not gone beyond the fourth grade—a widely accepted standard for functional literacy.

If 10, 1,000, or 1,000,000 illiterate adults should be taught the skills of reading and writing and other basic learning tools, they could more nearly carry their proper share of the load during these times. They could fill in the ranks of the armed forces and industry. They could fill many positions now being occupied by young people who could go on to college or by other adults who could be upgraded. A man is a man only if he can do a man's work, and in our kind of world, illiteracy keeps one from being a complete man.

[1] *Adult Literacy Education in the United States.* Federal Security Agency. Office of Education Circular No. 324, November 1950.

THIS ARTICLE, second in a series of four on illiteracy, was prepared at the suggestion of the Office of Education Committee on Educational Rejectees of which Dr. Kempfer is a member. The first article, "Illiteracy and Manpower Mobilization," appeared in the June issue of SCHOOL LIFE. The third and fourth articles, in forthcoming issues, will deal with local community responsibility and with National and Federal responsibility in literacy education.

We need the manpower! The low birth rate of the 1930's is catching up with us. (See table.) We are reaching the bottom of the curve of young manpower. We are getting relatively few replacements. Next year we will have fewer 18-year-olds than we have had for decades. During the years immediately ahead fewer young people will turn 21 than at any similar period in our generation. This means that fewer young men and women are available for the armed forces, industry, and leadership. In light of this fact, it is highly important that every person—young or old—develop his full potential and add it to the national strength.[2]

A State Responsibility

In our democracy every State has a fundamental responsibility for educating its citizens—all of them—regardless of age. Legal responsibility for the education of children has long been accepted. However, people are citizens at all ages. Only after 21 (18 in Georgia) do they exercise their full citizenship responsibilities. If a State has illiterate adults, it has an inescapable moral responsibility for educating them into competent and functioning citizens. Literacy and the other knowledge and skills that build upon it are basic to effective citizenship and competent participation in our economic life. In this real sense, schools create manpower.

[2] See Ambrose Caliver's article, "Illiteracy and Manpower Mobilization," *School Life*, 33: 131-133, June 1951.

Practical Steps

States can take several practical steps to provide the effective manpower. Uniform prescriptions cannot be written, because circumstances differ so widely. Each State can study its own illiteracy problem and develop a comprehensive State plan. Here are some suggestions which should be considered.

1. *Provide adequate elementary schools and enforce the compulsory attendance laws.*—State laws require a minimum of 8 to 12 years of school attendance. In spite of this an estimated 125,000 illiterate young people are moving past the compulsory attendance ages each year. Apparently either there are too few schools, inadequate schools, or all children are not required to attend. Building shortages and teacher shortages are taking their toll. The Census has estimated that approximately 225,000 children between the ages of 7 and 13 were not in school last October. A similar number of 14- and 15-year-olds was not enrolled.

A part of the cause lies in indifference among some State and local officials in enforcement of compulsory attendance laws. The cumulative effects of inadequate law enforcement, buildings, and teachers began to pinch in World War II in certain areas. This was especially noticeable where minority groups were given differential treatment. In Oregon, Washington, Idaho, and Iowa considerably less than 1 percent of the Selective Service registrants were rejected as unable to pass the required tests of mental development administered from August 1944, through September 1945.

Seventeen percent or more were rejected for the same cause in Alabama, Georgia, Louisiana, Mississippi, and South Carolina. Approximately 2½ percent of the white group failed while 28 percent of the Negroes fell below the same standard. The rejection rate for educational deficiency also ran very high in certain areas of the Southwest having high percentages of Indians and Latin-Americans. There is "conclusive evidence that the source of the deficiency * * * is not to be found in innate limitations but rather in the social surroundings in which these men developed." [3] The only tenable conclusion is that the provision of adequate elementary schools and the strict enforcement of compulsory attendance laws is the best way to stop illiteracy at its source.

2. *Finance an adequate adult education program, including literacy instruction.*—Interest in adult education is rising. Illiterate adults will go to school if given the proper encouragement. A *Time* magazine story on July 30 pointed out their eagerness and ability to learn. Tens of thousands of them are attending day and evening classes every week where they have the opportunity. Adults learn literacy skills much faster than children. It is demonstrated every year in New York City that the typical illiterate adult in 800 clock hours of instruction can acquire the equivalent of an eighth-grade education—an accomplishment which children are expected to achieve in 7,200 hours.

Prevalence of Illiteracy

The simple fact is that literacy instruction is not available to most adults who need it. Nearly three times as many school districts offer high-school courses to adults as offer literacy instruction. If a person does not become literate as a child or youth, he seldom has the opportunity to do so as an adult. Even so, the typical American community of 500 people has enough illiterate adults in it to form a class. In many communities illiterates abound. In some areas a third of the adult population has not gone beyond the fourth grade. As 1950 census data become available, States can identify these spots and help them plan adult education programs.

Outside money is needed for stimulation and often for support. Several States are conducting significant literacy training programs with Veterans' Administration help. State financial aid can help mightily. Usually States which provide aid to general adult education have the most highly developed programs. Five-sixths of all literacy classes not supported by Veterans' Administration funds are in States which grant aid to local districts for adult education. Literacy education costs money, but when done by civilian schools, it is the least expensive kind of instruction. A thousand dollars spent in teaching undereducated adults may help many persons develop through the marginal zone into effective human beings. A civilian dollar spent in literacy education does the work of 6 to 8 dollars required by the Armed Forces in giving equivalent instruction. Furthermore the expenditure of civilian money would release the Armed Forces from carrying civilian responsibility.

3. *Provide adequate State supervision.*—That we have difficulty in providing qualified specialists in literacy education for Point IV missions is evidence that we have lost much of our technical competence in this field. Without neglecting our responsibility for technical assistance abroad, we need to build up our own professional competence in literacy education for adults. A recent Office of Education project financed by Carnegie funds made a start in this direction.[4]

Estimates of the total population of the United States, including Armed Forces overseas, 21 years of age, July 1, 1930, to 1951, and projections, July 1, 1951, to 1960 [1]

Year	Estimate
1930	2,220,000
1931	2,231,000
1932	2,245,000
1933	2,261,000
1934	2,278,000
1935	2,289,000
1936	2,294,000
1937	2,297,000
1938	2,300,000
1939	2,316,000
1940	2,351,000
1941	2,394,000
1942	2,432,000
1943	2,465,000
1944	2,472,000
1945	2,438,000
1946	2,416,000
1947	2,402,000
1948	2,386,000
1949	2,354,000
1950	2,302,000
1951	2,257,000

Year	Medium Projection [2]
1952	2,232,000
1953	*2,161,000*
1954	*2,090,000*
1955	*2,067,000*
1956	*2,161,000*
1957	2,207,000
1958	2,209,000
1959	2,301,000
1960	2,344,000

[1] Source: Bureau of the Census.

[2] Base date of the projections is July 1, 1949. Projections are consistent with those published in *Current Population Reports*, Series P–25, No. 43, page 7.

Community Needs

The leadership responsibility of State education departments requires that competent consultant help be given to local communities. Communities need help in organizing courses, identifying specific needs, building community awareness of educational need, training teachers, developing instructional materials, and in evaluating results. Setting up materials centers, establishing area instructional centers, arranging for itinerant teachers, planning area supervision, and training local literacy workers progresses best under State leadership.

4. *Put on a campaign to eradicate illiteracy especially among young adults.*—Literacy campaigns have made significant inroads on illiteracy in many undeveloped countries. We might profit by their use in our undereducated areas. While the compulsory features might apply only to young adults, their target should be illiteracy at all ages. Such campaigns could include a variety of elements such as:

- Stimulating the formation of local classes.
- Developing cooperation between State education departments and institutions of higher education in the training of teachers of adults.
- Working out of cooperative arrangements with local draft boards for the identification of undereducated registrants.
- Encouraging employment agencies, employers, personnel managers, social agencies, churches, and other community agencies to identify illiterate adults and encourage them to seek instruction.
- Building attitudes in the community which make it easy for the undereducated to attend classes.
- Helping local communities with their own literacy campaigns.

A Federal proposal to require a literacy test of all young people of a given age for

[3] Letter to the author from Douglas W. Bray, Conservation of Human Resources Project, Columbia University.

[4] "Project for Adult Education of Negroes," *School Life*, 31: 4–5, November 1948.

(*Continued on page 15*)

"To Combine Our Efforts" United Nations Day, 1951

by Helen Dwight Reid, Acting Chief for Education About International Affairs, Division of Higher Education

THE observance of United Nations Day, October 24, is a unique occasion, in that it is the only day in the year which is celebrated in all parts of the world, by peoples of all races, creeds, languages, and ideologies. Last year the day was marked by a greater number and variety of celebrations than ever before. The challenge of Korea brought in most of the member nations a rededication to the ideals of the United Nations. Throughout the world special prayers were offered by all religious denominations. For instance, in England an impressive interdenominational UN service was held in the ruins of Coventry Cathedral, and in Thailand special UN Day prayers were said at Buddhist, Moslem, Catholic, and Protestant services.

The blue and white flag of the United Nations played an important role in these world-wide observances. In many countries—France, Greece, Britain, for example—United Nations flags were presented to troops on their way to Korea to fight for the United Nations. Throughout France public buildings were decorated, and many flew the United Nations flag; there was a public flag-raising ceremony at the Palais de Chaillot, with official receptions by the President of France and the Paris Municipal Council. The central British ceremony was the hoisting of the United Nations flag in Trafalgar Square by the Prime Minister; after flying there for a week, it was presented to the United Nations forces in Korea. In Thailand, too, the United Nations flag was raised by the Prime Minister in a public ceremony. Even in the USSR, the United Nations flag was flown over the building housing the United Nations Information Center, and special exhibits were displayed in theater lobbies in Moscow, Kiev, and Minsk.*

Schools in all parts of the world observed United Nations Day, providing the core of the national celebrations in many countries. In Mexico, for example, 30,000 schools participated and many, particularly in the rural areas, served as the center for a regional observance. In Mexico City, 8,000 students marched with United Nations flags. In Thailand, 3,000 school children participated in the Bangkok ceremonies. United Nations programs were carried on the French radio, including a special broadcast for all the schools. In England, the message from Secretary-General Trygve Lie was read in 15,000 schools, and over 19,000 schools displayed United Nations posters, pamphlets, etc. In Denmark, by order of the Ministry of Education, nearly every school started work on October 24 with a talk on the United Nations, and a special school program was broadcast by the Danish radio. These are only a few examples chosen at random to indicate how widespread was the emphasis on school activity in the celebrations.

School Programs

In the United States, too, the schools played a central role in our Nation-wide observance of the day; according to the records of the National Citizens' Committee for United Nations Day, in approximately 39 percent of the communities reporting, the only United Nations Day program was in the local school. Programs of every conceivable type were presented ranging from a series of activities jointly sponsored by all important local organizations to programs in isolated country schools with almost no resources except the

In Ameriua children are taught that world peace is the goal of the United Nations. This year most schools will celebrate United Nations Day, October 24.

*Report by Tor Gjesdal, Principal Director, United Nations Division of Public Information.

imagination and interest of teacher and pupils, such as one tiny rural school in California, where a teacher and nine pupils, ranging from the first to the eighth grade, proved that they understood the real significance of the day. The year before, wanting to find out about "all the different kinds of children wherever they lived," the then dozen pupils of this same school had written during the school term over 600 letters to children in foreign countries and in other parts of the United States, and discovered: "There are no DIFFERENT kinds of children, they are just like us," though their homes and languages might be different. Here are some brief excerpts from an inspiring letter describing this little school's United Nations Day activities last year.

* * * We are a group of rural school children, nine in number, first through eighth grade. We are 35 miles from a town of any size but we are trying to do our share * * *.

We got all the United Nations flags and made them and put them up around our room. They go clear around the room. We made a big World Friendship book and showed it at the county fair. On the cover was a picture of the world and around it was a girdle of postage stamps from all over the world. Inside we put some of our letters and pictures of our friends, also post cards and other things our friends had sent us.

This fall our Home Demonstration Agent, Miss Ann Pleasant, knew how much we were interested in United Nations. She chose our 4–H club (we all belong) to give the flag kit to make a flag for United Nations. We all sewed on it. It was the first time we had ever blanket-stitched or buttonholed, but we did it. Two of our boys cut a small tree for a flagpole so we could fly it.

We invited the community and another rural school to visit us on October 24.

We made up our own pledge to give for it. We clasped hands in brotherhood while we said the pledge. There are 10 nationalities in our school so each one clasped his hand with someone of another nationality. This is our pledge:

"We the people of the United Nations, hereby pledge our loyalty to all peace-loving people. We pledge our eyes to see the likeness of mankind. We pledge our hearts toward understanding the brotherhood of man. We pledge our very lives toward peace for all."

When the other school was ready to go home, we loaned them some of our letters and our World Friendship book so they can begin to make friends, too. We also loaned them our United Nations kit.

We aren't very large but we think if everyone tries to help the people near him to understand about other people being like us that some day everyone may have understanding. We are going to lend our United Nations flag whenever it is needed. The newspaper at Redding (our County Seat) said it was the only one in the county.

We hope our report will help other little schools like ours.

There is always something that everyone can do.

Sincerely,

TWIN VALLEY SCHOOL,
Shasta County, Calif.

This year the slogan chosen for United Nations Day, "To Combine Our Efforts," should be a challenge to all of us to cooperate in our own communities, and with peoples of like mind throughout the world in developing true international understanding. Mrs. Rector and her nine pupils at the Twin Valley School have demonstrated that no school is too small or too isolated to play an effective part in such an undertaking. The National Citizens' Committee for United Nations Day, with the assistance of a committee of educational consultants, has prepared a special guide for teachers: *Planning for UN Day* (10 cents a copy from the Committee's headquarters, 816 21st Street NW., Washington 6, D. C.). The Committee is also a good source for posters, leaflets, and suggestions for community observance. Their latest venture is a United Nations cookbook, with enticing ideas for dinner or luncheon meetings, made up of original recipes from member nations, kitchen-tested by the American Home Economics Association (*The World's Favorite Recipes*, Harper & Bros., October 1951).

AGAIN THIS YEAR the United States Government has been asked by the United Nations to prepare a comprehensive report describing what American schools and colleges are doing, not just for United Nations Day but throughout the school year, to teach about the United Nations and its affiliated specialized agencies, such as FAO, the World Health Organization, and UNESCO. The Office of Education is now engaged in preparing this report, which will cover the 2-year period from January 1950 to December 31, 1951, when it must be transmitted to the United Nations. The Secretary-General has asked us also to send him copies of any materials such as units of study, curriculum guides, or reports of teachers' workshops and institutes "in order to facilitate the exchange between Member States of information on methods and techniques employed in successful experiments in teaching about the United Nations." So if you or your school have any such experiments or materials to report, please let us know about them—as early this fall as possible, since our report must be compiled before December.

We need to know particularly at what levels there is successful teaching about the United Nations as part of the regular classroom curriculum, or in special study projects, or through extra-curricular activities; what books, pamphlets, periodicals or visual aids have proved effective means of presenting the subject; what gaps still exist in the availability of materials appropriate for use at a particular grade level. Brief comments from American teachers, growing out of their actual experiences would be most helpful to others trying to teach about the United Nations, both in this country and abroad.

Free Bibliographies

The Office of Education has two free bibliographies that would be helpful in preparing for United Nations Day: *A Selected Bibliography for Teaching About the United Nations*, by Helen Dwight Reid (4th edition, revised Sept. 1951), and *Books to Help Build International Understanding*, by Nora E. Beust (revised, July 1951). *World Understanding Begins With Children*, by Delia Goetz (Office of Education Bulletin 1949, No. 17; 15 cents from the Superintendent of Documents), is designed to assist teachers in selecting and evaluating materials and sources, with suggested methods for incorporating international relations in the elementary curriculum. The Carnegie Endowment for International Peace has just issued an annotated guide, *Selected Pamphlets on the United Nations and International Relations* (25 cents; CEIP, 405 West 117th Street, New York 27, N. Y.), with frank comments by Margaret Cormack on the reading level of the best pamphlets available. It is arranged topically for easy reference by teachers wishing to deal with UN structure or activities and achievements, the work of specialized agencies, collective security, U. S. foreign policy, etc.

The Foreign Policy Association *Headline Series* pamphlet for August 1951 is a popularly presented analysis of the machinery of the United Nations with a survey of its achievements and prospects: *How the UN Works*, by Peter Kihss (35 cents; FPA, 22

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More About Occupations

by Walter J. Greenleaf, Specialist,
Educational and Occupational Information,
Occupational Information and Guidance Service

THERE ARE 40,000 different ways to earn a living in the United States. Concerning many of these occupations, teenagers generally have only a sketchy notion based largely on a few professions which the majority of workers are unlikely to enter. Students look to the school counselor for help in planning their careers. The school counselor in turn endeavors to satisfy youthful questions about jobs by preserving and digesting whatever occupational descriptions he can find concerning methods of earning a living. In one sense a counselor is a collector and clearing agency of occupational opportunities.

Any collector, whether his interest is in stamps, antiques, art, or occupational information, must be able to classify the items that he accumulates. Only in this manner is he able to know what is plentiful, what is rare, and what he needs to complete his collection. In the case of occupational materials, he evaluates and appraises each item that comes to his hand, discards what he has enough of, notes what is available, and preserves useful materials with care. He soon finds, however, that in some areas occupational information is scant if not lacking altogether.

Most counselors who collect occupational materials for filing find that there is plenty of information on the professions—engineering, law, medicine, nursing, teaching, etc. One-half of most occupational files is devoted to professional activities. The reason is that different professional associations promote their specialties through constant study and research, set up minimum standards, often accredit training institutions, and issue informational materials. A quarter or more of occupational files is devoted to information on clerical, sales, service, and agricultural occupations. There is plenty of material on agricultural activities largely supplied by the U. S. Department of Agriculture. Material on clerical and sales work is adequate, but there is less on the service occupation. Less than a fourth of the occupational file will be devoted to the skilled and semiskilled occupations. The reason is that few agencies find it profitable to publish materials on the skilled and semiskilled trades. Skilled workers usually are trained locally through vocational schools, trade schools, or apprenticeship of several years. Semiskilled workers likewise learn their work locally on-the-job. Book publishers seldom issue occupational information in these areas because there is a greater demand and sales for job information concerning white-collar work.

Turning to the 1950 Census, we learn realistic proportions of workers in the several major occupational groups.

These proportions of workers in major occupational groups seem to indicate that the school counselor needs more substantial occupational information about the less-well-publicized occupations. Occupations in industry are not generally well understood—for example, "ladle craneman" in the steel industry; "metal fabricator" in aircraft manufacturing; or "electrotyper" in the printing industry. Even small communities maintain certain industries—paper mills, foundries, shoe factories, candy factories, textile mills, etc.—that appeal to local young people whose occupational choice is likely to be "to work in the mill." Too often they enter the "mill" blindly to "get on the payroll" rather than to find

(Continued on page 15)

Major occupation group of employed persons—Census 1950

(Rearranged according to the *Dictionary of Occupational Titles* classification)

DOT Code	*Major Occupational Group*	*Percent of labor force*		
		Men	*Women*	*Total*
0	Professional and managerial occupations:			
	Professional and technical workers	7	13	9
	Managerial and official workers	11	4	9
1	Clerical and sales occupations:			
	Clerical workers	7	27	12
	Sales workers	6	8	7
2	Service occupations:			
	Private household workers		9	3
	Other service workers	6	12	7
3	Agricultural, fishery, and forestry occupations:			
	Farmers, farm managers, farm laborers	16	4	12
4 and 5	Skilled occupations:			
	Craftsmen, foremen	18	1	14
6 and 7	Semiskilled occupations:			
	Operatives	20	19	20
8 and 9	Unskilled occupations:			
	Laborers, except farm and mine	8	1	6
Occupations not reported		1	2	1
Total		100	100	100

Base: Total number of employed workers: men 40,317,000; women 15,526,000; total 55,843,000.

In 10 years there will be 8,000,000 more children in our schools.

They Can't Wait!

750,000 new teachers will be needed—
$14,000,000,000 worth of school construction and repairs.

THESE staggering figures are dramatically presented in a 24-page illustrated pamphlet titled "They Can't Wait," prepared by the Office of Education, Federal Security Agency, for release during National Education Week, November 11–17. Already it has become one of the most popular publications of the Office, and is in demand by parent-teacher and other organizations interested in better schools.

The message unfolds as little Tommy starts out for school and is given a lift by a neighbor, Mr. Howell. Tommy thanks him, but expresses the wish that he didn't have to go to school * * *.

TOMMY. I wish I could join the Marines, Mr. Howell, just like you did in World War II.

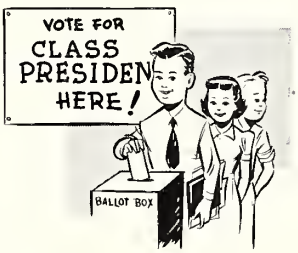
MR. HOWELL. I'm afraid you're still a little young for the Marines, son. But that doesn't mean you're not helping your country. Learning how to read and write is as important as fighting for America * * *.

TOMMY. You're kidding! How can you lick an enemy just by going to school?

MR. HOWELL. A country can't be defended without good citizens, Tommy, and going to school is one of the ways you learn to be a good citizen by training * * *

** * * in American History*

** * * in self-government*

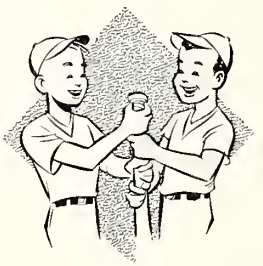


** * * in teamwork with your neighbors*

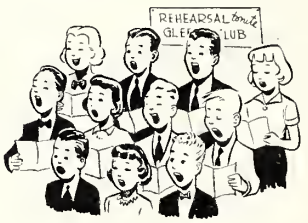
** * * in using your conscience to tell right from wrong*

** * * in learning to appreciate each person on his own merit and skills*

** * * in helping to rely on yourself and to respect others, unaffected by race or religion*



** * * in using your talents both to enjoy yourself and make everybody happier.*



TOMMY. But look—how can we do all that in our school? My class is so crowded we're doubling up on seats. The teacher never has enough time for all of us."

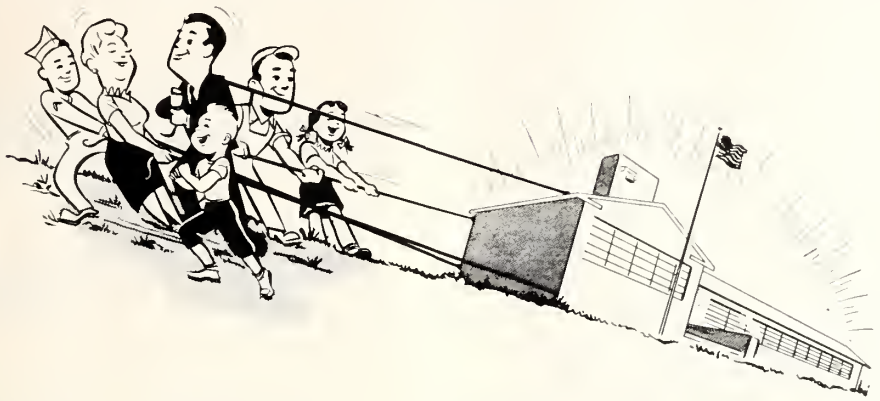
MR. HOWELL. Well, it's true the schools have had tough going for a long time, what with the depression and the war, and now the defense emergency—not enough new buildings—and too few teachers—and more children going to school every year. But when the defense emergency is over and things ease up a bit, I certainly hope you'll have a good school, with plenty of equipment and fine teachers.

TOMMY. But how soon will that be? I'm growing up fast!

MR. HOWELL. Well, let's figure this thing, Tommy; nobody can tell how long this emergency will last—maybe 10 or 20 years * * *.

TOMMY. Wow! Even my baby sister will be out of school by then! We'll never learn all those things you said we ought to know! MR. HOWELL. By golly, you're right! You kids do get just one chance. You can't wait * * *. I guess we can't build good citizens with poor schools any more than we can knock down a jet plane with a sling shot. You need good schools—and you need them now!

"Let's pull together now for all America's children. Together we can do it!"



Copies of this important illustrated booklet are available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 10¢ a copy.

Trends in High School Subject Enrollments

by J. Dan Hull, Associate Director
Instruction, Organization, and Services Branch
Division of State and Local School Systems

WHAT do today's high schools teach—and in what directions are changes taking place in the selection of subjects to be offered? For many years American high schools have been in the process of becoming common schools. The latest evidence concerning this long-time trend has been provided by a tabulation of the total enrollments of pupils in all subjects in secondary schools of the United States for the second semester of the school year 1948–49.

Although similar tabulations have been made for many decades, the national investigation immediately preceding the one currently reported was in 1933–34. Approximately the same number of pupils attended the last 4 years of high school in 1949 as in 1934. However, because they were born during depression years when birth rates were low, youth of high school age were a smaller group in 1949 than in 1934. In 1934 there were graduated from high schools 333 of every 1,000 pupils who had been in the fifth grade in 1926–27.[1] In 1948 there were graduated 481 of every 1,000 pupils who had been in the fifth grade in 1940–41.[2]

The summary of statements that follow describes briefly the status of subject enrollments in 1949, and some changes which occurred in enrollments between 1934 and 1949. For the most part, the changes are in the direction of more functional education. They represent efforts to meet life needs of increasingly diverse bodies of pupils and are largely continuations of trends which were apparent in 1934.

Enrollments in both mathematics and foreign languages in the last 4 years of high school were smaller percentages of the total pupil bodies in 1949 than in 1934. During the 15-year period, enrollments in arts and business education subjects held their own. Percentage enrollments in all other broad subject fields were increased between 1934 and 1949. These percentage figures are given some special significance because the total high school enrollments in 1949 were approximately the same as in 1934.

The largest enrollments are in health, safety, and physical education, English, and social studies. This is not surprising since these subjects are required in most States.

Among the broad subject fields, home economics and industrial arts had the greatest percentage increases in enrollment from 1934 to 1949. These subjects are seldom required beyond the eighth grade, but apparently working with tools and materials has a great appeal for boys, just as homemaking has for girls.

In many instances enrollments in general courses have expanded while enrollments in more specialized courses have declined. Enrollments in biology have grown greatly at the expense of those in zoology and botany. General science has expanded at the expense of other more specific subjects of science. General mathematics has grown at the expense of algebra and geometry.

A development investigated nationally for the first time is the core, which uses the time ordinarily given to two or more subjects, e. g., English and social studies. Subject matter lines are ignored in the consideration of problems common to all youth. Time is provided for group guidance and individual counseling. While less than 4 percent of all public secondary school pupils are enrolled in the core, it is present in more than 15 percent of all junior high schools.

Almost 2 percent of all public secondary day school pupils are enrolled in single-period orientation or social living courses which appear to have objectives similar to the core. These courses are most frequent in the first year of regular and senior high schools. Almost as many pupils are enrolled in single period courses labeled group guidance, personal problems, human relations, and social adjustment.

Among individual subjects physical education, typewriting, general mathematics (including arithmetic), and United States history are outstanding because of percentage increases in enrollments since 1934. More and more, physical education

(Continued on page 14)

[1] *Statistical Summary of Education 1945–46.* Washington, U. S. Government Printing Office, 1948. Federal Security Agency, Office of Education. Chapter I, p. 31, *Biennial Survey of Education in the United States, 1944–46.*

[2] *Statistical Summary of Education 1947–48.* Washington, U. S. Government Printing Office, 1950. Federal Security Agency, Office of Education. Chapter I, p. 43, *Biennial Survey of Education in the United States, 1946–48.*

This is a summary account of the UNESCO Paris and Geneva Conferences, with a report by U. S.

sioner of Education Earl James McGrath, who served as chairman of the

U. S. Delegation to the 14th International Conference on Public Education, Geneva, Switzerland. Left to right are: Raymond F. McCoy, Director, Graduate Division, Xavier University, Cincinnati, Ohio; Galen Jones, Director, Instruction, Organization, and Services Branch, Division of State and Local School Systems, Office of Education; Earl James McGrath, U. S. Commissioner of Education, Office of Education, Federal Security Agency, Member of the Executive Committee of the U. S. National Commission for UNESCO and Chairman of the Delegation to the Geneva Conference; Finis E. Engleman, Connecticut State Commissioner of Education; Arnold H. Perry, Professor of Education, University of North Carolina.

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PROMINENT LEADERS in the world field of education participated in the Sixth General Conference of UNESCO, held in Paris June 18–July 11, and the Fourteenth International Conference on Public Education, sponsored by UNESCO, which convened in Geneva on July 12. An informal report on the Paris Conference stated that among the first actions was the selection of Dr. Jorge Manach of Cuba as chairman of the Nominations Committee. The first delegate recognized was Antonio Castro-Leal of Mexico who immediately nominated Howland H. Sargeant for president of the Conference. Since no other names were offered, the nominations were declared closed.

Feeling that insufficient consideration had been given to the choice, Mr. Sargeant requested permission to withdraw his own name and nominated Pierre Olivier Lapie, chairman of the Delegation of France. However, the French Delegation at once withdrew M. Lapie's name, and Mr. Sargeant was declared elected president.

Developments on UNESCO programs brought out the fact that the major emphasis in adult education for 1952 will lie in the development of a Workers Education Center. During the summer of 1952 this center will bring workers, leaders, and teachers together from all parts of the world. It will deal for 6 weeks with workers' education specifically, and for 6 weeks more with the ways in which worker organizations and workers themselves can be drawn into the long-range programs of UNESCO. The secretariat also will develop a program of technical aid for national and regional seminars which will study methods.

UNESCO and the International Bureau of Education this year are setting up a conference devoted entirely to the problems of compulsory education and fundamental education. Fundamental education is based on the fact that people must be told how they can survive, combatting disease, and with the ability to produce enough food for their wants—and then proceed to literacy and understanding of their problems and their relationship to the rest of the world.

Later there will be regional conferences in southeast Asia, and in 1953 there will be a conference in the Middle East. In addition there will be a follow-up by the use of missions; technical advisers will be given training at UNESCO House and sent out equipped to assist Member States in setting up legislative structures and in determining the general philosophy of free and compulsory education.

At the Geneva Conference the delegation of the United States consisted of Finis E. Engleman, State Commissioner of Education, Hartford, Conn.; Raymond F. McCoy, Director, Graduate Division, and Head, Department of Education, Xavier University, Cincinnati, Ohio; H. Arnold Perry, Professor of Elementary Education, University of North Carolina, Chapel Hill, N. C., and Galen Jones, Director, Instruction, Organization, and Services Branch, Division of State and School Systems, Office of Education, Federal Security Agency. The U. S. Commissioner of Education served as chairman of the United States Delegation.

More than 40 other nations sent at least one representative and some sent several, the largest groups coming from the United States (5), Great Britain (4), France (4), Switzerland (4). These Conference offi-

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by representatives of many nations.

Exhibit prepared by the U. S. Office of Education for display at the Geneva Conference illustrates (at top) the aims of secondary education in the United States, and (at bottom) a few subjects of publications by the Office of Education.

Top—At a reception given by the U. S. Delegation, left to right: Mrs. Howland H. Sargeant (Miss Myrna Loy of the films); Mr. Sargeant; Dr. Jaime Torres Bodet, Director General of UNESCO; and Mrs. Torres Bodet.

Bottom—Pictured at a reception given by members of the Indian Delegation to the UNESCO General Conference are, left to right: Dr. Humayun Kabir of India; Sir Abul Kalam Azad, Minister of Education in India, President of India's National Commission for UNESCO, and head of his country's delegation; Proceso Sebastian, head of the Philippines Delegation; and Howland H. Sargeant, head of the U .S. Delegation and President of the General Conference.

cers were elected: President, Dr. Julien Kuypers of Belgium; First Vice President, Dr. Earl J. McGrath of the United States; Second Vice President, Dr. P. N. Kirpal of India; Third Vice President, Dr. M. Mehran of Iran; Fourth Vice President, Dr. Jorge Manach of Cuba.

As originally planned, the Conference agenda included the reports from representatives on the development of education in their countries during 1950–51, a discussion of problems dealing with school meals and clothing, and plans for the prolongation of educational opportunities. At the opening session, Dr. Jaime Torres Bodet, Director-General of UNESCO, made a stirring plea for spreading fundamental education throughout the world. He emphasized the fact that more than 60 percent of the peoples of the world are illiterate, and that while they remain so it would be extremely difficult to reach them with "the UNESCO story," and the messages of other international agencies dedicated to the improvement of world economic and social conditions. Dr. Bodet urged, therefore,

(Continued on page 12)

☆☆☆ Education for the Nation's Defense—IX ☆☆☆

TO KEEP school and college administrators currently informed of developments in the national emergency which may have bearing on educational programs, SCHOOL LIFE again will present this year the most important defense education information which is detailed in the Defense Information Bulletins.

Salary Stabilization Board Regulations

On May 10, 1951, the Salary Stabilization Board was established under the Economic Stabilization Agency to operate on a coordinate basis with the Wage Stabilization Board. Since that date numerous questions have arisen concerning the extent to which schools and colleges may increase the salaries of their employees under existing regulations. An analysis of the situation was presented in a Defense Information Bulletin of July 25 to help clarify the position of school and college officials in dealing with this problem.

This Bulletin points out that school and college officials should feel free to make salary and wage increases so long as such increases do not exceed the amount authorized by the Salary Stabilization Board. Section 10 of General Salary Stabilization Regulation 1 (July 5, 1951) gives some help on cost-of-living increases that are allowable. It states:

"SECTION 10. (*b*) Certain cost-of-living increases permissible without prior approval.

"No prior approval is required for the putting into effect of increases which are required by the terms of a cost-of-living provision contained in a written salary plan which was formally determined and communicated to the employees on or before January 25, 1951.

"(*c*) General increases agreed upon or formally determined and communicated to the employees after January 25, 1951, together with cost-of-living increases made pursuant to this section, shall not exceed the 10-percent formula provided in paragraph (*a*) of section 8 of this regulation."

The formula provided in paragraph (*a*) of section 8 is as follows:

"(*a*) Policy. If general increases in salary levels in an appropriate employee unit have been less than 10 percent since the base pay period, future increases in salaries and other compensation may be permitted in amounts up to but not in excess of the difference between such past increases, if any, and the permissible 10 percent." Base pay period is January 15, 1950.

If school and college officials are in doubt about the legality of increases planned, they should submit their proposals in advance to Joseph D. Cooper, Executive Director, Salary Stabilization Board, Washington 25, D. C.

The regional offices of the U. S. Department of Labor, Wage and Hour and Public Contracts Division, will be able to furnish copies of the latest regulations of the Salary Stabilization Board and to advise as to proper procedure to follow in obtaining a ruling by the Board. These regional offices have no authority to make rulings.

Reports to the Selective Service System

In a bulletin dated June 5, 1951, Commissioner of Education Earl James McGrath advised that National Headquarters of the Selective Service System has changed the procedure whereby professional schools of medicine, dentistry, osteopathy, optometry, and veterinary medicine notify the local boards that their students are satisfactorily pursuing their professional studies.

Under the new procedure, Form 103, which has been revised, will be mailed by professional schools directly to the local board concerned. The revised Form 103 will not be used to identify professional students of the healing arts since these students are covered under the new Selective Service college deferment plan.

Credit Restraint Urged

The importance of doing everything possible to prevent further inflation was stressed by Commissioner McGrath in a bulletin dated June 6. Dr. McGrath cited the action of Charles E. Wilson, Director of Defense Mobilization, who sent a letter to the governor of each State, to mayors of major cities and to financial officials of principal counties and other political subdivisions in which he requested them to avoid borrowing funds, no matter how worthy the cause, for projects that can possibly be postponed.

In his letter Mr. Wilson called attention to the appointment by the Board of Governors of the Federal Reserve System of a Voluntary Credit Restraint Committee.

The Voluntary Credit Restraint Committee of the Federal Reserve System issued under date of May 4, 1951, its bulletin No. 3, in which certain criteria are suggested for determining whether a project, to be financed by borrowed funds, is necessary at this time. The Committee states, "If not urgently needed for the preservation of public health and safety or for purposes directly related to defense, public works should be deferred." Roads, schools, water systems, and drainage and sewage projects are listed as the principal purposes for which local governments borrow funds.

Educational Provisions of the Universal Military Training and Service Act

The act was signed by the President on June 19, making it a law which is, in effect, an amendment of the Selective Service Act of 1948. The following items pertaining to the new law are quoted from a Defense Information Bulletin dated June 19 and are of special importance to educators:

Statutory Deferments for College Students.—The new law states that—

"Any person who while satisfactorily pursuing a full-time course of instruction at a college, university, or similar institution is ordered to report for induction under this title, shall, upon the facts being presented to the local board, be deferred (*a*) until the end of such academic year, or (*b*) until he ceases satisfactorily to pursue such course of instruction, whichever is the earlier."

This section of the new law differs from the old in three respects:

(1) *Deferment instead of postponement.*—The word "postponed" in the old law is replaced by "deferred" in the new law. The effect of this change is negligible.

(2) *New interpretation of "academic year."*—Although the term "such academic year" is used in both the old and new laws, the legislative history of the two laws changes its meaning. Under the old law, a college student, when called up for service while he was satisfactorily pursuing a full-time course of instruction, would normally have his induction postponed until the end of his institution's academic year, which normally meant in May or June.

Under the new law, according to the Conference Report on the act, "College students may be deferred until they complete *their* academic year." ("Their" is not italicized in the Conference Report.) This would mean that a student entering in midyear will, so long as he fulfills the requirements of the law, be deferred until the following midyear rather than until the end of the institution's academic year. A student entering in the summer session or at any other time during the calendar year will presumably be deferrable until he has completed his academic year. It will be noted, however, that he must pursue a *full-time* course of instruction throughout his academic year to be eligible for deferment.

(3) *Statutory Deferments May Not Be Renewed.*—The new law further states that any person who is or has been deferred to complete an academic year "shall not be further deferred by reason of pursuit of a course of instruction at a college, university, or similar institution of learning except as may be provided by regulations prescribed by the President * * *." However, it should be noted that a student who has been deferred under this statutory provision may obtain deferments for subsequent years on the basis of his class standing or score on the Selective Service College Qualification Test.

Age of Liability of Deferred Persons Increased to 35.—Any person who is deferred for educational or other specified purposes "shall remain liable for training and service * * * until the thirty-fifth anniversary of the date of * * * [his] birth" rather than until age 26. This is another new provision.

Age of Liability Reduced to 18½.—The age of liability for military service has been reduced from 19 years to 18 years and 6 months for all male citizens of the United States and all other male persons admitted to the United States for permanent residence. However, no person shall be inducted into the Armed Forces below the age of 19 by any local Selective Service board so long as there are available within the jurisdiction of the board eligible males between the ages of 19 and 25.

Period of Service.—The period of service for persons inducted into the Armed Forces will be 24 months, an increase of 3 months over the present period of service.

Deferment of Students for Special Types of Study and Research.—The President is authorized to provide for the deferment from training and service of persons whose activity in study, research, or medical, dental, veterinary, optometric, osteopathic, scientific, pharmaceutical, chiropractic, chiropodial, or other endeavors is found to be necessary to the maintenance of the national health, safety, or interest, provided that no person within any such category shall be deferred except upon the basis of his individual status.

Deferment of High School Students.—The new law reads—

"Any person who is satisfactorily pursuing a full-time course of instruction at a high school or similar institution of learning shall, upon the facts being presented to the local board, be deferred (*a*) until the time of his graduation therefrom, or (*b*) until he attains the twentieth anniversary of his birth, or (*c*) until he ceases satisfactorily to pursue such course of instruction, whichever is the earliest."

This provision is the same as the comparable provision of the Selective Service Act of 1948 except that the word "deferred" is used instead of "postponed," and the student may be deferred upon presentation of the facts to his local board even before he is called up for induction.

Test Scores and Class Standing as Criteria for Deferment.—The new law explicitly states what was implicit in the old law, namely, that no local board shall be required to defer any person solely on the basis of test scores, class standing, etc. This provision in no way affects the regulations promulgated by the President in the spring of 1951 concerning the use of scores on the Selective Service College Qualification Test or class standing as criteria by which college students may be considered for deferment. Class standing and the test scores will be used as contemplated, namely, as guides to local boards in considering the deferment of college students.

Military College Students.—Students enrolled in an officer procurement program at a military college, the curriculum of which is approved by the Secretary of Defense, are not required to register for training and service under the new law. The eight institutions affected are: The Citadel, Clemson Agricultural College, North Georgia College, Norwich University, Pennsylvania Military College, Texas Agricultural and Mechanical College, Virginia Military Institute, and Virginia Polytechnic Institute.

Active Duty for Reservists.—Educators who are also reservists will be interested to know that all reservists and retired personnel now or hereafter ordered to active duty may be required to serve on active duty for 24 months. The authority of the President to order reservists and retired personnel to active duty is extended until July 1, 1953.

Any member of the Inactive or Volunteer Reserve who served for a period of 12 months or more between December 7, 1941, and September 2, 1945, shall, upon application, be released to inactive duty after he has completed 17 months of active duty, including the time spent on active duty since June 25, 1950. Such persons shall not thereafter be ordered to active duty without their consent for a period in excess of 30 days except in time of war or national emergency hereafter declared by the Congress. However, reservists found by the military departments concerned to possess a rating or specialty which is critical may be retained for the period for which they are ordered to active duty if their release prior to the completion of such period of time would impair the efficiency of the military department concerned.

Provision for 75,000 Students Omitted.—The new law omits a Senate proposal for the selection of 75,000 students during the next 3 years from among persons who have completed their basic training. Such students were to have the remainder of their military obligation suspended until they completed the studies and research for which they were selected, and the Senate bill provided for payment of the cost of tuition, books, laboratory fees, subsistence, travel, and other necessary expenses where the individuals selected could not themselves defray these costs.

Supplies and Materials

A Defense Information Bulletin of August 21 summarized revised regulations on supplies and materials for educational institutions. Priorities assistance in obtaining such materials and supplies has been available under NPA Regulation No. 4. On July 6, 1951, the National Production Authority issued CMP Regulation No. 5, replacing NPA Regulation No. 4 and modifying somewhat the procedures under which business enterprises, Government agencies, and public or private institutions may obtain limited quantities of controlled materials, and products and materials other than controlled materials for maintenance, repair, and operating supplies (MRO) as well as for minor capital additions. A separate order (NPA Order M–71, issued June 26, 1951) provides priorities assistance to technical and scientific laboratories, and will be of particular interest to colleges and universities.

Two UNESCO Conferences

(*Continued from page 9*)

that the Conference delegates give primary consideration to the need for developing free, compulsory systems of education throughout the world.

The British delegation, supported by the delegation of the United States, urged the desirability of going immediately to the discussions of the prolongation of educational opportunity. After some vigorous debate, the Chair accepted this view with the understanding that the annual reports would be distributed in both English and French.

It is important to note that the shift of Conference emphasis—from the presentation of annual reports to the consideration of the need for a compulsory, basic, free school system in all nations—was something more than a mere rearrangement of the agenda. In effect, that action really meant that the character of this annual assembly of educators from many nations was changed from a reporting and listening experience to an action program. Without neglecting its original function of distributing information about education in the constituent countries, this year's Conference dealt concretely with a specific set of problems and issues, some of which reached beyond the limits of education proper into economic, political, and social matters. In addition, the Conference indicated certain courses of action which, in the opinion of the delegates, should be taken to establish basic educational systems in countries where none now exist, and to prolong educational opportunities in countries where the first levels of schooling are already generally available.

Before the Conference concluded, the delegates approved 66 recommendations dealing with problems of extending educational opportunities throughout the world. The most significant of these can be summarized as follows:

In accordance with the general philosophy of the Universal Declaration of Human Rights, the Conference agreed that all human beings—regardless of their origin, race, or economic status—should have the advantages of a basic general education, not only because a stable and sound world society depends upon this condition of fundamental education for all, but also because the dignity and the freedom of the productive individual are largely determined by his access to basic knowledge and skills. Thus, recommendation number one states that "plans for the full enforcement of compulsory education * * * should be drawn up without delay in those countries where the problem arises," and recommendation number seven specified that these plans for compulsory education and its full enforcement "should be widely publicized, and their value to individuals and society alike emphasized, so as to secure the complete and unreserved backing of public opinion."

The Conference also went on record as encouraging those countries where primary education on a free compulsory basis has already been established to extend educational opportunities beyond the ages of 14 or 15, thus making some form of secondary education generally available. Similarly, it was recommended that school medical services, meals, and clothing should be provided by school authorities where these are necessary to guarantee school attendance by children.

It was recognized that in some countries the problem of developing a free, compulsory school system is directly related to that of eliminating adult illiteracy. Consequently, it was voted that "the plan for the full enforcement of compulsory education should be accompanied by a plan for the fundamental education of adults," thus encouraging parents to welcome the education of their children. If these two programs—the compulsory free education program and the fundamental education program—can be worked out together in the UNESCO Member Nations, much will be accomplished not only to preserve peace throughout the world, but also to lift the general level of living in many areas.

For that reason, recommendation number 59 of the 1951 Geneva Conference is especially important. This states that "UNESCO, in consultation with Member States concerned and appropriate United Nations agencies and international organizations, should consider the possibility of formulating a program for assistance to Member States * * * in introducing free and compulsory education according to national requirements, and in accordance with the Covenant of the United Nations; such a program should coordinate all sources of assistance now available, explore the possibility of loans, and raise funds from voluntary contributions." The Conference also recommended that UNESCO assist in the development of a compulsory free program of education throughout the world by organizing regional conferences to deal with the problem.

Of course, passage of these resolutions by the International Conference on Public Education does not guarantee action on them within the constituent countries. Nevertheless, the recommendations accepted by the delegates should carry a great deal of moral force throughout the world.

At the Fourteenth International Conference on Public Education, Earl J. McGrath chats with educational officials from three of the 40 nations represented. Left to right: Col. R. J. F. Mendis, Ceylon; Dr. McGrath; M. Chea Uom, Cambodia; and Mrs. P. Das of India, member of the UNESCO Secretariat. Dr. McGrath was chairman of the U. S. Delegation.

These Ads Help Build Better Schools

AGAIN, with the start of a new school season, a fresh series of institutional advertisements has been prepared through the joint efforts of 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. The ads are available free, in mat form, to public-spirited business concerns which are willing to pay the cost of publication. It is interesting to note that sponsors have paid for millions of dollars worth of such space in the past.

As in previous years, the ads are aimed at raising substandard school conditions which exist in many parts of the country, and at emphasizing the need to maintain school improvements. These advertisements were planned with educators and produced by the advertising industry. They are being sent to newspapers and school superintendents in communities of 2,500 and over.

Local educators are in a position to implement the placement of the ads and to cooperate in obtaining sponsorship by organizations which recognize the fact that "Better Schools Make Better Communities."

It is probable that the local newspaper publisher has already received proofs and will welcome an offer to cooperate with him in interesting sponsors. Parent-Teacher groups also can help. Duplicate proofs of the ads, if needed, can be obtained by writing to the Advertising Council, Inc., 25 West 45th Street, New York 19, N. Y.

Also available are aids for advertising by radio, television, and in streetcars.

Trends in High School Subject Enrollments

(*Continued from page 7*)

is being required. Typewriting is seldom a required subject and probably was elected chiefly for personal use. By many pupils general mathematics was probably chosen in place of algebra to meet a mathematics requirement. United States history is increasingly being required of all pupils, and in many States long standing requirements are being better enforced. In part, also, the increased enrollment in United States history reflects the increased holding power of the school. More pupils are remaining in school until the eleventh grade, where they are generally required to take United States history.

Among individual subjects Latin and French show the greatest percentage decreases in enrollments from 1934 to 1949—a fact which probably reflects the relaxing of college entrance requirements in foreign languages during the period.

In 1949 it was reported for the first time that more high school pupils were studying Spanish than Latin. Spanish is the only one of the commonly taught foreign languages which gained appreciably during the years 1934–49. Probably this reflects relaxed college entrance requirements, a concern for activities which seem likely to be of practical use, and the Nation's Good Neighbor policy.

A number of subjects reported for the first time in 1949 were taught in as many as 15 States. Conservation, consumer buying, safety education, driver education, and home management are efforts to meet common needs shared by all pupils. Doubtless some of them have been encouraged by interested citizens or even required by State legislatures. Fundamentals of electricity, as a separate course, is an innovation from World War II. Remedial English, mathematics review, radio speaking and broadcasting, vocational radio, diversified occupations, cooperative store training, and cooperative office training are taught chiefly in regular and senior high schools and represent efforts to meet individual needs of pupils. The last four subjects are vocational and the last three involve the cooperation of employers and school authorities in supervising the work experiences of pupils. Classes in service art and in student service represent efforts to help pupils learn while they are performing useful services for the school.

A number of subjects are disappearing as subjects in their own right from the program of studies. Subjects reported by schools in as many as 15 States in 1934, and not reported in 15 States in 1949, include English history, industrial history, nature study, the novel, and the short story (the last two do not appear as separate subjects in 1949). Some of the content of these subjects is being absorbed in other courses. However, this is not true of Greek, which was taught in 8 States, and teacher training which was taught in 10 States in 1934. These subjects were reported in only 5 and 4 States, respectively, in 1949.

It was possible to make defensible estimates of actual as well as percentage enrollments in all the national investigations which have been carried on since 1915. Percentage enrollments in algebra, geometry, physics, and Latin have shown progressive decreases in all investigations since 1915. However, from 1915 through 1934 the actual enrollments in these subjects were increasing while the percentages were decreasing. Enrollment gains in new subjects have often obscured the fact that as many youth as ever before were enrolled in a traditional subject.

"To Combine Our Efforts" United Nations Day

(*Continued from page 4*)

East 38th Street, New York 16, N. Y.). The American Association for the United Nations has a new graphically illustrated "layman's guide," *The United Nations—Action for Peace*, by Marie and Louis Zocca (1951, 30 cents from AAUN, 45 East 65th Street, New York 21, N. Y.); also a free brochure, UN Plus Youth. The U. S. National Student Association published last year a free illustrated pamphlet, *Youth and UNESCO* (USNSA, 304 N. Park Street, Madison, Wis.), describing the functions and program of UNESCO, and stressing youth participation. A unique presentation of the work of the United Nations and its specialized agencies in terms of the interests of youth is a recent book by Eleanor Roosevelt and Helen Ferris, *Partners: The United Nations and Youth* (Doubleday, 1950, $3). Vivid stories of how the lives of young people in many lands have been affected by United Nations activities are illustrated by actual photographs.

George F. Zook

Dr. George Frederick Zook, a former United States Commissioner of Education, Office of Education specialist in higher education, and retired president of the American Council on Education, died on August 17 at his home in Arlington, Va., of a heart ailment. He was 66 years old.

Commissioner Zook was Commissioner for only 1 year, when he resigned to become director of the American Council on Education, but this year was a very important one in the educational affairs of the Nation. Dr. Zook, through conferences with leaders in education and those responsible for recovery programs, focused upon major problems and the role American education should play in helping solve them at the national, State, and local levels.

Dr. Zook had headed the American Council for 16 years, retiring last December 31. In 1946–47 he was chairman of the President's Commission on Higher Education, directing a study of the ability of the Nation's colleges and universities to absorb the flood of postwar applicants and to extend courses in technological fields.

A leader in UNESCO affairs, he was influential in getting education included in the United Nations Charter at the San Francisco conference. After the Second World War, Dr. Zook served as chairman of the United States Education Mission to Germany.

Dr. Zook leaves his wife, Mrs. Susie Gant Zook, and three sisters.

More About Occupations

(*Continued from page 5*)

experience for future work. Both counselors and students need to understand better industrial processes as they relate to jobs in order to know what different industrial jobs mean. One job singled out in an industry is not understandable unless the industrial process is known. It often happens that one person's work depends entirely upon the output of some other worker.

Occupational Outlook Handbook, 1951.—A new source of such information about 433 occupations in the United States is the 1951 OCCUPATIONAL OUTLOOK HANDBOOK, issued as Bulletin 998 by the Bureau of Labor Statistics. This handbook of 574 pages may be obtained from the Government Printing Office, Washington 25, D. C., at $3 per copy. It represents the first revision of the 1949 handbook which was exhausted after more than 33,000 copies had been sold.

Obtaining the occupational and industrial data needed for the handbook represents a tremendous task that could be accomplished only through the extensive facilities of a governmental agency. Many workers sorted, analyzed, and assembled the data that was contributed by trade associations, professional associations, unions, and the Bureau's regular services concerning all types of jobs in all parts of the country.

As to coverage of the major groups of occupations, the handbook devotes 98 pages to the professions, 23 to clerical jobs, 89 to the trades, 65 to agriculture, and 250 to industries including industrial processes as well as jobs in industry. The occupations represented include roughly 82 percent of the employment opportunities in the professions and semiprofessions, 79 percent of those in skilled occupations, 40 percent in clerical occupations, 30 percent in service occupations, most of those in agricultural pursuits, and smaller proportions of those in sales and semiskilled areas.

In describing each occupation the standard outline used includes such topics as: Outlook summary, nature of the work, where employed, training and qualifications, outlook, earnings and working conditions, and sources for further information.

The handbook features the classification and code numbers of the Dictionary of Occupational Titles, grouping jobs in a logical way to show certain relationships. Liberal use is made of Census data. Current salaries and wages, so difficult to obtain for many jobs, are summarized for various occupations. Job predictions for the immediate future are presented together with reasons for the trends. Considerable information of a guidance nature is offered about qualifications for the job, training opportunities, and sources for further information. These topics are of vital importance to young people who have had little or no experience in earning a living, but sooner or later must enter the labor force.

Dictionary of Occupational Titles.—As a companion to the handbook, the DICTIONARY OF OCCUPATIONAL TITLES in three volumes should find a place on every counselor's desk. The dictionary defines 22,000 occupations, classifies the jobs into major fields of work, and includes information on the duties of the workers. The dictionary is on sale at the Government Printing Office as follows:

Dictionary of Occupational Titles, 1949, Vol. I—"*Definition of Titles,*" 1,518 pages, $4.

Dictionary of Occupational Titles, 1949, Vol. II—"*Occupational Classification and Industry Index,*" 743 pages, $2.50.

Dictionary of Occupational Titles, 1944, Part IV—"*Entry Occupational Classification,*" 242 pages, 75 cents.

The four publications mentioned in this article—the handbook and the three volumes of the dictionary form a nucleus for any occupational library, large or small. The total cost of the four books is $10.25. Even the small school without a guidance program can afford this cost to provide authentic and up-to-date occupational information for its young people and for its teachers as well.

Edison's Birthday Material

THE EDISON'S BIRTHDAY Committee, 10 Downing St., New York 14, N. Y., announces that it is making available materials to assist schools in celebrating Edison's birthday, February 11. Included are press releases, editorials, biographies, and a chronology of events in the life of Edison. The materials have been prepared to serve as a basis for auditorium and similar programs in which school science clubs could take active part. It may be obtained without charge by writing to the committee.

Manpower Through Literacy

(*Continued from page 2*)

educational achievement might be questioned as an undue interference with State rights. However, a State, as a part of its compulsory attendance legislation, could certainly require educational examinations of all young people of age 17 or 18 or 19 and require attendance upon a specified amount of instruction for a year or two of those who fell below a given achievement level. This would be one concerted effort to clean up any deficiencies remaining from previous years. Aside from the compulsory feature, it need not be any more difficult to administer than the New York State Literacy Test for Voters. With qualifications tests for automobile driving and numerous other tests already established as precedents, a literacy test could very well be set up as a type of fitness test for living in our democracy.

Literacy Is Not Enough

True, bare literacy is not enough for high-grade functioning in our complex civilization. A high-school education is widely recognized as a desirable standard for present-day youth. In hundreds of communities the public schools provide 14 years of education for young people. Public-school adult programs already run into the thousands. Scores of community colleges are providing educational opportunity for all people throughout their adult years. A philosophy of lifelong learning is growing among our people.

Educational upgrading everywhere along the line is desirable. Relatively high standards, however, should not blind us to the fact that millions among us are grossly undereducated. A few million are totally illiterate. True, we need to provide technical, scientific, human relations, leadership, and many other kinds of education to high-school graduates and others. We must not forget, however, that an illiterate, too, is a citizen and worker. He, too, is potentially able to contribute much more to our national well-being. On few, if any, educational tasks can State initiative, leadership, and money pay greater dividends.

The third article in this series, entitled "Community Responsibility for Literacy Education," by William R. Wood, will appear in the November issue of SCHOOL LIFE. It will show ways for the community to recognize its problems, and suggest means of meeting them.

New Books and Pamphlets

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

It Starts in the Classroom. A public relations handbook for classroom teachers. Washington, D. C., National School Public Relations Association, a Department of the National Education Association, 1951. 64 p. Illus. Single copy $1.

What the Classroom Teacher Should Know and Do About Children With Heart Disease. New York, American Heart Association. 1951. 10 p. Illus. Single copy free.

American High School Administration: Policy and Practice. By Will French, J. Dan Hull, and B. L. Dodds. New York, Rinehart & Company, Inc., 1951. 625 p. $5.

Artificial Lighting in Rural Schools. Prepared under the supervision of the Nebraska Department of Public Instruction and the Teachers College of the University of Nebraska. Lincoln, Nebr., Nebraska Department of Public Instruction, 1951. 22 p. Illus.

Methods of Vocational Guidance. Revised and enlarged. By Gertrude Forrester. Boston, D. C. Heath and Company, 1951. 463 p. $4.25.

Work Experience in High School. By Wilson H. Ivins and William B. Runge. New York, The Ronald Press Company, 1951. 507 p. Illus., $4.75.

Free and Inexpensive Materials on World Affairs. By Leonard S. Kenworthy. Brooklyn, N. Y., 1951. 112 p. $1. (Copies may be obtained from: Leonard S. Kenworthy, Brooklyn College, Brooklyn 10, N. Y.)

How Good Is Your School? A Handbook to Help Parents. By Wilbur A. Yauch. New York, Harper & Brothers, 1951. 213 p. $2.75.

Teacher Rating: Persistent Dilemma. By Ellsworth Tompkins and W. Earl Armstrong. Washington, D. C., National Association of Secondary-School Principals, 1951. 30 p. (Reprinted from the Bulletin, vol. 35, no. 179, May 1951.)

The Child in the Rural Environment. By Fannie Wyche Dunn. Washington, D. C., National Education Association of the United States, 1951. 253 p. (Yearbook 1951, Department of Rural Education) $2.

(Books and pamphlets listed are available from the publishers. Orders should not be sent to the Office of Education.)

Recent Theses in Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the Federal Security Agency Library. They are available by interlibrary loan upon request.

Children's Voluntary Reading as an Expression of Individuality. By Mary H. Wollner. Doctor's, 1949. Teachers College. Columbia University. 117 p.

Use of an Opinion-Polling Technique in a Study of Parent-Child Relationships. By Clarence G. Hackett. Doctor's, 1950. Purdue University. 101 p.

Exploratory Study of the Effects of an In-Service Education Program on Children With Symptoms of Psychosomatic Illness. By Robert S. Fleming. Doctor's, 1949. New York University. 2 vols.

High School English Teacher: Concepts of Professional Responsibility and Role. By Harold S. Baker. Doctor's. 1948. Columbia University. 107 p.

Provisions for Low-Ability Pupils in Catholic High Schools. By Louis J. Faerber. Doctor's, 1948. Catholic University of America. 246 p.

Relationship Between Physical Ability and Success at the United States Military Academy. By Lloyd O. Appleton. Doctor's 1949. New York University. 138 p. ms.

Research Basis for a Local Community Program of Juvenile Delinquency Prevention. By Alfred M. Franko. Doctor's, 1949. New York University. 4 vols.

Sources of Pupil's Health Information: Rankings on Sources of Health Information. By Frederick E. Trani. Master's, 1947. Syracuse University. 90 p. ms.

Teaching of Family Life in the Fifth Grade. By Violet S. Crow. Master's, 1950. Indiana State Teachers College. 58 p. ms.

Comparative Value of Assigned Homework and Supervised Study: An Experimental Study of the Two Methods of Preparation as Used by Students of the Social Studies at the High School Level. By James V. McGill. Doctor's, 1948. New York University. 67 p. ms.

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EDUCATIONAL AIDS

from Your Government

HOW TO ORDER

Free publications listed on this page are available in limited supply only 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., unless otherwise indicated.

Office of Education

Art Education. By Arne W. Randall. Selected References, Elementary Education Series No. 21, June 1951. Free.

Circulars of the Office of Education. A list. Free.

The Common Cold. Coordinated by Elsa Schneider. Education Briefs, Elementary Education Series No. 24, June 1951. Free.

Developing Life Adjustment Education in a Local School. A circular to implement a program of curriculum development, by Howard H. Cummings, John R. Ludington, and Howard R. Anderson, Circular No. 253, Revised June 1951. Free.

Education Directory 1950–51, Part 2: Counties and Cities.

Expenditure Per Pupil in City School Systems 1949–50. By Lester B. Herlihy. Circular No. 292, April 1951. 25 cents.

Faculty Salaries in Land-Grant Colleges and Universities, 1949–50. By Maude Farr. Circular No. 283, June 1951. 15 cents.

Federal Policies Affect the School and the Future. Article by George Kerry Smith. Reprinted by Office of Edueation with permission from *The School Executive*. June 1951. Free.

Frustration in Adolescent Youth. By David Segel. Bulletin 1951, No. 1. 25 cents.

Home Economics in Colleges and Universities of the United States. By Beulah I. Coon. Vocational Division Bulletin No. 244, Home Economics Education Series No. 26. 20 cents.

Improving School Holding Power. Some research proposals, by Work Conference on Life Adjustment Education. Circular No. 291, February 1951. 40 cents.

Learning to Supervise Schools. An appraisal of the Georgia program, by Jane Franseth. Circular No. 289, 1951. 30 cents.

A Manual on Certification Requirements for School Personnel in the United States. Prepared by W. Earl Armstrong and T. M. Stinnett. Circular No. 290, 1951. 70 cents.

National Summary of Offerings and Enrollments in High-School Subjects, 1948–49. By Mabel C. Rice. Circular No. 294, May 1951. Free.

Professional Literature for Teachers of Elementary Science. By Glenn O. Blough and Paul E. Blackwood. Selected References, Elementary Education Series No. 3, Revised June 1951. Free.

Pupil Personnel Services in Elementary and Secondary Schools. Report of a Conference called by the Office of Education. January 1951. Circular No. 25. 15 cents.

Pupil Transportation in Cities. By E. Glenn Featherston. Pamphlet No. 111, 1951. 5 cents.

Report on Conference on Teacher Trainee Projects. April 23–24, 1951. Free.

A Selected List of Nutrition and School Lunch Materials. Compiled by the Interagency Committee on Nutrition Education and School Lunch. Misc. 3392, Revised May 1951. Free.

Selected References on Education in Other Countries. Free.

Social Studies in Elementary Schools. By Wilhelmina Hill. Education Briefs, Elementary Education Series No. 29, June 1951. Free.

Statistics of Public Libraries in Cities with Populations of 100,000 or more for 1950, with Comparative Summaries for 1945 to 1949. Circular No. 298, July 1951. Free.

Statistics of Land-Grant Colleges and Universities. For year ending June 30, 1950. Prepared by Maude Farr and Robert C. Story. Bulletin 1951, No. 4. 15 cents.

Statistics of Negro Colleges and Universities: Students, Staff, and Finances, 1900–1950. By Henry G. Badger. Circular No. 293, April 1951. Free.

Statistics of Public-School Libraries, 1947–48. Prepared by Nora E. Beust. Biennial Survey of Education in the United States, 1946–48, Chapter 8. 1951. 25 cents.

Suggestions for Securing Teaching Positions. By W. Earl Armstrong. Circular No. 224, Revised March 1950. Free.

Teaching in One- and Two-Room Schools. By Effie G. Bathurst and Jane Franseth. Selected References, Elementary Education Series No. 25, June 1951. Free.

Wonder Drugs. Coordinated by Elsa Schneider. Education Briefs, Elementary Education Series No. 23, June 1951. Free.

Workshop Techniques in Elementary Education. By Helen K. Mackintosh. Education Briefs No. 10, February 1948. Free.

Civil Service Commission

Federal Jobs Outside the Continental United States. Regarding opportunities for Federal employment in foreign areas and in the Territories and possessions of the United States. Pamphlet 29, February 1951. 10 cents.

Department of Labor

Legal Status of American Family 1951. Women's Bureau. 15 cents.

Training Manpower for Defense Production. Reprint from *Mill and Factory*, June 1951. Bureau of Apprenticeship. Free.

Federal Security Agency

Drink Away Tomorrow's Tooth Decay. Division of Dental Public Health. Public Health Service Publication No. 72, 1951. A limited number of free copies of this pamphlet may be had upon request from your State Health Department or the Public Health Service. For sale by the Superintendent of Documents for 75 cents per 100 copies.

Health Department Assistance in Nutrition Education in Elementary and Secondary Schools. Public Health Service, Division of Public Health Methods. Reprint No. 3070 from *Public Health Reports*, March 1951. 5 cents.

The Significance of the Early Diagnosis of Hearing Impairment in Children. Public Health Service, Division of Public Health Methods. Reprint No. 3078 from *Public Health Reports*, April 1951. 5 cents.

The Scientist in the U. S. Public Health Service. Public Health Service Publication No. 41, 1951. 25 cents.

Government Printing Office

Government Best Sellers. A new list, 1951. Free.

Publications Relating to Civil Defense. A list. Free.

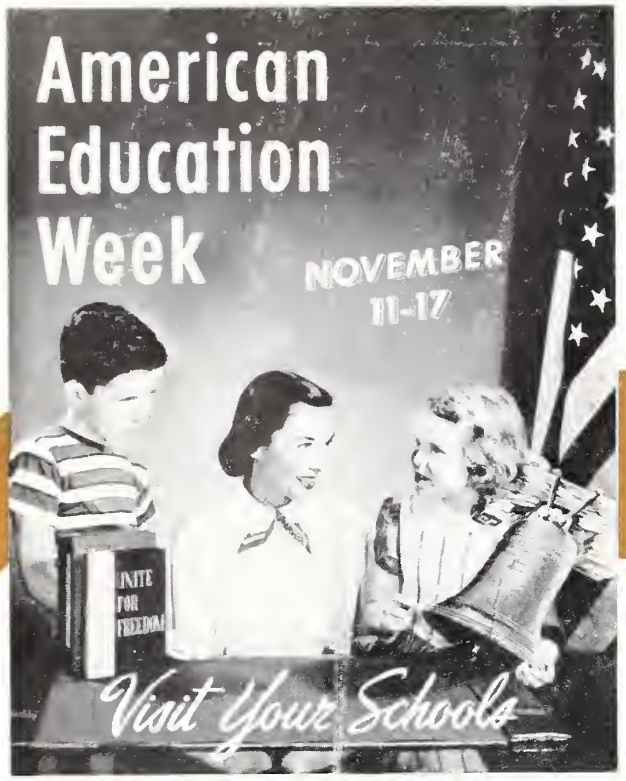
Office of Defense Mobilization

Meeting Defense Goals, a Must for Everyone. 2d quarterly report to the President by the Director of Defense Mobilization, July 1, 1951. 30 cents.

Miscellaneous

Programs of the Federal Government Affecting Children and Youth. A Summary prepared by the Interdepartmental Committee on Children and Youth. 1951. 55 cents.

—Compiled by Edna K. Cave
Information and Publications Service



One important date

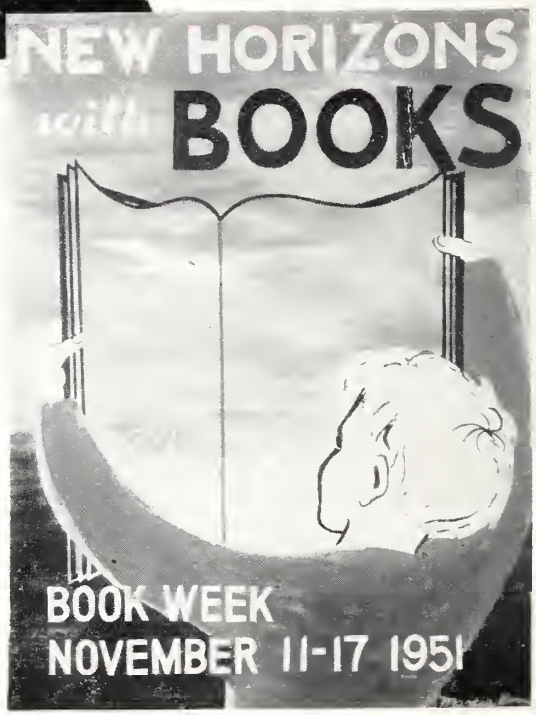
November 11-17

marks the celebration of both

American Education Week

and

Book Week



THE OFFICE of Education, Federal Security Agency, as in past years, endorses these two special weeks. With the National Congress of Parents and Teachers, the American Legion, and the National Education Association, the Office of Education actively sponsors American Education Week. In cooperation with the Children's Book Council and the American Library Association, the Office of Education also promotes the national observance of Book Week. For American Education Week materials, write to the National Education Association, 1201 16th Street NW., Washington, D. C. For Book Week materials, write to the Children's Book Council, 50 West 53d Street, New York 19, N. Y.

School Life

This is a School House

FEDERAL SECURITY AGENCY
Office of Education

School Life ★ Official Journal of the Office of Education • • • • • • • • Federal Security Agency

CONTENTS FOR November 1951

Volume 34 Number 2

The picture on the cover illustrates a type of schoolhouse which unfortunately prevails in some localities. It points up the crying need for school construction, and for the funds to make such construction possible. Read the article "How Many Classrooms Do We Need?" by Ray L. Hamon, on page 17.

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

". . . a classroom with all the supplementary facilities, including equipment and professional services, but exclusive of land, may be estimated to cost something like an average of $30,000 to $35,000 . . ."— p. 17

★ ★ ★

". . . Sound educational objectives are as valid in times of conflict as they are in times of peace . . ."— p. 19

★ ★ ★

". . . youth can best serve their country by remaining in school until graduation from high school . . ."— p. 20

★ ★ ★

". . . A good share of the credit for American productivity must go to our schools and colleges . . ."— p. 21

★ ★ ★

". . . A national crusade for universal literacy is suggested . . ."— p. 23

★ ★ ★

". . . It is my firm conviction that these (teacher) exchange programs can do more than any other single thing to create understanding among the free nations of the world . . ."— p. 24

★ ★ ★

". . . over half of the five-year-olds (in the United States) below the compulsory age group, and over 7 out of every 10 of the 16- and 17-year-olds above the compulsory age group were enrolled in school in 1950 . . ."— p. 27

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 subscription price of $1.25. Yearly fee to countries in which the frank of the U. S. Government is not recognized is $1.75. 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
BUELL G. GALLAGHER — Assistant Commissioner for Program Development and Coordination
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."

How Many Classrooms Do We Need?

An Estimate for Public Elementary and Secondary Schools

by Ray L. Hamon, Chief of the School Housing Section

THIS QUESTION has been asked and guessed at many times by several people, including the writer. Various estimates have been made through publications, news releases, and interviews. All such estimates are based on certain conditions and assumptions. Often when estimates are quoted and requoted they are lifted from their original context, thus resulting in some confusion. It should be acknowledged that there is no accurate answer to the question: "How many classrooms do we need?" Much depends upon the interpretation of "need." A Nation-wide school facilities survey is now in progress. Until results become available from that survey, it is difficult to make any more than a guess, and that must be based on stated assumptions.

The estimates, or guesses, submitted in the accompanying table are based on the following assumptions and deductions:

Enrollments. As used in this article, this term means the enrollments in the *public* elementary and secondary schools (kindergarten through grade 12) as estimated in table 1, page 116, *School Life*, May 1950.

Classrooms. This term is used to mean public elementary and secondary school instruction rooms or teacher stations, and includes all of the supplementary facilities necessary to constitute a complete school plant.

Deferred backlog. In order to arrive at any reasonable estimate of the existing backlog of classroom needs, it would be necessary to establish a base date when we had sufficient, suitable, and well located classrooms and then proceed from there with such factors as replacements, enrollment increases, population shifts, district reorganization, and program expansion. This is not possible for several reasons, one being that there was never a time when all the American school children were adequately and satisfactorily housed. The size of the deferred backlog depends upon how far the American taxpayer is able and willing to go in replacing hazardous and obsolete facilities. Until the current school facilities survey has been completed, it seems conservative to assume 252,000 as the backlog of needed public elementary and secondary school classrooms as of 1950–51 to correct the most obviously unsatisfactory conditions. Although the need is immediate, it is obvious that this backlog cannot be erased in a single year. The accompanying table arbitrarily distributes the assumed 1950–51 backlog uniformly over seven years.

"I'm In The Fourth Grade, Third Shift, Second Layer"

HERBLOCK—© 1951, The Washington Post Co.

Normal replacements. This means the annual normal requirement of classrooms to replace facilities worn out or becoming obsolete. This must be based on assumption rather than fact. If we assume a base of 900,000 classrooms and a normal school building life of 50 years (obviously too long), it will require 18,000 classrooms for normal annual replacement. This is used as a constant in the table. Although new classrooms erected will increase the base, these new rooms will not need to be replaced during the period of these estimates.

Pupil-room ratio. Since 30 is usually considered as the maximum class size and since many school systems attempt to operate on an average of 25, for the purposes of this article, enrollment increases are divided by 27 and rounded to the nearest thousand to obtain the number of needed classrooms each year to accommodate enrollment increases. This calculation is on the conservative side.

Costs. Although classroom needs are not reduced to cost estimates in this article, at current construction prices, a classroom with all of the supplementary facilities including equipment and professional services, but exclusive of land, may be estimated to cost something like an average of $30,000 to $35,000, depending upon type of school and local conditions. Just prior to restrictions on critical building materials, public school construction was running at an annual rate of about $1.3 billion. At this rate we were erecting only about 40,000 classrooms per year, or only about one-half enough to meet current needs and wipe out the backlog. *(See table, p. 31)*

Television Brings New Challenge to Teaching

by Franklin Dunham, Chief of Radio-Television

AUDIO-VISUAL aids to teaching have been accepted for many years. Eighteen States have audio-visual directors within State education departments. Many more operate extensive libraries of film, filmstrips and slides, and sound recordings. Eight States have established tape libraries of radio production for use in class. The Louisville Free Library has a catalog of 8,000 such selections for free distribution. It would be fair to say that audio-visual aids to teaching have been accepted.

Now, however, with the advent of television, a new perspective has been introduced. Impressed by the potentiality and results, as well, of television in the classroom, the New York State Board of Regents has voted to install 11 TV stations in strategic locations over that State, to supply both classroom and after-school programs to the people of New York. Having already allocated 8 stations, they have asked the Federal Communications Commission for 3 additional assignments for that purpose.

Instead of merely being an illustration to an already well-planned lesson, television has already proved it can teach by and of itself alone. To be sure, literally it is not television that teaches but rather what goes into the television lesson. Western Reserve University this fall will give university credit toward a degree for courses taken via television in elementary psychology and contemporary literature. At least 30 other institutions are giving TV adult education courses for certificate and more will doubtlessly watch the Western Reserve experiment, taking courage from the results.

Twenty-five years experimentation with radio and a like (or longer) period in motion pictures have provided background and trained personnel for this new means of learning. Adequate supplementary materials are available and methods are understood and are readily assimilated by those whose background of previous experience is limited. Philadelphia, Chicago, Boston, Baltimore, Cleveland, the Bay District of San Francisco, Atlanta, Washington, St. Louis, Cincinnati, Minneapolis, New York, and several other school systems have all introduced television into their classrooms in the past few years. Experiments in New York go back to 1936–40 when NBC carried on tests in that city under the direction of the writer of this article. Subjects lending themselves particularly to TV are science, the social studies, languages, music, art, English literature, mathematics, and current events. Special subjects such as health education, vocational guidance, car driving, home economics, and instructional understanding, all requiring special skills and training, lend themselves admirably to TV.

So apparent is the use of television in adult education, with opportunity to increase classes to the thousands, rather than being confined to the limits of a classroom, that the Ford Foundation has granted over $2,000,000 this year to that end. One million has been assigned to the regular channels of education and another $1,200,000 has been given to a professional TV workshop to present programs over present commercial TV outlets.

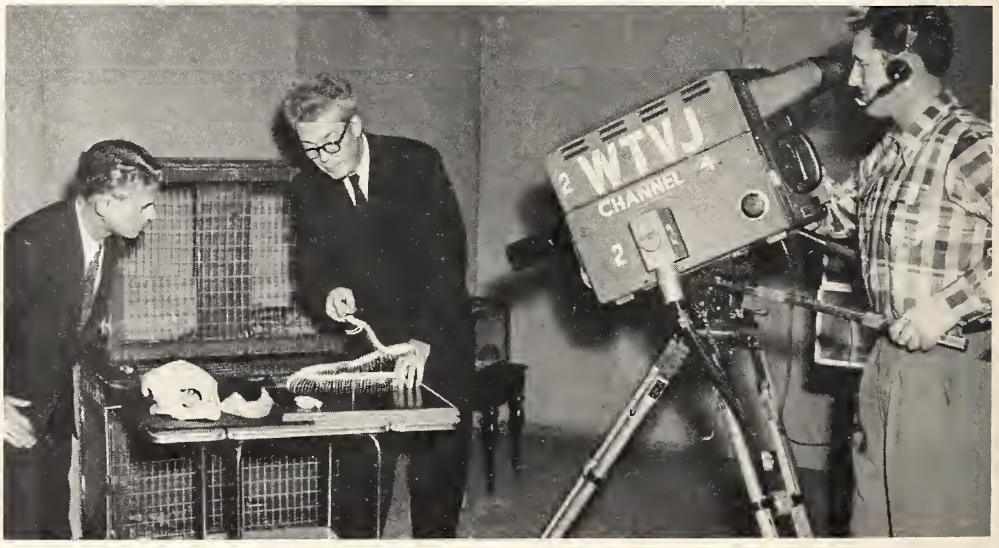
Dr. Earl James McGrath, U. S. Commissioner of Education presented the opening testimony in the 1950 hearings on the reservation of television frequencies for education and advocated:

"To safeguard the public interest, and to protect a great new medium of communication from being closed to the forces of education, which depend completely upon communication for their freedom, I, therefore, urge the Commission to give serious consideration to two recommendations: (1) that for the immediate situation, the Commission, in making all future assignments in the very high frequency band, save at least one locally available and usable television broadcast frequency in each broadcast area for assignment, exclusively, to educational stations applicants; and (2) that an adequate number of channels in the ultra high frequency band be set aside for assignment to educational stations against the day when broadcasting in that band begins."

As a result of these hearings, 209 frequencies representing something over 10 percent of the total frequencies available were marked for the use of education's own TV stations.

The "freeze" on TV assignments has been announced to be lifted this fall. It will make available some 1,900 additional frequencies for television use in the United States. In addition to the 209 frequencies that have been marked for assignment to education's own stations, some 16 more may become available from unassigned designations making a total of 225. The Joint

(*Continued on page 30*)



Scientist points to fangs of rattlesnake skeleton in a "Science Show Window" telecast produced by the University of Miami Radio-TV Department.

Secondary School Curriculum Adjustments for the National Emergency

by J. Dan Hull, Associate Director, Instruction, Organization and Services Branch

NEWSPAPER WRITERS tell about the cub reporter who was given by his editor the assignment to report a wedding which had been formally announced and was generally expected to be a highlight of the coming social season. The novice returned empty handed, saying, "There is no story, the groom failed to appear."

In gearing into the defense effort, comparatively few specific changes in the high school curriculum are being recommended. A reporter might be tempted to say, "There is no story, startling innovations have failed to appear." But there is something newsworthy in the extent to which the emergency has emphasized the needs for—

(1) Helping all schools to improve their efficiency in performing the tasks which have always been theirs to do.

(2) Focusing school activities on the strengthening of national security.

Enhanced Values

"Sound educational objectives are as valid in times of conflict as they are in times of peace." This is the first response which generally comes from an educational group attempting to determine what universal military service means for the curriculum. Further reflection and consideration generally lead to the conclusion that the response is an understatement. For example, health is important at all times; it is of increased importance during a time of crisis. At all times skills in swimming and first aid have great values for high school youth. In the present national emergency these values are enhanced and more clearly and generally recognized.

The armed forces are not recommending the introduction of highly specialized preinduction courses which were used in secondary school programs during the 1940's. Instead, they recommend that all youth remain in school until they have been graduated and have acquired as many skills and understandings as possible. They point out that almost as many skills and achievements are needed in the armed services as in civilian life and they would leave to educators the means for preparing able young people who are responsible and can "change their aim as the target moves." Probably the armed forces are especially interested in those who have mathematical and scientific skills. However, they realize that neither their interests nor those of the civilian economy are served when a youth is induced to study higher mathematics even though he has no aptitude for it.

This is not to suggest business as usual. Schools now need to provide education for military usefulness as well as civilian life. Some of the time formerly devoted to orientation to communities will be spent in learning about military life. Planning for an interim of military experience will need to make sense when combined with planning for a longer vocational experience in civilian life. The interim of military experience may occur after high school, after part or all of a college course, or as an interruption to a civilian career.

Special Needs

There is a special need for vocational guidance for girls because the emphasis on increased production will undoubtedly augment the already considerable group of women who work outside the home.

There are special needs for inducting youth into adult responsibilities in school or community service in cooperative work programs, and in civil defense activities. Youth need particularly to understand the world in which they live and the nature of the economic and political problems with which the Nation is faced. There are needs for the highest possible levels of attainment in all the competencies youth are acquiring.

To illustrate this point of view, the following items have been selected from recent statements bearing on the curriculum and mobilization:

From the Conference on the Impact of Mobilization of Instruction in the Schools, January 26, 27, 1951 (under the auspices of the Conference for Mobilization of Education)—

Guidance prior to induction. Specifically, it is recommended:

a. That someone on the school staff be designated to keep informed about military needs and current conditions which are of immediate concern to pupils. This person should keep pupils informed through individual and group conferences and keep teachers informed about current emergency developments. (*See author's note at end of article.*) Ex-service men and women on the staff may well be considered for this responsibility.

b. That the school familiarize pupils with conditions which they will face in the armed forces by:

(1) Talks from former pupils now in the service.

(2) Visits to military installations after previous arrangements with public relations officers.

c. That the schools help pupils make wise choices of areas in which they will endeavor to locate themselves, at the same time familiarizing the pupils with the policies of the armed forces in regard to assignment to various career fields.

d. That the schools point out to pupils the possibilities of education in the armed forces which will advance their positions when they return to civilian life.

From the statement of Northeastern Commissioners' Conference Regarding Acceleration of Secondary School Programs, New York City, February 10, 1951:

Present conditions would indicate the value of increased and particular emphasis in the program of the secondary schools of the following:

1. The basic skills of communication and mathematics. In addition to the normal values for everyday living, the ability to communicate effectively and to compute accurately are skills which are essential to the armed services.

2. Health and physical education activities. General activity and experiences

in this area should be emphasized rather than such activities as commando techniques and military training.

3. Specialized studies including science and appropriate foreign languages. The schools should provide a basic foundation in the sciences and instruction for selected youth in appropriate foreign languages.

4. Broad citizenship experiences. These should go beyond some social studies approaches and should seek to produce an informed, socially conscious, articulate people who firmly understand and believe in our American way of life.

5. Preinduction training as a phase of the larger objective of vocational education.

From the report of the Committee on the Relation of Secondary Education to National Security of the National Association of Secondary-School Principals, May 1, 1951—

Stay-in-school policy: Recommended that all secondary schools emphasize and implement a policy which encourages all youth to remain in secondary school until graduation.

High-school graduation is recognized as essential to the best interests of all youth and of the nation. Initial placement in industry and occupational life is conditioned upon an educational level represented by graduation from the secondary school.

Youth Can Best Serve

The armed forces have stated repeatedly that youth can best serve their country by remaining in school until graduation from high school. Initial classification, efficiency in performance, and speed of promotion in all branches of the armed forces are related to the educational level of the members.

Acceleration of the regular secondary school program: Recommended that under present conditions secondary schools refrain from rearranging their regular school programs to provide educational acceleration of school youth.

Educational credit for military service (for students who left school before graduation).

Recommended that all secondary schools grant school credit for military experience, except basic training, in accordance with policies generally accepted by secondary schools during World War II.

From *Curriculum and Materials*, issued by the Board of Education of the City of New York, May 1951—

The broad objectives of the schools are equally valid in times of conflict, but they should be reviewed in the light of changing conditions.

The nature and seriousness of the present crisis must be understood by all.

Educational and community resources should be utilized for whatever extended school services are found desirable for in-and-out-of-school youth. Such services should be under the direction of educational authorities.

"Service jobs" as well as instruction in the schools should create attitudes of self-help and self-reliance, and the sense of security that comes with a feeling of competence in important work.

Sound general and vocational training, which is so much desired by the military, is a requisite for employment and citizenship.

The emphasis which is being placed by the Armed Forces on a "multiplicity of skills and accomplishments" and the high priority placed on good "general" training make less necessary—if not undesirable—"highly specialized preinduction courses" which characterized secondary school adjustments during the 1940's.

It will be necessary to give attention to problems involved in pursuing studies and granting school credit therefor (a) before induction; (b) after induction; (c) after Service discharge; (d) possibly, during reserve training.

From page 38 of *The Schools and National Security*, edited by Charles W. Sanford, Harold C. Hand, and Willard B. Spaulding. McGraw-Hill Book Co., Inc., 1951, 292 p.—

f. *The improvement of education for all children and youth is requisite for effective national security.* Over any extended period of crisis the improvement of education for all children and youth is basic to effective national security. It guarantees a continuous flow of competent soldiers, sailors, and airmen to man the weapons of modern war. It develops the technique and scientific abilities necessary to produce all kinds of goods. It is basic to continuing health, vigor, and toughness of body and mind. It provides the basis for good morale. And, finally, it develops continuing unity and dedication to the job to be done.

In all of these vitally important respects, universal education assures the quality of our manpower, both military and civilian. In an extended crisis it is important to bring the schools up to the level of improvement in all respects which the long-range necessities of the security situation dictate. *These necessities rest on educational imperatives which extend over virtually the full range of what superior schools have always been supposed to do. To intensify their efforts to improve their efficiency in the performance of the tasks which have always been theirs to do is the central and principal contribution which the schools must make to national security.* At the same time, the schools will, of course, take on those important additional tasks which become necessary because a large proportion of the students will be entering military life.

The above-selected quotations form a framework for the secondary school adjustments necessary to the effective mobilization of the Nation's resources. There are many other similar items which might be drawn from the statements of educators who have considered the problem. However, most additional suggestions would be deductions which follow quite naturally from the conviction widely held by educational leaders that functional educational programs, which are essential at all times, become doubly important in times of crisis. The great majority of emergency needs may be classified as those which school leaders would like to be able to meet even in normal times.

Fundamental Recommendations

By far the most significant and comprehensive of the statements and publications mentioned is *The Schools and National Security*, a product of the Illinois Secondary School Curriculum Program and the Illinois Life Adjustment Education Program. More than 2,500 professional educators and laymen cooperated in developing this volume of short and long-term recommendations for elementary and secondary schools. Attention is given to all aspects of secondary school activities. The recommendations are not simple formulae which can be used with administrative efficiency and dispatch. They are fundamental and timely proposals deserving of careful consideration from local boards of education, parent-teacher associations, faculties, and students who are interested in coming abreast of their problems and working toward their solution.

Author's note: Local recruiting stations are excellent sources of accurate and up-to-date information. For example, an Occupational Handbook for guidance counselors is now available at Navy recruiting stations. The Army and the Air Force expect to release comparable handbooks early in November.

The Department of Defense is preparing, in cooperation with the U. S. Office of Education, a source book covering all branches of the Armed Forces. This publication will treat such matters as induction procedures, off-duty education, the types of jobs for which servicemen will be prepared, possi-

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Education and the Productive Citizen*

by Earl James McGrath, U. S. Commissioner of Education

IT IS OFTEN said that the greatest single asset of the United States is the productivity of its people. Our homes, cities, farms, schools, hospitals, appliances, wonder drugs, and highways all attest to the tremendous material progress we have made. This country's high standard of living has made us the envy of the rest of the world, and the American industrial machine is without parallel in either peace or war. Businessmen, farmers, scientists, laborers, engineers, clerical and professional workers—every segment of American society contributes the know-how which makes possible our technological progress and our constantly expanding productive capacity.

A good share of the credit for American productivity must go to our schools and colleges. There is strong evidence that the more highly educated the citizen, the greater the likelihood of a successful and prosperous Nation and of the development and maintenance of a high level of living. In recent years the fact that education and economic productivity go hand in hand has been well substantiated by many studies, including some made by the United States Chamber of Commerce. Publications issued by that organization show that education pays; that it is an investment in people which yields high economic dividends.

Long-Term Program

"Productive citizenship" in the mid-twentieth century goes far beyond the economic realm. Our Nation has adopted a long-term program of building and maintaining the defense of freedom. Together with our allies, we are mobilizing to meet the threat of Communist Imperialism. We have set upon this course because it is a necessary step in deterring the enemies of democracy from further aggression, and because it offers the best guarantee of national security in the tragic event that a global military conflict should be forced upon us. In accepting the responsibilities of international leadership in the fight against totalitarianism, we have made it clear that we intend to lead from strength. Mr. Charles E. Wilson, the Director of Defense Mobilization, sounded the keynote of America's defense effort recently when he said: "It's strength that works; let's work for strength."

If it is "strength that works" during these years of tension and crisis, then what kinds of strength must we build? And how can each of us, as productive citizens, help "work for strength?" I should like to discuss these questions briefly, first, by reviewing the strengths we must develop and, secondly, by giving specific attention to the major contributions which education should enable us to make to the national welfare.

I believe that we must build and maintain our national strength along five fronts: the military, the economic, the political, the psychological, and the moral. The struggle with Communist Imperialism is total, encompassing every phase of our society. The disciples of the Kremlin are dedicated to the destruction of all free institutions. To them, the military conflict is but an extension of the battle which they wage relentlessly along the other fronts. The only way to thwart their strategy of subversion and aggression is to strengthen our defenses on every front, the nonmilitary as well as the military.

Our national economy is being expanded and strengthened to meet the needs of the Free World. Through the Mutual Security Program now under discussion in the Congress, we hope to continue the economic and military assistance to our allies which we began so dramatically in 1947 with the Greek-Turkish aid programs and the Marshall Plan. The public support which the American people are giving the defense mobilization and foreign economic assistance programs is encouraging evidence that we understand the international role our country must continue to play in promoting economic stability throughout the Free World.

In the political realm the United States has taken the lead in strengthening the powers of the United Nations, in supporting the specialized United Nations agencies, and in encouraging the establishment of regional collective security arrangements among the free nations, such as the Inter-American and North Atlantic Treaty Organizations. Our record in world affairs since 1945 is unmistakable proof that we intend to give strong and continuing leadership to the development of an international community dedicated to the maintenance of peace with justice.

Complex Problem

The psychological problem of meeting the Communist threat becomes more complex. In recent months we have taken steps to counteract the Kremlin's "Big Lie" propaganda campaign with our own campaign of truth. The Voice of America, together with the privately sponsored Radio Free Europe, is reaching people behind the Iron Curtain with the truth about their despotic overlords, the achievements of the collective efforts of free nations against communism in Korea, and the record of American democracy. Our educational exchange arrangements in which teachers and students go to live and work in other countries, and the Point Four Program for giving technical assistance to the world's underdeveloped areas are likewise proving to be strong psychological as well as material weapons.

It is my belief that Americans generally are awakening to the need for strengthening the moral front in the present conflict. We are beginning to realize that it is impossible to draw a sharp line between foreign and domestic policy. Our actions at home are inextricably entwined with our policies abroad. There is a growing understanding among us that America's role in world affairs can be seriously jeopardized by inconsistencies between what we profess to believe and what we actually do. If we wish to win the ideological war for the minds of

*Address at 1951 Commencement Exercises, Bryant College, Providence, R. I., Aug. 10, 1951.

men, we must prove to the peoples of Asia, Africa, the Near East, and South America, as well as to our European allies, that American deeds match the American creed.

It's that kind of five-front "strength that works" in these perilous times, and the rate at which we continue to increase our total strength in the months and years ahead that will depend primarily on our effectiveness as productive citizens.

The responsibility to serve in the Armed Forces or to assist with the defense effort in some other capacity is only part of the job we now face in connection with the military effort. The Communists are past masters at throwing their opponents off guard and softening them with conciliatory gestures. Today, after our experiences of the past 6 years, it seems impossible that Americans and the other free peoples would allow themselves to be thrown off-balance again, that propaganda could talk us into letting our guard down once more. But a strong military position is difficult to acquire, and still harder to maintain. We must have an alert, enlightened public opinion to support our military program—a public opinion that refuses to compromise our national security. That puts the ultimate responsibility for developing the Nation's military posture squarely up to all of us.

All of our leaders and economists agree that inflation is a most serious threat to our national well-being and to our international position. Mr. Wilson has stated that the internal dangers from inflation would wreck our economy and bring about extreme social disorganization. It was Lenin, the founder of modern Russia, who said that "the ruination of a nation's currency is the easiest route to revolution." There is much evidence in contemporary international politics to prove that Lenin's midcentury followers are counting on an economic collapse in the United States.

If the concept of "productive citizenship" is to mean anything at all, it seems to me that it should mean working together to strengthen the Nation's economic system. The factors which contribute to inflation are extremely complex; in order to stop it, therefore, it is necessary for each of us to understand these complexities and act to solve the problem in all of its phases. Solving that problem is a long, hard, painstaking process requiring knowledge, patience, and determination. All Americans should be working day in and day out to fight inflation, and citizens with backgrounds in business education, because of their special qualifications, should be leading the fight.

The success of American efforts to build political strength in the international community will be measured, in the last analysis, by the breadth and depth of our knowledge about critical world problems and by the extent to which each individual citizen applies that knowledge through active participation in public affairs. For example, today large portions of the world, such as Southeast Asia and the Near East, are in the throes of social and economic revolution, characterized by rapid change of political institutions and the growth of nationalism. The Communists take every opportunity to channel those revolutions to their own ends. It is necessary that we understand what is going on in those regions and what the Communists are trying to do there.

The productive citizen in a democracy knows that he shares the responsibility for deciding critical public issues. It matters not what his specialized vocation may be. Citizenship knows no occupational lines. Whatever our specialized fields may be, however competent and efficient we are in exercising our particular vocational skills—our education and training will have come to nought unless we recognize a broad-gauged concept of productive citizenship; unless we help our country work for political strength in world affairs by taking an active interest and part in national and international problems.

On the psychological front the Communists breed strife, suspicion, and distrust among all groups in society—turning labor against management, race against race, neighbor against neighbor. Communism magnifies all political and economic differences into major social ruptures. It thrives on hate and fosters insecurity. It helps engender poverty while claiming to work

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THE WHITE HOUSE
WASHINGTON

August 13, 1951

TO THE PATRONS, STUDENTS AND TEACHERS OF AMERICAN SCHOOLS:

No nation in history has relied so heavily for its strength on universal education as does the United States. In this time of crisis -- immediately and over the long pull — we must unite to develop that essential strength with all the vigor at our command.

Our continuing military and industrial might — so necessary to the preservation of our freedoms — rests squarely on the number of technically trained young men and women our schools can produce. Equally important, our effective pursuit of the goals of democracy depends on the qualities of insight, judgment, self-discipline, and unselfishness which each person contributes, at his best, to the common welfare.

More opportunities for better education -- for each individual and for all! So long as we work toward such an end no alien forces can seriously threaten our democratic way of life. In furthering this objective, American Education Week is performing a genuine service to the Nation.

Harry Truman

Community Responsibility for Literacy Education

by William R. Wood, Specialist for Junior Colleges and Lower Divisions

TRADITIONALLY in America educational authority is vested in the several States and their respective component divisions. Education is local community business. This is a good tradition. Although in numerous instances outside assistance from the State and the Federal Government is needed, the control of educational policy and practice is local. Independence entails self-dependence. If there is a problem of illiteracy in a community, the community is obligated to do as much about it as it possibly can. Should the problem be out of hand, beyond the best efforts and the resources of the entire community to manage, then the community should seek additional assistance from the State. Should the maximum possible effort of the State be unable to cope with the literacy problem of all of its communities, the State must turn to the Federal Government for aid. The procedure is both just and justifiable. Eradication of illiteracy among our people is a social and moral responsibility resting equally upon every American regardless of his place of residence. Responsibility in this connection, as in other educational matters, is both local and national. Primarily it belongs to the people within the community; secondarily, to the State; and if these sources cannot act effectively, responsibility must ultimately be assumed by the Federal Government. But the first line of action ought to be taken by the community.

A Crusade

A national crusade for universal literacy is suggested. Community by community, and all communities together, we must yank out illiteracy by the roots and utterly destroy it once and for all. The timing element is important. The effort must be concerted and sustained. In the final stages, at least, all forces in the crusade for literacy must move forward *at the same time.* To

EARLIER ARTICLES in this series* have established the points that literacy education is a civilian problem rather than a military one and that early eradication of illiteracy is essential.

community independence and self-dependence, then, must be added interdependence of communities. A facility for achieving this Nation-wide coordination is the Federal Government. The immediate concern, however, is to get action started locally by local people in as many places as possible.

Who Should Help?

A community is people. Just who takes the initiative locally in the literacy crusade? Perhaps no one solely by virtue of office or position or membership in any organization private or public. Communities differ too much in their organizational structure to admit a single pattern. A community educational campaign, however, should not be undertaken apart from the public school authority—the local board of education, selected to represent the people in educational matters, and its professionally competent staff members.

Unquestionably the local board of education, with the leadership of its professional staff of educators, bears primary responsibility for literacy education. Frequently, however, the responsible educational authorities may be unable to do the whole job without the support and assistance of individual citizens and various lay organizations. Volunteer service is often needed to help identify the extent of the local literacy problem and to provide for its successful treatment. Church groups, civic groups, social service agencies, youth groups, labor organizations, industrial and commercial enterprises, can and should be helpful in attacking illiteracy in the community. In many cases, perhaps in most, the formation of a citizens' advisory committee is a necessary first step.

What Are the Facts?

Assuming that a board of education has accepted its responsibility for an adequate literacy program in the community, how does the board determine the dimensions of the problem in its hands? A good many local leaders may be unwilling to believe there are any illiterates in the community until confronted with factual evidence. The program must be based on specific facts about the number and location of the community's illiterates. Months of planning and effort may be required to find those facts. The facts, once obtained, must be continuously revised. There is a continuous inflow of new residents and an outflow of old ones. Families with older boys and girls who are functionally illiterates do not report such cases voluntarily to school authorities.

The school census may be of some help. Few school census takers, however, are able to present a completely accurate report for any one time during the year for the geographical area covered. The costs involved in maintaining an accurate school census on a current basis, including literacy information, are prohibitive unless extensive voluntary service can be provided by individuals and groups outside the school system. In the typical community, moreover, the greatest incidence of functional illiteracy is among the adult population beyond the range of the school census.

Since each local situation differs from every other, it is suggested that the board of education establish an advisory com-

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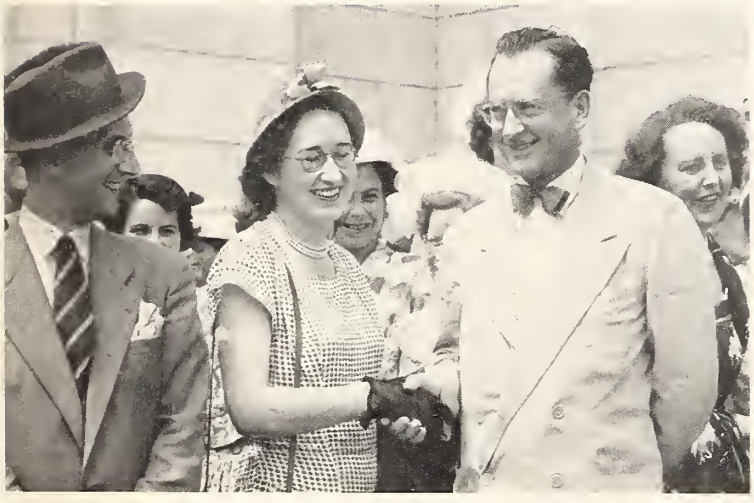
*Caliver, Ambrose, "Illiteracy and Manpower Mobilization," *School Life*, June 1951. Kempfer, Homer, "State School Systems Can Create Manpower Through Literacy Education," *School Life*, October 1951.

450 Educators in Exchange and Trainee Groups

Visiting Teachers From 43 Nations Study American

Teacher Interchange Program Marks Si



At top, left to right: Exchange teachers Owen Leary of Glasgow, Scotland, and Dorothy E. Gardner of London, England, with Dr. McGrath.

At bottom: Commissioner McGrath welcomes the exchange-teacher group as they arrive at Union Station, Washington, D. C.

DURING August and September more than 450 visiting teachers from other lands arrived in the United States. They were divided into two distinct groups—exchange teachers, who are being replaced for the scholastic year in their own countries by American teachers, and trainees who are here for a period to observe and study American teaching methods.

In addressing the exchange teachers, on their arrival in Washington, Dr. Earl James McGrath, U. S. Commissioner of Education, said:

"I take great pleasure in welcoming you to the United States. Your mission here, like that of your American replacements abroad, is of crucial importance. The efforts of the peoples of the free world to create international understanding, good will, and peace will be greatly enhanced by your presence here during the next academic year.

"The interchange program, in which you are playing a significant role, is a well-established educational venture. During the past 5 years it has brought teachers from the United Kingdom and France to schools in more than 225 cities and towns in 46 States.

"It is my firm conviction that these exchange programs can do more than any other single thing to create understanding among the free nations of the world, to the end that we may work together for the general well-being of all, and for the maintenance of peace. I wish for all of you a very happy and stimulating experience in the school rooms and communities of America during the next academic year."

Federal Security Administrator Oscar R. Ewing pointed out that the 1951–52 interchange of teachers marks the sixth year of this international good will program, and that in addition to the teacher exchanges with Britain and France there are now interchanges between our country and Canada, Belgium, Luxembourg, Norway, the Netherlands, Austria, Australia, and New Zealand.

Right: On the White House grounds, Federal Security Administrator Oscar R. Ewing presents the exchange-teacher group to President Truman. John L. Thurston, Deputy Administrator of FSA, and Ellen S. Woodward, Director of International Relations for the Agency, also were present. Commissioner of Education Earl James McGrath, Wayne O. Reed, Assistant Commissioner for State and Local School Systems, and Paul E. Smith, Director of International Education Programs, represented the Office of Education.

ft: At Paris, before de-
rting for the United States,
nch exchange teachers
splay map showing the
stances they are traveling
for the interchange.

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Visitors Meet President Truman

On August 16 the British and French teachers were presented to President Truman by Administrator Ewing at the White House. In addressing them the President said, ". . . I hope you will enjoy your stay here, and that you will take back an impression that will make our relations with France, Britain, and Canada more cordial. And I hope our teachers who are returning your visit will come back to us with information that will improve our understanding and relations with your countries."

Members of the Committee on the Interchange of Teachers, which has arranged the interchange of teachers between Great Britain and the United States, are: Dr. Paul Elicker, National Association of Secondary School Principals; Frank C. Abbott, American Council on Education; Selma Borchardt, American Federation of Teachers; Eleanor Dolan, American Association of University Women; George Hall, Institute of International Education;

(Continued on page 31)

At top: Dr. Thomas E. Cotner, Specialist in International Education Programs, Office of Education, greets the teachers from Indonesia as they arrive in Washington to participate in study-training programs.

At center: At American University, Raymond H. Nelson, Chairman, Committee on the Interchange of Teachers, Office of Education, is shown with exchange teachers Mr. and Mrs. John C. Romer and son, of Sussex, England, and Mlle. Simone Jean of Limoges, France.

COMMUNITY RESPONSIBILITY FOR LITERACY EDUCATION

(*Continued from page 23*)

mittee on literacy education to help it determine how best to proceed in finding out how many functional illiterates are residents of the community and how best to spot new cases promptly. It may be necessary to launch an intensive information campaign through the press, the pulpit, the radio, the membership of lay organizations, and various other media to arouse an awareness of the literacy problem and the urgent necessity for undertaking its early solution. It may be desirable to establish a conveniently located information center for literacy education.

In identifying functional illiterates the school cannot operate alone. It must have the active support and direct assistance of the churches, the social agencies, the service clubs, the public health authorities, and the local draft board, labor organizations, and industrial and commercial interests. Identification is a major undertaking. There are no satisfactory short cuts. How many functional illiterates live in your community? Who are they? How does the problem vary from year to year? This is basic information needed prior to any attempt to establish a literacy education program. The board of education needs to familiarize itself, also, with past and present efforts to eradicate illiteracy locally. It must consider why a greater effort, if needed, has not been made. It must know, for example, why State compulsory school attendance laws have not been adequately enforced locally.

What Conditions Contribute to Illiteracy?

Why do we have functional illiterates among the youth and adults of X-ville? Any thorough-going community survey to determine the dimensions of the local illiteracy problem will include an intensive study of local conditions—jobs, housing, economic resources, educational standards, administration of attendance laws, cultural opportunities, class distinctions, and the like—that make possible the persistence of illiteracy. In eradicating a disease, the treatment of those who are ill at the moment, while important, is likely to be less significant than preventive measures. It is imperative that the local causes of illiteracy be discovered in a commonsense attack made upon them. The literacy crusade will not otherwise succeed.

Illiteracy—a Personal Matter

It is one thing to discover who is an illiterate; it is quite another to get him to the point of wanting to remove the handicap. The way may be open, but he doesn't do anything about it. What motivation can be used? What do we need to understand about the psychology of the individual illiterate? How can he be influenced to take advantage of the opportunities available to him? What typical objections to literacy training must be overcome? These are not questions that are easy to answer. An announcement by a board of education or by any other agency that literacy classes are being established will likely result in the enrollment of a very small percentage of those who need the training. Someone has to carry the word to the functional illiterate and deliver it personally, often with considerable persuasion. Here again the local educational authorities need outside help. There seldom are enough volunteers to do a complete job of identification and recruitment for literacy training.

Only through the creation of strong public opinion favorable to the literacy crusade will it be possible to involve a sufficient number of volunteers in the typical community to do the job well. These persons will need to be trained if their efforts are to be effective. As yet little attention anywhere seems to have been given to this important aspect of the literacy program. A beginning has been made in the special preparation of classroom instructors, but almost nothing has been done toward training nonteaching workers needed in the literacy crusade. The board of education and its citizen's advisory committee should place the topic on the agenda for early consideration. If the assistance of numerous lay volunteers is to be sought, there must be something concrete for each one to do and an adequate program of training on how to carry out the assignment.

Needed Research and Materials

For the teachers in the local literacy program adequate materials of instruction must be available in sufficient quantity. These must be appropriate to the age and interest level of the individual enrollee. Here, too, a beginning has been made. Satisfactory techniques for the preparation of such materials have been developed by the United States Office of Education and other Government agencies as well as by certain educational institutions and nongovernmental organizations. Although much more is needed, some suitable materials are available; others are in preparation. Additional research into the ways adults learn, as well as further experimentation with various types of materials, techniques and media of presentation, is probably a job for colleges, universities, and nonpublic educational agencies and foundations. The results of such research and experimentation must be applied by individual citizens at the local community level if universal literacy among our adult population is to be achieved.

Lights on!

The literacy crusade is a community job that requires a special community-wide effort. Every resident shares responsibility for its success. It should not, however, be considered apart from the total educational program for older youth and adults provided in the community. We should light up more and more of our school and college buildings in the evenings and keep open the doors the year around for all of us, not just for the functionally illiterate. There must be no stigma attached to enrollment in literacy training. There won't be if the idea spreads that learning for each of us is an indispensable activity for a lifetime. In this direction lies the hope of educational and cultural maturity for us as a people.

Friendly Gesture

Following is a translation of a message from the pupils of the Vocational School of Viña del Mar, Chile, in the name of all the children of Chile, sent "on the date of the anniversary of the independence of the United States," and addressed to all the children of the United States:

"To you, children of the great American Nation, youth which gloriously sings the song of progress and of welfare, to you, our brothers, we send this message of love and fraternity, singing the glories of your people on this great day, the anniversary of your independence.

"It was on this day in which the world learned of your greatness and that the roar of the first cannon for American liberty was the starting point of a wave of rebellion against oppression and tyranny.

"To you, American brothers, on this day we place our thoughts and our most sincere hopes for the welfare and prosperity of your noble people and great president."

Universal Mass Education

by Emery M. Foster, Head, Reports and Analysis, Research and Statistical Standards Section

TEN YEARS of education has become the universal birthright of almost every American child attending school at present. In 1950 approximately 24,106,000 or 97.9 percent of the 24,625,000 children, ages 6–15 inclusive, were in school. This left only 519,000 children of these ages in the civilian noninstitutional population in the entire United States not in school. This has been the result, to some extent, of compulsory education laws through age 15, and the tightening of child labor laws.

In addition, over half of the 5-year-olds, below the compulsory age group, and over 7 out of every 10 of the 16- and 17-year-olds, above the compulsory age group were enrolled in school in 1950.

How close the United States has come to realizing a reasonable goal of universal mass education from kindergarten through high school for every child is shown by the fact that more than 9 out of every 10 children ages 5 to 17 inclusive were in school in 1950. The less than 10 percent in this age group not in school includes just over 3,000,000 children.

Years of age	*Number of children not in school*	*Percent not in school*
5	1,359,000	48.2
6–15	519,000	2.1
16–17	1,135,000	27.9
5–17	3,013,000	9.6

A large number of those not in school are 5 years old. There may always be a considerable number of 5-year-old children not in school, because of the practical difficulties connected with sending very young children to school in rural areas, and providing all-day care for them or getting them back home again. A vigorous program of neighborhood schools for nursery, kindergarten, and the first few grades, wherever enough children can be gathered together, would keep the number of very young children not in school at a minimum. There are many places that do not have a kindergarten where enough young children live within reach of a school to justify one. The development of means to keep more 16- and 17-year-old pupils in school is the major problem at the other end of the age scale.

More than 1 in every 3 persons 18 or 19 years old were in school in 1950; a total of 1,351,000 students or 33.5 percent of the age group. In round numbers the distribution was as follows: 10,000 in elementary schools; 456,000 in high schools: 783,000 in colleges, and 152,000 in special schools.

More than 1 in every 8 persons 20 to 24 years of age were in school; a total of 1,313,000 or 12.8 percent of the age group. Of these, 465,000 were veterans (men) whose education had been delayed; 485,000 nonveterans (men); and 363,000 were women. In round numbers these were distributed at various school levels as follows: 2,000 in elementary schools; 61,000 in high schools; 939,000 in colleges or professional schools; 312,000 in special schools.

About 1 in every 17, age 25 to 29 years, almost 700,000 persons, were in school, 5.9 percent of this age group. In round numbers, 580,000 were veterans (men) whose education had been postponed; 35,000 were nonveterans (men); and 84,000 were women, distributed by level of school as follows: 2,000 in elementary schools; 34,000 in high schools; 324,000 in colleges or professional schools, and 338,000 in special schools.

All of the basic data above are taken from the U. S. Census Bureau's monthly population sample surveys. Since these samples include enrollments for a particular time, they eliminate all duplications caused by migration from State to State or from public to private schools or vice versa, which exist in compilations of State public and private totals for enrollments during an entire year. The Bureau of the Census totals, related to ages of persons in school at one time, are always smaller than the U. S. Office of Education total enrollments, by level of education in public and private schools, for the entire year.

It is not enough simply to have everyone in school, if some of the schools are greatly inferior to others. The major problem within the 6–15-year-old group is that of improving the schools so that each child will be attending a good school, with a rich curriculum and taught by well-trained teachers.

For the 5-year period, October 1945 to October 1950, comparable data are available for the 5- to 17-year-old group in elementary and regular high school only, not including those enrolled in kindergarten or those in special schools, except as erroneously reported in elementary or high schools. The Census sample surveys include data on kindergarten beginning in 1947 and on special schools in 1950. For every 4 children in elementary and high schools in 1945, there were 5 children in these schools in 1950, an increase of almost 5,675,000 pupils or 25 percent more than in 1945. This is an average increase of 1,135,000 pupils each year.

The fact that we are getting practically all the children in school today and giving them 10 years or more of education does not solve the problem of the many adults in the population who are actually or functionally illiterate, because of inadequate education in their youth. This is a special problem calling for special treatment.

EDUCATION AND THE PRODUCTIVE CITIZEN

(*Continued from page 22*)

for plenty. It preaches peace and foments war. It masks injustice, violence, and terror with propaganda slogans about justice and democracy.

We must continue to build strength to meet Communism's psychological weapons head-on. I have already mentioned the campaign of truth our Government is waging through its information and exchange programs—programs which urgently deserve our thoughtful study and support. But beyond that I believe we are becoming equipped to make particularly significant contributions to the psychological struggle against Communism in our everyday lives. We can contribute by developing our occupational competency—our on-the-job productivity—to the greatest possible degree. Communism fears our free productive system—because it is tangible and forcible evidence that gives the lie to Radio Moscow's incessant charges of "decadent capitalism." By doing our job, and doing it well, we are helping to forge the weapon of truth about American productivity.

Critical Areas in Human Relations

We can also help strengthen freedom's cause psychologically by cultivating socially constructive attitudes toward the people we work with, by recognizing the dignity of work, and by striving to develop better relations among all groups contributing to our economic system. The relations of the worker to his employer; the relations between coworkers; the relations between the worker and his community—these are critical areas in human relations that should be of deep concern to men and women with business training and education. Today the worker must be socially and civically skilled—competent in the art of working cooperatively and living together with his fellow community builders. Those are skills that the Communists don't want us to develop—because once again it gives the lie to their campaign of hate and coercion. A united nation is not easy to conquer.

Building strength on the moral front is perhaps the greatest challenge of all to productive citizenship. For the major problems of our time are moral problems. We cannot hope to answer critical, social, economic, and political questions unless we first know what it is we believe in and what we are willing to defend. "We hold these truths to be self-evident," said the Nation's founders—and our cherished ideal of equality of opportunity was born. The beliefs expressed in the Declaration of Independence and the Preamble to the Constitution were a ringing answer to the despotism of an earlier day, a reaffirmation of the great moral tenets of our western Judaic-Christian civilization. Today, we must reaffirm those convictions in tones no less ringing, in answer to a new despotic ideology which seeks to destroy liberty and justice.

Graduates of our colleges and universities have been given the education which can be used to good advantage in living a satisfying personal life. We also have a moral responsibility to use our abilities in creating a better society in America and in the world at large. Concern for the welfare of other men, cooperation with them for goals so worthy as to be universally valid, conviction that such ideals will triumph over lower, more materialistic aims—these moral imperatives are the guideposts to productive citizenship, the wellspring of the "strength that works." I am confident we will work to help our Nation build that strength.

Jerry R. Hawke

Clarence E. Rakestraw

It is with deep regret that the Office of Education announces the death of two most highly regarded staff members.

JERRY R. HAWKE, Executive Assistant for Vocational Education, Office of Education, died on the morning of August 28 at his home in Washington, D. C., after an illness of 4 weeks. He was 52 years of age. Mr. Hawke joined the staff of the Office of Education in 1936 as Special Agent for Trade and Industrial Education, and had held several positions in the Vocational Division since that time. Prior to coming to the Office he was Director of Vocational Education in Omaha, Nebr., and the Republic of Haiti. He served in the Army in World War I.

CLARENCE E. RAKESTRAW died August 29, at the age of 62 years, at Doctors Hospital, Washington, D. C., after an illness of 2 days. Mr. Rakestraw joined the Office of Education staff in 1927 as Trade and Industrial Education Agent for the Central Region and later served the Southern Region in the same capacity. In 1940 he became Consultant in Employee-Employer Relations and continued in that position until his death. Mr. Rakestraw was City Supervisor of Trade and Industrial Education in El Paso, Tex., before coming to the Office of Education. Prior to that time he was principal of the El Paso Trade School. He served in the Navy in World War I.

SCHOOL LIFE INDEX READY

The annual index listing all major articles that have appeared in SCHOOL LIFE is now ready, covering the issues of October 1950 through June 1951. Single copies are available to SCHOOL LIFE subscribers upon request.

☆☆☆ Education for the Nation's Defense—X ☆☆☆

EXCERPTS from three recent Defense Information Bulletins, issued by the Office of Education and sent to the Nation's educational leaders, are as follows:

Shortage of Scientifically and Technically Trained Personnel

On August 26 Director of Defense Mobilization Charles E. Wilson called attention to the Nation's "serious shortage of scientifically and technically trained personnel" and urged a three-point program to meet this shortage in the face of defense needs. Mr. Wilson said:

"The supply of scientific and engineering graduates in 1951 is less than half that needed to fully man our economic and defense programs. Present indications are that the number of scientifically trained graduates will steadily decrease at least until 1954 while the demands of essential civilian and defense programs, in the same period, will continue to increase.

"We can and we must do something about this shortage.

"*First, Government, industry, and educational institutions, must make the most effective possible utilization of those persons who have received scientific and technical training.*

"Any failure to utilize such personnel in the most effective possible manner plays into the hands of those who want to see our defense mobilization program fail. All departments and agencies of the Federal Government must set the example in this respect.

"Students with aptitudes for such training can and should be shown that by obtaining scientific and technical training they can prepare themselves for satisfying employment and, at the same time, make a major contribution to the preservation of our way of life. If this demonstration is made, they will respond. More women, for example, should be enrolled in scientific courses and in engineering schools than is the case today. Their services are needed and will be utilized.

"*Second, our educational institutions can develop counseling programs which will result in a larger number of men and women being trained in these fields.*

"*Third, industry and government should develop both on the job training programs 'and' cooperative training programs with institutions of higher learning and other educational institutions which will result in employed persons receiving scientific and technical training.*

"Where persons now employed possess the aptitudes for such training methods must be developed which will result in utilizing what will otherwise remain a hidden source of potential scientific and technical manpower.

"I appeal to our educational institutions and to administrators in Government and industry to take every available measure to help alleviate the shortage of scientific and technical personnel. This must be done if our defense program is to succeed."

Education Construction as Affected by Shortages of Critical Materials

In a bulletin dated September 7, Commissioner of Education Earl J. McGrath stated that the increased demands of the defense program for critical metals—steel, copper and aluminum—render it unlikely that needs for new school construction can be met in any substantial degree during the next few months. Under allotments made to the Federal Security Agency, Office of Education, by the Defense Production Administration, allocations of critical materials for educational construction for the fourth quarter of the current year have, with very few exceptions, permitted the granting of these critical materials only to those construction projects which are actually under way.

Up to the present time, the Office of Education has received 3,260 applications for which scarce materials would be required during the fourth quarter of 1951 in the construction of school, college, and library buildings.

Of this number 2,259 were applications for projects which were scheduled to be under construction before October 1, and 1,001 were applications for material for projects scheduled to commence construction during the fourth quarter of 1951.

Allotments

Of the 2,259 projects under construction, critical materials were allotted to 1,428; materials were not available for 831.

Of the 1,001 applications for projects to commence construction during the fourth quarter, critical materials were allotted to 86; materials were not available for 915.

Thus, a total of 831 applications for permits to continue construction and 915 applications for new construction starts had to be deferred.

The school, college, and library construction program received an allotment of 94,300 tons of steel, 2,881,000 pounds of copper, and 11,250 pounds of aluminum for the fourth quarter of 1951. Subsequently, upon appeal by the Federal Security Agency, Office of Education, the DPA granted a supplemental allotment for the fourth quarter of 10,000 tons of steel and 1,200 pounds of copper.

This increase will permit the Office of Education to fill approximately 110 additional applications for construction under way. This will still leave a total of 721 projects under construction and 915 applications to commence construction for which no steel is available. Thus, out of the 3,260 total applications for the fourth quarter, steel has been provided for 1,624 and no steel has been available for 1,636.

It will continue to be the U. S. Office of

Education policy to allocate steel, copper, and aluminum to going construction before allocations for new construction can be issued, except in the most critical new construction cases. The current situation will require a cutback, and in many cases, a deferment of plans for construction of educational facilities, and probably will necessitate reappraisal by architects of plans for new construction with the substitution of reinforced concrete for structural steel wherever feasible.

In order to allocate the reduced amount of steel to those pending applications which represent the most critical needs, and to speed up service to applicants for construction permits, a Division of Civilian Education Requirements has been established in the Office of Education, under the direction of Deputy Commissioner Rall I. Grigsby. Matters pertaining to construction, equipment, and supply needs involving critical materials for colleges, public and private elementary schools, secondary schools, and libraries will be handled by this newly created Division.

New Series of Selective Service Qualification Tests Announced

A bulletin dated September 27 informed that plans for the second Nation-wide series of Selective Service College Qualification Tests to provide local boards with evidence of the aptitude of registrants for college work for use as guidance in considering college students for deferment have been announced by Selective Service Headquarters.

The new series of tests will be given on Thursday, December 13, 1951, and on Thursday, April 24, 1952, by the Educational Testing Service at more than 1,000 different centers throughout the United States and its Territories. Application blanks for the test were made available at all local boards on October 1.

As before, the criteria for deferment as a student are *either* a satisfactory score (70) on the Selective Service College Qualification Test *or* satisfactory rank in class (upper half of the freshman class, upper two-thirds of the sophomore class, upper three-fourths of the junior class). Seniors accepted for admission to a graduate school satisfy the criteria if they stand in the upper half of their classes, or make a score of 75 or higher on the test. Students already enrolled in graduate schools may be deferred so long as they remain in good standing. It is not mandatory for the local boards to follow the criteria.

Students whose academic year will end in January 1952 are urged to apply for the December 13, 1951, test, so that they will have a score in their file when the local board reconsiders their case in January to determine whether or not they meet the criteria for further deferment as students.

Application blanks for the December 13, 1951, test must be postmarked not later than midnight, Monday, November 5, 1951. Applications for the April 24, 1952, test must be postmarked not later than midnight, March 10, 1952. Applications which are postmarked after midnight, March 10, 1952, will not be accepted.

To be eligible to apply for the test, a student: (1) must intend to request deferment as a student; (2) must be satisfactorily pursuing a full-time college course; (3) must not previously have taken a Selective Service College Qualification Test.

Report of Federal Educational Activities

"Federal Educational Activities and Educational Issues Before Congress" is the title of a report recently prepared in the Legislative Reference Service of the Library of Congress. This report was prepared by Charles A. Quattlebaum, Educational Research Analyst of the Legislative Reference Service, from information furnished by several hundred officials responsible for Federal Government educational activities and programs. Copies of this special Committee Print of the Eighty-Second Congress, first session, are free to teachers and school administrators as long as a limited stock is available. Requests should be addressed to the Committee on Education and Labor, House of Representatives, Washington 25, D. C. After the free supply is exhausted the report of this survey of Federal educational activities will be available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

TELEVISION BRINGS CHALLENGE

(*Continued from page 18*)

Committee on Educational Television, an agency of the American Council on Education, representing every phase of American Education, with personal representation of the U. S. Office of Education and the Association for Education by Radio-Television, is functioning under a Ford grant of $100,000 for 1951–52 for the protection of education's interests in TV. At the State College of Iowa, Ames, a pilot study is being conducted over WOI-TV, the original TV station owned and operated by an educational institution; and the University of Illinois through its Department of Communications and AM, FM, and planned TV operations at Allerton Park is preparing to meet the extraordinary program demands of education in these several fields. The Lowell Institute in Boston, consisting of Harvard, M. I. T., Boston College, Boston University, Tufts and Northeastern Universities, has a Ford grant for a similar purpose. Educational TV is on the march!

Dramatic performance in a Philadelphia telecast to schools.

VISITING TEACHERS

(*Continued from page 25*)

William A. Early, American Association of School Administrators; William H. Carr, National Education Association; Raymond H. Nelson, Office of Education, Federal Security Agency, Chairman of the Committee; Mrs. Garfield Powell, the English Speaking Union; and Paul E. Smith, Director, International Educational Programs, Office of Education, Federal Security Agency.

Since its inception, 6 years ago, the Teacher Interchange Program has arranged for the exchange of positions between more than 1,400 teachers.

Study-Training Group Arrives

By the early part of September about 350 teachers and school officials from abroad had arrived in the United States to study American teaching methods and to observe, for several months, our Nation's educational philosophy and practice. They represented 43 countries and included 166 Germans from all States of the American Zone of Germany, as well as educators from the British and French Zones of Occupation.

On September 10 this group was addressed by John L. Thurston, Deputy Federal Security Administrator. and by U. S. Commissioner of Education McGrath.

For the purpose of daily programs, teachers were grouped as elementary, secondary, vocational, and English teachers. Programs opened with a general session of all groups, followed by small group sessions. Among the topics discussed were parent-school and school-community cooperation, the role of the supervisor in educational leadership, preparing children for school entrance, evaluation in education, staff organization and relationships, educating the physically and mentally handicapped, and the curriculum.

Federal Security Administrator Oscar R. Ewing said: "These educators, brought to the United States for participation in teacher-training programs authorized by Congress, represent a cross section of the world's practicing teachers and school administrators. This project, planned and conducted by the Office of Education. Federal Security Agency, under the supervision of the Department of State, is a part of the U. S. Government's broad program to develop international understanding by bringing the truth about America to the people of other countries.

Three leaders in American education meet in the U. S. Office of Education to plan the report on Education in the United States which Earl James McGrath, U. S. Commissioner of Education, made to the 14th International Conference on Public Education held recently at Geneva, Switzerland. Left to right: Arthur S. Adams, President, American Council on Education; Commissioner McGrath, who served as chairman of the United States Delegation to the Geneva Conference, and Willard E. Givens, Executive Secretary, National Education Association.

HOW MANY CLASSROOMS DO WE NEED?

(*Continued from page 17*)

ESTIMATED PUBLIC ELEMENTARY AND SECONDARY SCHOOL CLASSROOMS NEEDED BY YEARS

School year	Estimated public elementary and secondary enrollment	Classrooms needed			
		To house increase	For normal replacements	To reduce backlog	Total annual need
1950–51	26, 259, 000	.....	.....	.....	.....
1951–52	26, 907, 000	24, 000	18, 000	36, 000	78, 000
1952–53	28, 329, 000	53, 000	18, 000	36, 000	107, 000
1953–54	29, 610, 000	47, 000	18, 000	36, 000	101, 000
1954–55	30, 722, 000	41, 000	18, 000	36, 000	95, 000
1955–56	31, 484, 000	28, 000	18, 000	36, 000	82, 000
1956–57	31, 966, 000	18, 000	18, 000	36, 000	72, 000
1957–58	32, 251, 000	11, 000	18, 000	36, 000	65, 000
7-year total	.....	222, 000	126, 000	252, 000	600, 000

Secondary School Curriculum Adjustments for the National Emergency

(*Continued from page 20*)

bilities for advancement, the relationships between skills needed in the Armed Forces and in civilian occupations, and moral guidance as provided through the chaplain service. To complement this source book a counseling pamphlet for secondary schools and one for higher institutions are now being developed by staff members of the U. S. Office of Education. It is expected that all three publications will be given wide distribution and copies will also be placed on sale by the U. S. Government Printing Office.

Coronet Films, in consultation with the Department of Defense, the U. S. Office of Education. and the National Education Association, is producing fourteen 16-mm. sound films under the general title, "Getting Ready for Service."

Selected Theses in Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the Education collection of the Federal Security Agency Library where they are available for interlibrary loan.

An Analysis of Aviation Education in Senior High School Textbooks. By Herbert E. Ellinger. Master's, 1951. University of Michigan. 76 p. ms.

An Analysis of the Influence of the Subject Taught by a Teacher to the Popularity of the Teacher. By Laverne S. Blackard. Master's, 1950. Indiana State Teachers College. 32 p. ms.

Backgrounds, Problems, and Significant Reactions of Relocated Japanese-American Students. By Joan Smith. Doctor's, 1949. Syracuse University. 230 p. ms.

The Construction of Achievement Scales for the Measurement of Performance Scales for the Measurement of Performance in Selected Physical Education Activity Skills (for the Secondary Public School Program for Boys in New York State). By Raymond A. Weiss. Doctor's, 1949. New York University. 223 p. ms.

The Cost of Living of Single, Self-Supporting Women Teachers in the State of Connecticut and a Plan to Utilize This Factor in State Aid for Schools. By Carl M. Bair, Jr. Doctor's, 1950. Harvard University. 273 p. ms.

An Evaluation of the Cultural Impact of Television Upon Children of Junior High School Age in the City of Kalamazoo, Mich. By Wilbur W. Dick. Master's, 1950. University of Michigan. 70 p. ms.

High School Student Fees in North Dakota. By Lester Tollefson. Master's, 1948. University of North Dakota. 49 p. ms.

How It Feels To Be a Teacher. By Mary V. Holman. Doctor's, 1950. Teachers College, Columbia University. 207 p.

Legislative Acts Pertaining to the Education of Negroes in West Virginia. By Edythe H. Anderson. Master's, 1950. University of Cincinnati. 54 p. ms.

Rise of the City School Superintendent as an Influence in Educational Policy. By Harold L. Gear. Doctor's, 1950. Harvard University. 262 p. ms.

A Study in Group Therapy: The Effects of Directive and Permissive Leadership Techniques on the Behavior of Juvenile Delinquents. By Leslie F. Malpass. Master's, 1949. Syracuse University. 145 p. ms.

New Books and Pamphlets

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

An Evaluation of the Tests of General Educational Development. By Paul L. Dressel and John Schmidt for the Committee on Measurement and Evaluation. Washington, D. C., American Council on Education, 1951. 57 p. $1.

Aids to Improving the Public's Understanding of Schools. A report prepared for the Public Relations Committee of CASDA. Coordinated by Kenneth J. Frasure, State College, Albany, N. Y. Written by Sidney Koblenz, George Barbolt, John Tkaszow, James Breen, Louise Adams, and Daniel Flahive. Albany, N. Y., State College, Capital Area School Development Association, 1950. 33 p. $0.50. Process print.

Community Aspects of Library Planning. A Study of Social Organization in Relation to County Public Library Planning in Prince Georges County, Md. By Robert E. Galloway, Paul M. Houser, and Harold Hoffsommer. College Park, Md., University of Maryland, 1951. 32 p. Illus. (Maryland Agricultural Experiment Station, Bulletin A–56.)

Educating the Retarded Child. By Samuel A. Kirk and G. Orville Johnson. Boston, Houghton Mifflin Co., 1951. 434 p. $3.

Picture Editing. By Stanley E. Kalish and Clifton C. Edom. New York, Rinehart & Co., Inc., 1951. 207 p. Illus. $4.50.

Reading, Riting, Rithmetic . . . and What Else? Lansing, Mich., Department of Public Instruction, 1950. 15 p. Illus. (Bulletin 294.)

Schools and Neighbors in Action. By Mark A. McCloskey and Hyman Sorokoff. New York City, Oceana Publications (43 West 16th St.), 1951. 34 p. Illus. $0.25 a single copy.

An Experiment in International Cultural Relations. A Report of the Staff of the Commission on the Occupied Areas by Harold E. Snyder and George E. Beauchamp. Washington, D. C., American Council on Education, 1951. 112 p. $1.50.

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EDUCATIONAL AIDS from Your Government

HOW TO ORDER

Free publications listed on this page are available in limited supply only 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., unless otherwise indicated.

Office of Education

The Activity Period in Public High Schools. By Ellsworth Tompkins. Bulletin 1951, No. 19. 15 cents.

Athlete's Foot. Coordinated by Elsa Schneider. Education Briefs, Elementary Education Series No. 28, June 1951. Free.

Aviation Education for Modern Living. Article by Willis C. Brown. Reprinted by Office of Education through courtesy of *Chicago Schools Journal*, November–December 1950. Free.

Faculty, Students, and Degrees in Higher Education: Statistical Summary for 1949–50. By Margaret J. S. Carr. Statistical Circular No. 326, August 1951. Free.

Health Instruction in the Secondary Schools. An inquiry into its organization and administration, by H. F. Kilander. Pamphlet No. 110. 1951. 10 cents.

Identifying Educational Needs of Adults. By Homer Kempfer. Circular No. 330, 1951. 35 cents.

Illiteracy and Manpower Mobilization. Manpower needs in the present emergency. Article by Ambrose Caliver. Reprinted from *School Life*, June 1951. Free.

International Correspondence Agencies. Some sources from which teachers and students may obtain names and addresses of correspondents abroad. Compiled by Helen Dwight Reid. 1951. Free.

Measles. Coordinated by Elsa Schneider. Education Briefs, Elementary Education Series No. 27, June 1951. Free.

Offerings and Enrollments in High-School Subjects. Chapter 5, Biennial Survey of Education in the United States, 1948–50. 1951. 30 cents.

Poison Ivy. Coordinated by Elsa Schneider. Education Briefs, Elementary Education Series No. 26, June 1951. Free.

Residence and Migration of College Students, 1949–50. By Robert C. Story. Misc. No. 14. 1951. 35 cents.

School Lunch and Nutrition Education. Prepared by the Interdivisional Committee on Nutrition Education and School Lunch of the Office of Education. Bulletin 1951, No. 14. 10 cents.

A Selected Bibliography for Teaching About the United Nations. Prepared by Helen Dwight Reid. September 1951. Free.

Summaries of Studies in Agricultural Education. An annotated bibliography of studies in agricultural education with classified index. Supplement No. 4 to Vocational Division Bulletin No. 180, prepared by the Research Committee of the Agricultural Education Section, American Vocational Association. Vocational Division Bulletin No. 246, Agricultural Series No. 61. 20 cents.

Undergraduate Economics in Higher Educational Institutions. Circular No. 297. June 1951. Free.

U. S. Government Films for Television. By Seerley Reid. July 1951. Free.

Vitalizing Secondary Education. Report of the First Commission on Life Adjustment Education for Youth. Bulletin 1951, No. 3. 30 cents.

Young Engineers for Industry—How Many? By Henry H. Armsby. Circular No. 296, June 1951. Free.

Young Spanish-Speaking Children in our Schools. By Effie G. Bathurst. Education Briefs, Elementary Education Series No. 30, July 1951. Free.

Department of Agriculture

Food Values in Common Portions. Bureau of Human Nutrition and Home Economics. Agriculture Information Bulletin, No. 36. 5 cents.

Our Forests—What They Are and What They Mean to Us. Forest Service. Misc. 162. Rev. 1950. 15 cents.

Department of Commerce

Defense Production Record. Official weekly bulletin of the defense production program. National Production Authority, Office of Public Information. Single copy, 5 cents; $2.50 per year.

Q and A on Construction Under CMP. A set of questions and answers regarding construction under the Controlled Materials Plan, explaining some of the specific applications of new NPA orders. National Production Authority. 1951. Free (from Washington and field offices).

Department of Defense

How To Be Cleared for Handling Classified Military Information Within Industry. Munitions Board, Office of Industrial Security. June 1951. 10 cents.

Department of Labor

Occupational Outlook Handbook. Employment information on major occupations for use in guidance. Prepared by Department of Labor, Bureau of Labor Statistics, in cooperation with the Veterans' Administration. Department of Labor Bulletin No. 998. 1951. $3.

Department of State

Guide to the United Nations in Korea, a Year of Collective Action. Department of State Publication 4299, Far Eastern Series 47. 1951. 15 cents.

Guide to the United States and the United Nations. Department of State Publication 4261, International Organization and Conference Series III, 68. 1951. 15 cents.

United States Government International Exchange Opportunities. Department of State Publication 4198, International Information and Cultural Series 16. May 1951. 10 cents.

Federal Civil Defense Administration

The Civil Defense Alert. Monthly newsletter. Single copy, 5 cents; 60 cents per year.

Civil Defense and National Organizations. 1951. 10 cents.

Civil Defense in Outline. 1951. 35 cents.

Emergency Action to Save Lives. Pamphlet 5. July 1951. 5 cents.

Principles of Civil Defense Operations. AG–8–1. 1951. 20 cents.

United States Civil Defense Rescue Service. AG–14–1. 1951. 20 cents.

Federal Security Agency

Better Health for 5 to 14 Cents a Year Through Fluoridated Water. Division of Dental Public Health. Public Health Service Publication No. 62, revised April 1951. 15 cents.

Cultivating Community Relationships in a Mental Health Program. Public Health Service, Division of Public Health Methods. Reprint No. 3083 from *Public Health Reports*, May 1951. 5 cents.

Post Office Department

Postage Stamps of the United States, 1847–1950. Division of Stamps. 60 cents.

House of Representatives

100 Things You Should Know About Communism. House Document 136. 1951. 25 cents.

—Compiled by Edna K. Cave
Information and Publications Service

U. S. GOVERNMENT PRINTING OFFICE: 1951

To Penetrate the Iron Curtain

THE CRUSADE FOR FREEDOM

- ***Supports Radio Free Europe***

  Europe's most powerful radio network, carrying on psychological warfare against Soviet tyranny

- ***Has organized Radio Free Asia***

  —which will be beamed to Asiatic countries

- ***Plans to build two powerful new transmitters***

  —beamed on Hungary and Poland

- ***Conducts a balloon barrage campaign***

  —flying freedom messages into the Soviet satellite countries

To support these projects the CRUSADE needs by Christmas—

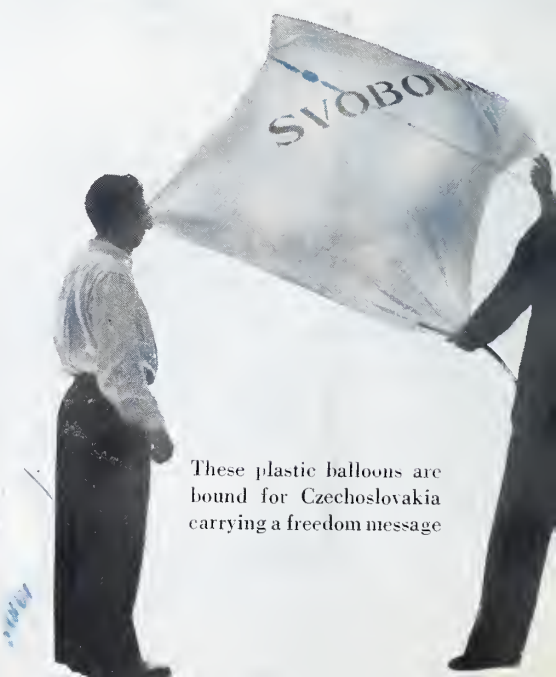
25,000,000 Enrollments, with accent on Youth

$3,500,000 in Subscriptions

Kits of *Crusade for Freedom* material have been sent to school superintendents.

This non-profit, non-Government Crusade is headed by private citizens, and again needs the support of all school administrators and teachers.

Youngsters played a part in launching the balloons



These plastic balloons are bound for Czechoslovakia carrying a freedom message

Volume 34 Number 5
DECEMBER 1951

Route to

School Life

LUNCHTIME IN THAILAND

FEDERAL SECURITY AGENCY
Office of Education

School Life ★ Official Journal of the Office of Education • • • • • • • Federal Security Agency

CONTENTS FOR December 1951

Volume 34 Number 3

Cover photograph shows children at lunch in a nursery schoolroom in Phrae, Thailand. Read the article "Point IV Pilot Project in Education—Thailand," by Earl Hutchinson, on page 38.

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

". . . (Coffeyville) has good schools because it has good men running the schools . . ." ---------- p. 33

★ ★ ★

". . . One has a sense of elation when he finds enthusiastic community support of education, good staff relations among teaching personnel, and an enlightened, unassuming educational leadership . . ."-- p. 34

★ ★ ★

". . . More than 7,500 Future Farmers of America members and their advisors attended the 24th annual National FFA convention at Kansas City, Mo. . . ."-- p. 35

★ ★ ★

". . . The individual *grows* as a person by working with others . . ."-------- p. 37

★ ★ ★

". . . If we are to educate *all*, we must educate *each* — and the *whole* of each . . ."---------- p. 40

★ ★ ★

". . . Human rights cannot be hoarded; if we are to keep them for ourselves we must extend them to others . . ."-- p. 43

★ ★ ★

". . . In no instance has it been possible to give any program, including the military, the full amount of controlled materials which they are firmly convinced are necessary . . ."---------- p. 47

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

To order SCHOOL LIFE send your check or money order (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 subscription price of $1.25. Yearly fee to countries in which the frank of the U. S. Government is not recognized is $1.75. 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.

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."

Cooperation in Coffeyville

by Ellsworth Tompkins, Specialist for Large High Schools

RALPH STINSON of the Kansas State Department of Education told me about Coffeyville. He said that staff relationships in the Coffeyville Public Schools were excellent; so I decided to go there to see for myself.

The morning of my arrival I walked the mile from the center of town out Eighth Street to the High School. On the way, I stopped at a gas station, struck up a conversation with the owner, and asked what he thought of the public school system. He said he was all for it; the schools were good. Farther up the street a storekeeper talked in similar vein, "Yes, we have a fine school system here." A few minutes later, I stopped a man on the street to ask directions. As we talked, he made clear to this stranger that he believed Coffeyville was justly proud of its schools. As I went on, I gathered the impression that Coffeyville, with its shops, modest residences, and traffic flow, was like many other towns in the Midwest. In respect to its schools, and the enthusiastic community support they enjoyed, it appeared unique.

Walking along, turning over in my mind questions to ask the high school principal, I wondered why the people of Coffeyville were enthusiastic about their schools. Had it been this way for a long time? What had administration and staff done to contrive this condition? Or, was Coffeyville an exceptional town? What about teacher holding power? If there was little turnover, was it because teachers were more highly paid in Coffeyville, or was it because of other factors influencing attitudes of the staff?

Reflection was cut short, however, for I had arrived at the high school. Soon I was presented to Mr. Klotz, the principal, who gave the impression of being both friendly and candid, and who seemed ready to listen and talk. In answer to my questions, he spoke easily and calmly and told me part of the Coffeyville story.

Coffeyville is a "dinner bucket" town, an industrial-agricultural center of a little over 20,000 population. Sociologically, there are not too many differences in the town's people. There are no very rich or very poor sections. Seventy-four percent of the parents of high school youth own their own homes.

The Coffeyville citizens are sold on their schools, and this reputation extends throughout the State. The superintendent is President of the Kansas Teachers Association and a member of the Chamber of Commerce. He is an effective speaker and often addresses meetings and conferences in the regional area. Faculty men participate in civic and service clubs. In 1949 the President of the Junior Chamber of Commerce, the President of the Senior Chamber of Commerce, and the commander of the American Legion were all high school teachers.

Excellent Relationships

The excellent relationships between school and community appear to have developed within the last 10 years largely due to the leadership of the superintendent. He has an understanding of people, gets along with them extremely well. In addition, he is widely known throughout Kansas, keeps his hand on the legislative pulse at Topeka, and in general knows the practical answers to the practical questions the community asks. The principal suggested that later in the day I talk with the superintendent, the editor of the newspaper, and the president of the board of education, which I did. From them I heard other parts of the Coffeyville story.

Mr. Kirkpatriek, the editor of the *Journal*, said that his paper recognizes the merits of the schools and supports them editorially. He said that Coffeyville has good schools because it has good men running the schools. They know how to enlist the confidence and support of the public. An illustration of the newspaper's policy of supporting the schools is seen in a *Journal* editorial on September 6, 1949:

> Time to Unroll, Said the Little Guy
>
> The little guy said he was going to "unroll" in the first grade today, which reminded us that this is S-day for all the kids from 6 to 16 and up.
>
> One of the outstanding assets of Coffeyville is its public school system. A consistently well-planned and organized program, progressive attitudes on the part of teachers and administrators, and unusually good physical equipment for the most part are the outward characteristics of our school system.
>
> There is one other factor which is the key to Coffeyville's top-notch system: the spirit of the school staffs, which is either a reflection of or the origin of the spirit of Coffeyville's citizenry—it doesn't much matter which—a spirit that says, "here we want and we shall have the finest possible schools to provide the best possible training for our children so they may learn to live useful and ethical lives."
>
> Coffeyville's school system, from kindergarten through junior college, is recognized as an excellent one, and rightly so.

Mr. Higginson, President of the Board of Education and a banker, admitted that decisions of policy for the Coffeyville schools have to be made, just as in any other town. But the questions of school-community relations are so satisfactorily resolved that controversy is seldom encountered by the board. The budget as prepared by the superintendent has not been questioned for several years. Though a budget hearing is required by Kansas law, no citizen has

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shown up to object. Mr. Higginson stated that the work of the board went smoothly mainly because of the leadership qualities of the superintendent of schools.

Then I met the superintendent, Mr. Ostenberg, who said the cooperation of Mr. Klotz and the entire teaching staff was responsible for the smooth running of the schools. By this time, this observer felt the "at ease" climate of staff relationships and suspected that everyone—board members, superintendent, principal, teachers, and citizens—was a member of a working team. Mr. Ostenberg buttressed this assumption when he said his major aim was to accomplish educational objectives through the cooperation and responsibility of the school staff and give them full credit for whatever success the schools enjoyed. Mr. Klotz had told me and Mr. Ostenberg emphasized: *Within the past 5 years Coffeyville has had practically no teacher turn-over,* barring illness, retirement, or death.

Enthusiastic Support

In the late afternoon I retraced my steps from the high school to the center of town and kept glancing at the sheaf of notes in my hand. One has a sense of elation when he finds enthusiastic community support of education, good staff relations among teaching personnel, and an enlightened unassuming educational leadership. I felt my spirits lifted up. Back in the hotel room I put together my various notes in order to describe some of the particular procedures that seemed to produce the Coffeyville results. It soon appeared that specific procedures seemed less important than the spirit of the people connected with the schools. But, of course, both are important, so let us look at procedures.

I. *What the Board of Education does to implement staff relationships*

1. The monthly meeting of the Board of Education is held in rotation in the various school buildings—trade school, elementary schools, and high school. In this way the board gains information regarding each school and has an opportunity to ask questions of the building principal who attends the meeting when his school is visited.

2. By law Kansas teachers and administrators must be reelected annually. In Coffeyville this is a matter of form and never commented on in the newspaper, despite the fact that no tenure law exists in Kansas. All that is mentioned in the newspaper is that all employees of the board were reelected. The form of the teacher contract consists of only one sentence.

3. Any teacher or board employee will be released from his contract at any time if he or she wishes. This can take effect immediately or as soon as desired. The board desires to hold no one to his contract against his will.

4. The board frequently sends teachers as well as administrators to educational conventions and conferences and pays full expenses.

5. Although the board has provision for sick leave, teachers who have been in Coffeyville for five or more years receive full pay regardless of the length of their illness, up to 1 year. The total cost of substitutes' pay amounts to no more than in similar communities where deductions from salary because of sick leave are rigidly enforced.

6. All school buildings are flood-lighted from dark to 10 p. m. This serves to remind the public of their schools and has the effect of reducing any potential vandalism.

II. *What the Superintendent and Principal do to implement staff relationships*

1. The superintendent and principal make it a point to know a great deal personally about each staff member and take a personal as well as professional interest in each one.

2. There is no rating sheet for teacher evaluation; as a matter of fact, there is nothing on record at all about teacher evaluation.

3. Teacher applicants are recommended by the immediate supervisor (building principal, supervisor of special subjects, etc.). One of the first questions to be decided is, Does the applicant like the community, would he like to live there? If the applicant is unsure he will like the community, he is not urged to come. The superintendent does not decide by himself who shall be hired—he leaves that to the one who will have to work with them so that that person will feel a responsibility to and for the new teachers. The superintendent, of course, talks salary with a new applicant. But the applicants never see board members about positions. The superintendent and principal often go to observe the work of teachers elsewhere. If a teacher applicant has to travel to Coffeyville for an interview, his expenses may be paid by the local board. The superintendent and principals emphasize honest dealings with all teachers.

4. The orientation of the new teacher is the responsibility of the person who originally made the recommendation for hiring. A photograph and biography of the new teacher is featured in the local newspaper. In his first semester he is often given a moderate or light teaching assignment in addition to a committee assignment for discussing school problems. No new teacher is given an overload. Whereas regular teachers have five or six teaching assignments per day, the new teacher is frequently given four or five classes.

5. Teachers' suggestions for improving conditions are sought.

III. *What the High School does to implement staff relationships*

1. Teacher failure is at least one-half the administrator's failure, Mr. Klotz believes. As a consequence, many of the high school staff take the same view regarding pupils—pupil failure is at least one-half the teacher's failure.

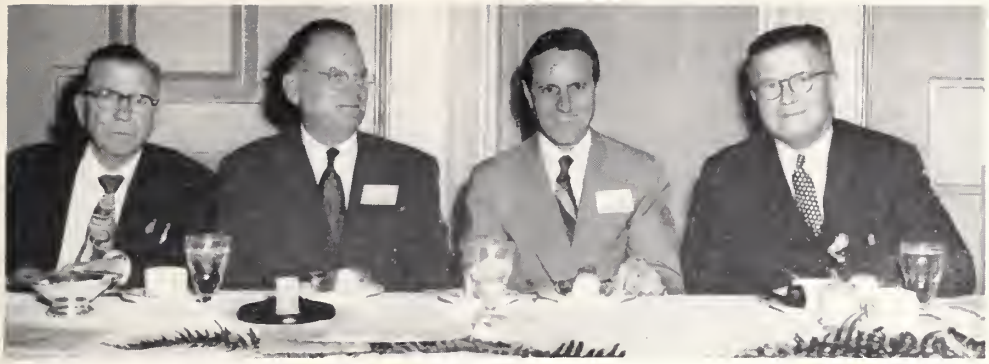
2. Practically all high school teachers have one free period daily. Members of a study committee are usually free at the same period; they meet formally once every 2 weeks but informally on other days. The professional growth of teachers and the expansion of their horizons regarding school responsibility are accomplished through committee work. In this way, they better understand the scope of school problems and programs.

3. The organization of high school staff is decentralized. There are chairmen of subject areas, no heads of departments. No directives regarding teaching procedures are issued by principal or chairman. The teacher is considered a professional staff member, free and able to work out his own contribution; he encounters no dictation by the administrator, personally or professionally. Teachers feel free to experiment as to method without fear of administrative contradiction.

4. The teachers suggest how school management and practices can be improved. They talk freely about this to Mr. Klotz; their written suggestions are listed in The Information Book, the high school administrative manual.

5. Mr. Klotz and the faculty have discussed their supervisory relationships: the principal is a coordinator of personnel,

(*Continued on page 47*)



Pictured at the speakers table during the dinner given by Firestone Tire & Rubber Co. for delegates, State FFA advisers, and Foundation donors, these men have contributed much to the development of the Future Farmers of America organization. Left to right, they are: John Collins, Editor of the Weekly Kansas City Star, Kansas City, Mo.; Frank Jenks, Vice President of International Harvester Company, Chicago, Ill., first Chairman of the Sponsoring Committee for the FFA Foundation; Raymond C. Firestone, Vice President of the Firestone Tire & Rubber Co., Akron, Ohio, current Chairman of the Foundation Sponsoring Committee, and Dr. W. T. Spanton, Chief of the Agricultural Education Service, Office of Education, Federal Security Agency, who has been national FFA adviser since 1941.

Dr. R. W. Gregory, Assistant Commissioner for Vocational Education, spoke to the Future Farmer members in attendance at the national FFA convention.

24th Annual Convention of FFA

Office of Education—Sponsored Farm Boy Organization Plans for 1952

MORE THAN 7,500 Future Farmers of America members and their advisers attended the 24th annual national FFA convention at Kansas City, Mo., October 8 to 11. Actual registration totaled more than 6,000. The Office of Education was represented by Raymond W. Gregory, Assistant Commissioner for Vocational Education, and W. T. Spanton, Chief, Agricultural Education Division, Vocational Education.

The Future Farmers, attending from every State in the Nation, Hawaii, and Puerto Rico, elected Donald Staheli, 19-year-old Hurricane, Utah, FFA member, to be their national president for 1951–52.

The 4-day convention opened Monday evening, October 8, with the national FFA public speaking contest which was won by Jon Greeneisen, 18-year-old Marysville, Ohio, Future Farmer, who spoke on the subject of farm safety, using the example of a serious arm injury caused to himself through carelessness. His talk was titled, "I caused an accident."

Tuesday morning's session included an address of welcome by William E. Kemp, Mayor of Kansas City, featuring development of agriculture and the FFA in the United States, closing with the presentation of the Federal Charter to the FFA; and a major address by United States Senator Robert S. Kerr of Oklahoma who sponsored the Charter legislation in the Senate last year. Senator Kerr challenged FFA members to prepare themselves for leadership and achievement—for the good of FFA and mankind.

The Tuesday afternoon session included the advancement of 299 members, a record class, to the American Farmer Degree; presentation of awards in the National Chapter Contest; presentation of Honorary American Farmer degrees; and an address by Forrest Davis, of Quincy, Fla., 1950 Star Farmer of America, who told of his trip to Denmark.

Tuesday night the convention audience

National FFA contests in judging poultry, livestock and meats were conducted during the convention.

Dr. W. T. Spanton, national FFA advisor, waits at left to shake hands with each new American Farmer.

listened to the broadcast of the Cavalcade of America radio show, featuring the story of two Pennsylvania brothers who won Star Farmer honors in 1945 and 1946; then watched the presentation of 1951 Star Farmer awards. DeWayne Hodgson, 21-year-old Freedom, Okla., wheat and cattle raiser, was named Star Farmer of America and received a check of $1,000 from the FFA Foundation. Regional Star Farmer honors and $500 checks went to George Williams, 19, Nicholasville, Ky.; Ralph Sanner, 21 Kutztown, Pa.; and Joe Harris, 20, of Eagleville, Calif.

Allan B. Kline, Chicago, Ill., President of the American Farm Bureau Federation, was the featured speaker for Thursday's programs. Other addresses were made by Dr. Knox T. Hutchison, Assistant Secretary, U. S. Department of Agriculture, and Dr. R. W. Gregory, Assistant United States Commissioner for Vocational Education, Office of Education.

National FFA judging contests in poultry, meats, and livestock were held on Wednesday and Thursday, and a breakfast was given for the contestants on Friday morning by the Kansas City Chamber of Commerce.

Four national network radio programs were presented in whole or part from Kansas City. Mutual Broadcasting System and National Broadcasting Co. each took 30-minute programs featuring the national FFA band and chorus; a portion of the October 13 "American Farmer" broadcast on ABC featured the new Star Farmer of America; and 10 minutes of NBC's National Farm and Home Hour, on the thirteenth, featured interviews with the Star Farmer and his wife, the new national president, and Dr. Henry S. Brunner, director of the national FFA band.

Newly elected Star Farmer of America, DeWayne Hodgson, 21-year-old Freedom, Oklahoma wheat and cattle raiser.

Report on Aging

"Man and His Years," 308-page publication, indexed, is the report of a public forum sponsored by the Federal Security Agency at the direction of President Truman. A preface by Federal Security Administrator Oscar R. Ewing explains that the Conference was called because the American people are growing up, in the most literal sense. The average age level is rising steadily, and the proportion of older people is increasing with equal constancy.

The reports in this publication cover 11 broad subject-matter fields around which the Conference was organized. The Conference had three phases. The first consisted of the preliminary determination of subject matter to be covered, identification of individuals and groups concerned with aging problems, and selection and preparation of conferees for the Conference. The second phase was that in which the conferees met in Washington to get acquainted with one another, to share their experiences and knowledge in the field of aging, and to develop principles and lines of action for the guidance of the many individuals, groups, agencies and organizations concerned.

The third phase is represented by the present period in which the Conference findings are being disseminated, through all available media, for the stimulation and direction they afford those throughout the United States who are initiating action programs. In the final chapter of this volume, Clark Tibbitts, the Conference Director, gives a thumbnail report of the work being accomplished by numerous public and private agencies through the printed word, radio and television, State and local conferences, small meetings, discussion groups, courses and lectures, and development of facilities and services.

"Man and His Years" was copyrighted in 1951 by Health Publications Institutions, Inc., Raleigh, N. C., and is available from them in paper cover at $1.75 or in cloth cover at $3.25.

New Staff Members

Following is a list of new staff members who have entered on duty with the Office of Education, Federal Security Agency, since July 1, 1951:

Neil W. Ackland, Field Representative, School Assistance; Boston, Mass.

John Trevor Thomas, Civilian Educational Requirements Officer.

Robert D. Orcutt, Civilian Educational Requirements Officer.

Granville K. Thompson, Specialist for Business Management, Higher Education.

William O. Wilson, Associate Civilian Educational Requirements Officer.

James A. VanZwoll, Civilian Educational Requirements Officer.

John L. Watson, Civilian Educational Requirements Officer.

Paul L. Reason, Assistant Specialist, Educational Records and Reports; State School Systems.

John B. Rork, Civilian Educational Requirements Officer.

Kenneth A. Bateman, Assistant Specialist for Exchange of Experts and Specialists of the Occupied Areas.

Joseph R. Holmes, Assistant Field Representative; School Assistance; Kansas City, Mo.

Donald W. McKone, Executive Officer.

Charles O. Fitzwater, Specialist for County and Rural School Administration; State and Local School Systems.

B. Alden Lillywhite, Associate Director for Federally Affected Areas; School Assistance.

Daniel J. Sorrells, Educational Advisor-Teacher Training; Bangkok, Thailand.

Eunice S. Matthew, Educational Advisor, Instructional Materials and Curricula; Bangkok, Thailand.

Charles Merrill, Educational Advisor, Health and Hygiene Instruction; Bangkok, Thailand.

Richard B. Farnsworth, Chief, Regional Educational Advisor; Beirut, Lebanon.

Lloyd S. Tireman, Educational Advisor, Adult Education; Bangkok, Thailand.

Nathaniel Farris, Instructor, Agricultural Education; Tehran, Iran.

Robert T. Camp, Instructor, Agricultural Education; Tehran, Iran.

Clay Cundiff, Instructor, Agricultural Education; Tehran, Iran.

Lillie B. Drake, Instructor of English Language; Djakarta, Indonesia.

Henry Kopman, Instructor of English Language; Djakarta, Indonesia.

Karl S. E. Pond, Instructor, Educational Uses of Radio; Djakarta, Indonesia.

An Experiment in Intercultural Communication

by Muriel W. Brown, Consultant in Family Life Education

WE WERE STANDING on a street in Bremen, Germany, in the shadow of a strange-looking building—not a building, really, just a five-story block of blackened concrete.

"That was an air-raid shelter during the war," my friend said.

Suddenly a small child thrust himself between us. "Ami Sprache!" he squealed. "Ami Sprache versteh' ich nicht!"

Unfortunately, it is not always because we do not know each other's language that we sometimes misunderstand each other when we do not speak the same tongue. Basic differences in cultural values often create psychological barriers between people that are hard to overcome.

Last spring, a group of German psychiatrists and social workers who had attended the White House Conference in Washington and a later conference on Health and Human Relations in Germany * convened at Williamsburg, Va., by the Josiah Macy Jr. Foundation of New York, asked for a German meeting "like Williamsburg."

Eager to test further the value of this type of small, informal conference as a means of bringing people together to explore their differences, the Trustees of the Macy Foundation and the World Federation for Mental Health agreed to sponsor such a project. Assistance was offered by HICOG and by the Department of State, through the Office of German Public Affairs and the Exchange of Persons Division. The U. S. Office of Education cooperated by releasing the writer to serve as coordinator. A German committee took charge of arrangements.

On August first, 38 men and women from 6 countries—Canada, England, France, Germany, Holland, and the United States—met at an inn in a small German village on the edge of the beautiful Teutoburger forest to work together on certain problems of human relationship proposed by the German participants. The Germans present represented a good cross section of German professional life.

Cochairmen of the conference were Professor Werner Villinger, Director of the Psychiatric Clinic at the University of Marburg, Dr. John R. Rees, Director of the World Federation of Mental Health, and Dr. Frank Fremont-Smith, Medical Director of the Macy Foundation.

Consultants were Professor Erik H. Erikson of the Austin Riggs Foundation and the University of Pittsburgh School of Public Health who wrote the basic paper for the White House Conference Fact-Finding Committee; Professor H. C. Rümke of the University of Utrecht, Chairman of the Executive Board of the World Federation for Mental Health; Professor Einar Tegen of the University of Stockholm.

Basic Problems

Our first important discovery was that thoughtful Germans today are bothering about the same problems that concern the rest of the world: "How do mass movements start?" "What can be done to help people become more critical and independent in their thinking, so that they will not blindly follow bad leadership?" "What is the meaning of 'authority' in human relations?" "What are the essential goals of education?" "What can be done to ease the tensions between generations in Germany?" "What part should fear play in education?" "How can German teachers, social workers, parents, and others responsible for children acquire the knowledge about human growth, development, and relationships which has been accumulating in other countries while Germany has been isolated?"

The reports of the work done at Hiddesen are exceptionally interesting. The most exciting outcomes of this project, however, were the changes that took place in people.

"There were tensions in the beginning," said a British woman, a specialist in the field of industrial relations. "We all had protective feelings about our own national institutions which made us behave aggressively, sometimes, or withdraw. But gradually we became able to speak more frankly and openly. We began to feel warmly toward each other, as we realized that we were being valued for ourselves. Finally, an atmosphere of tolerance developed that made it possible for us to discuss very difficult questions and be interested in getting at other people's points of view without feeling that everyone should think the same."

"And for me," said a young German pediatrician, "the best was to see people from other countries as human persons, with all the ideas and problems and feelings they have together."

The net result of all this? A group of people who met as strangers and became friends because they shared a very meaningful learning experience; a method of dealing with intercultural differences that paid off by clearing up some misunderstandings that have disturbed German-American relationships for some time. One example:

"Why do many Germans resist American democracy?"

"Why should they like it?"

"Why not?"

"It is just another kind of mass reaction. The identity of the individual is lost in the group."

"No! The individual *grows*, as a person, by working with others in a group to create the kind of home, the kind of community, the kind of world he wants to live in."

(*Continued on page 47*)

*This was the third in a series of conferences with this focus. The first was called by the Children's Bureau in Washington in September 1949 and the second by the Macy Foundation in Princeton, N. J., in June 1950.

Point IV Pilot Project in Education—Thailand

by Earl Hutchinson, Chief,
Educational Field Party, Bangkok, Thailand

NOT FAR FROM BANGKOK, the Capital of Thailand, in what is called the Chachoengsao Center, an experiment in educational reform is being conducted to study the direction education should take in Thailand. As a kind of laboratory for this pilot project, the Thai Ministry of Education has set aside a group of 233 schools attended by 38,782 pupils. This area was selected because it represents most phases of Siamese life—rice growing, fruit growing, coastal fishing; it contains a cross section of all branches of educational services; and is only about 67 miles from Bangkok, close enough to allow supervision by the Ministry of Education. It is planned not only to develop and improve curricula, methods of teaching, and subject content for a sound system of education but also to train and upgrade teachers.

The Thai Ministry has made funds available for the erection of new buildings and the remodeling of old ones, and has detailed a considerable number of officers and educational personnel to the center. A substantial contribution in the form of specialized personnel and funds for equipment and translation of textbooks is also being made by the United States and by United Nations agencies.

UNESCO was the first outside organization to show interest. Under the leadership of Mr. Thomas Wilson, of New Zealand, a UNESCO team of four persons worked with the Thai Ministry to get the plan started. Recently, the United States Point IV Educational Mission (TCA) has assigned to this project specialists in teacher education, science education, health education, and textbook revision. Textbooks based on the curricular needs, problems, and interests of the community will be prepared and translated into Thai and will be printed and made available for use in the center. As these books prove their value, the Thai Ministry plans to supply them to other schools in the country.

Other persons on the Point IV Mission who will devote some of their time to this project are specialists in adult education, vocational education, and education of the blind and handicapped.

It should be mentioned here that representatives from the Special Technical Economic Mission (ECA) and the United States Information Service of the Department of State are playing an active part in this project. Also, the UN specialized agencies, such as the World Health Organization and the Food and Agricultural Organization, are planning to provide personnel and, in some instances, have already done so.

In order that all agencies concerned shall work toward a common purpose, a central coordinating board has been established by the Thai Ministry of Education and the American Embassy. It is made up of representatives of the various agencies and heads of the various divisions of the Thai Ministry of Education and the Embassy. The main functions of this board are to secure unity in planning, to coordinate the contributions of the various groups, and to appoint subcommittees to develop program plans for specific areas of interest, such as teacher education, vocational education, etc.

The program is aimed especially at seven strategic areas:

The Primary School. This school embraces the 4 years of compulsory education and is the last school attended by a majority of children. Here emphasis is being placed on a functional curriculum with attendant modification in teaching methods and textual materials.

Kindergartens. The introduction of kindergartens in two schools is the first attempt to extend the length of primary education. Children will be permitted to enter at the age of 5 years. Seven is the usual age for entrance in primary schools. Curriculum, teaching methods, and equipment are being developed for kindergartens.

Progressive Schools. The name given to these schools may be misleading. They are 3-year, rural, secondary schools. The problem in these units is to build a curriculum to suit the needs of the youth of the area. The core approach will be used and attention will be focused on the individual student and his needs rather than on the conventional subject matter.

The Omnibus School. This is the local term for a comprehensive secondary school. Consolidation of four secondary schools under one administration is planned to replace two vocational and two academic schools. This Omnibus school will eventually become a modern secondary school embracing general, vocational, and technical education. It should help break down the stratification that now exists between manual and nonmanual workers.

Health Education. Instruction in health and sanitation is to become a vital part of the curriculum of all schools. At present the students of two schools have been selected for special medical attention and the programs are supervised by a qualified physician. Health records are being maintained and a nurse has been employed to ensure remedial and preventive treatment.

Adult Education. Two adult education centers are being established in this province. Plans have been developed to extend library facilities and to offer evening courses in vocational education.

Teacher Education. There is but one teacher training institution in this area and it is for girls only. This school will be strengthened through improvements in buildings, laboratory, library, teaching methods, and staff. It is hoped that this institution will become the leader in both in-service and preservice education of teachers for the area. This program will receive special attention because the lack of an adequate number of well-qualified teachers is still the weakest link in the Thai educational system.

Flash Reviews

—of New Office of Education Publications

School Lunch and Nutrition Education was prepared by the Interdivisional Committee on Nutrition Education and School Lunch, of the Office of Education. It is Office of Education Bulletin 1951, No. 14, 12 pages. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 10 cents.

This new bulletin answers briefly 21 questions which deal with the relation of the school lunch to nutrition education, health aspects of the school lunch, and certain administrative and financial matters. It is intended to be helpful to schools that are considering, for the first time, the setting up of a school-lunch program, and to others who may be desirous of improving their present procedures. Some questions answered are "What part of the child's food needs should be met by the school-lunch programs?" "How should school-lunch personnel be selected and trained?" and "How are school-lunch programs financed?"

Culloden Improves Its Curriculum, by Effie G. Bathurst and Lucille McGraw Richmond, is Office of Education Bulletin 1951, No. 2, 24 pages. For sale by the Superintendent of Documents, 25 cents.

In the elementary school at Culloden, W. Va., a group of teachers, their principal, and their supervisor recently turned a formal and unsatisfactory school program into one that more adequately met the home and community needs of the boys and girls. The project was carried on under the leadership of the general supervisor, Lucille McGraw Richmond, who is responsible for the planning, research, and first report. Dr. Bathurst abridged the report and prepared the story for publication.

This bulletin reports the procedures used by the school staff in developing a better school program. It makes available to other teachers and supervisors the ideas found helpful by Culloden's staff and pupils.

Residence and Migration of College Students, 1949–50, by Robert C. Story, is Office of Education Miscellany No. 14, 1951, 61 pages. For sale by the Superintendent of Documents, 35 cents.

This report continues a series of studies by the Office of Education on the residence and migration of college students. The preceding survey covered the year 1938–39.

In former years, some information regarding the residence and migration of students was obtainable from the decennial Federal census. The 1950 Census, however, counted each college student as a resident of the State in which his college is located. This changed practice makes this report the sole national source of information regarding the residence and migration of college students.

In addition to other special features, the report gives somewhat fuller consideration to the topic of foreign students in attendance in United States institutions of higher education.

Keystones of Good Staff Relationships, by Ellsworth Tompkins, is Office of Education Miscellany No. 13, 1951, 16 pages. For sale by the Superintendent of Documents, 15 cents.

Where good staff relationships prevail, staff members achieve a high morale, a willingness to work productively, and a sense of values basic to democratic action. Good staff relationships go hand in hand with effective and democratic internal school management. But they do not come as a matter of course, except in very small schools. How to achieve some of the beneficial characteristics of a small organization is a major problem for large schools.

This pamphlet suggests ways by which large schools can improve their staff relationships. The 12 keystones are based on reported and observed practice in 47 public high schools designated by State and university leaders in education as having good staff relationships.

"Offerings and Enrollments in High School Subjects, 1948–49," chapter 5 of Biennial Survey of Education in the United States—1948–50, considers statistical aspects of study. It was written by Mabel C. Rice, survey statistician, under the general direction of Robert C. Story, head,

(Continued on inside back cover)

Three employees of the Office of Education, Federal Security Agency, have been commended by Earl James McGrath, U. S. Commissioner of Education—two for superior work performance, and one for a suggestion which the Assistant to the Comptroller General indicates has contributed to improved Government operation. Mrs. Theresa B. Wilkins, Research Assistant in the Division of Higher Education, was commended for superior work performance in producing publications requiring extensive research in the field of higher education. Miss Lucille G. Anderson, Administrative Assistant to the Commissioner of Education, was recognized for superior performance of work "over and above that which Commissioner McGrath could reasonably expect." Mrs. Josephine C. Cortes, Secretary, Division of Higher Education, suggested with others that a standard form used throughout the Government service, "Voucher for per diem and/or reimbursement of expenses incident to official travel," be reduced in size so that normal size carbon paper would adequately cover the printed matter on the form.

Commissioner McGrath announced the commendations at a meeting of all Office of Education personnel. Shown above are, left to right: Dr. McGrath, Mrs. Josephine C. Cortes, Miss Lucille G. Anderson, and Mrs. Theresa B. Wilkins.

"If we are to educate all, we must educate each—and the whole

National Conference on Life Adjustmen

by John R. Lu

Dr. Buell G. Gallagher keynoted the conference with "highlights of problems facing educators if they are more adequately to serve the needs of neglected youth now enrolled in our schools."

"THIS is my understanding of the meaning of the life adjustment education movement. The Nation's schools will begin to reach *all* the youth only if and when there is a concerted effort in *every State* and in *every* school *district* and in *every* school in each district to provide the kind of school experience which will impel voluntary attendance after legal compulsion ends. The corollary is that voluntary attendance after legal compulsion ends must be based on voluntary attendance during the earlier years: Failure to *impel* attendance in the earlier years is at least in part responsible for drop-outs when compulsion has ended. The reluctant pupil under compulsion becomes the absentee as soon as he reaches school-leaving age. Combining these two ideas, we may say that American schools will begin to educate all our youth when, without exception, each and every American youth comes up through a school system in which, by the time he has reached the age at which he is no longer compelled by law to go to school, he

Among the Conference officers in attendance, front row, left to right: Charles W. Sylvester, Baltimore, Md.; Mrs. Edward N. Howell, Swannanoa, N. C.; Sister Mary Janet, Washington, D. C.; and Wendell W. Wright, Bloomington, Ind.

Back row, Members of the Commission on Life Adjustment Education for Youth, left to right: J. Dan Hull, Office of Education; James E. Blue, Rockford, Ill.; Harry C. Schmidt, St. Paul, Minn.; A. John Holden, Montpelier, Vt.; Paul Collier, Hartford, Conn.; W. A. Shannon, Nashville, Tenn.; Wilbur Phillips, Oyster Bay, N. Y.; and Roscoe C. Ingalls, Los Angeles, Calif.

uch . . .

r Youth

Educational leaders from 38 States and the District of Columbia convened in Washington for the conference. They represented State Departments of Education, State committees and commissions on curriculum improvement and life adjustment education, local school systems, and colleges and universities.

ready had so affirmative an experience that he will drop out with the greatest reluctance and under very heavy pressures." these words, Dr. Buell G. Gallagher, Assistant Commissioner Program Planning and Coordination, Office of Education, ted the 1951 National Conference on Life Adjustment Educa- eld in Washington, D. C., October 8–10. The conference ponsored by the Commission on Life Adjustment Education outh in cooperation with the United States Office of Educa-

Participants came from 38 States and the District of nbia representing State Departments of Education, State ittees and commissions on curriculum improvement and djustment education, local school systems, and colleges and rsities. More than 200 persons attended the various sessions g the 3 days.

e conference theme was "Problems to be faced in Life tment Education for Youth." The purposes of the general work group sessions were to explore, discuss, and define nt individual and social problems of living faced by Ameri- outh. Conferees were urged to keep before them the facts 1) many youth of secondary school age are not in school, nany youth who are in school are not in programs well ted to their interests, efforts, and probable future activity. e first general session was in charge of Dr. Paul D. Collier, man of the Commission on Life Adjustment Education for , and Chief of the Bureau of Youth Services, Connecticut Department of Education. Dr. Collier introduced the Com- on Members and introduced Dr. Buell G. Gallagher, who ssed the Conference on "Education, Youth, and American re." This address was presented in a most effective manner erved as a keynote for the various panel discussions and group sessions which followed.

William Van Til, of the George Peabody College for ers, Nashville, Tenn., served as discussion leader of a panel sting of the following persons: Melvin A. Glasser, Associate for State and Community Relations, Children's Bureau, al Security Agency; Thomas T. Hamilton, Jr., Director of dary Education, Virginia State Board of Education; Sister Janet, Commission on American Citizenship, Catholic Uni- y, and a member of the Commission on Life Adjustment Education for Youth representing the National Catholic Welfare Conference: Elizabeth Johnson, Chief, Division of Child Labor and Youth Employment, Bureau of Labor Standards, U. S. Department of Labor; Wendell W. Wright, Dean, School of Education, Indiana University, and a member of the Commission on Life Adjustment Education for Youth representing the National Association of Colleges for Teacher Education. This panel discussed Dr. Gallagher's address and very ably assisted the conference in highlighting problems facing educators if they are to more adequately serve the needs of neglected youth now enrolled in our schools.

The second general session was chairmanned by Dr. R. W. Gregory, Assistant Commissioner, Division of Vocational Education, Office of Education. The following persons each made 20-minute presentations analyzing youth problems in four major curriculum areas:

John A. McCarthy, Assistant Commissioner, New Jersey State Department of Education, in discussing "Problems of Manpower and Work," urged the educators in cooperation with representatives of labor, business, and industry to aid youth by instructing them relative to the "problems of industrial democracy." In addition to technical knowledge and skills, Mr. McCarthy felt that if youth were to be aided in adjusting to employment they should have an understanding of the social legislation regulating employers and workers.

Problems and adjustments in the area of citizenship education were presented by Dr. William S. Vincent, Executive Officer of the Citizenship Education Project, Teachers College, Columbia University. Dr. Vincent described the activities of CEP and its efforts in selected secondary schools to broaden citizenship education beyond the textbook, a single course, and classroom to active learning experiences in the school and community.

Education for home and family living was stressed as a responsibility of a total school program rather than any one level of education such as the senior high school. This emphasis was stressed by Dr. Margaret Hutchins, Head of the Department of Home Economics Education, Cornell University. Dr. Hutchins urged professional educators along with social and community

*Specialist for Industrial Arts, Division of State and Local School Systems and Chairman of the Conference Planning Committee.

workers to form teams in planning and carrying on education for home and family living. She called special attention to contributions which persons representing various subject matter fields could make to education for improved home and family living and insisted that this area of life adjustment education should include the adjustment problems of boys as well as girls.

The most critical problem faced by youth in the area of home and family living is achieving a feeling of adequacy and security in relations with parents and other family members. A coordinated effort of home, school, and community is needed to help the adolescent to become a cooperating contributing member of the present family and to be able to look forward with confidence to marriage. Mental health is as important as physical health. Parents, teachers, and pupils need to plan together ways that the home and school can help the individual achieve the sense of worth for which he's striving, stressing always the individuality of children and an awareness of what children are feeling.

Dr. Samuel P. McCutchen, Chairman of the Social Studies Department, New York University, described the activities of the Joint Council on Economic Education and the problems inherent in education for economic understanding. The conference was informed about the need for a new approach to pre-service and in-service education of teachers in this field. In approaching this problem the Joint Council has sponsored numerous workshops for teachers with the cooperation of business, industrial, labor, lay citizens, and professional educators.

At the third general session on Tuesday morning, October 9, two movies were shown to orient the group to some of the reasons why youth drop out of school and what schools can do to increase their holding power and effectiveness.

Each conference participant was then assigned to a work group of his choice which met for two sessions on Tuesday and one on Wednesday. Six work groups were organized and small work conference meetings were conducted under the chairmanship of the following persons: *Work Group 1.* Education for Citizenship, Chairman B. L. Shepherd, Assistant Superintendent in Charge of Secondary Education, Tulsa Public Schools. *Work Group 2.* Education for Home and Family Living, Chairman Mary Bell Vaughn, Assistant Director, Home Economics Education, Kentucky State Department of Education. *Work Group 3.* Education for Work, Chairman Homer J. Smith, Professor of Industrial Education, University of Minneapolis. *Work Group 4.* Implications of Life Adjustment Education for Teacher Education, Co-Chairman Franklin R. Zeran, Dean, School of Education, Oregon State College, and H. H. London, Professor of Industrial Education, University of Missouri. *Work Group 5.* State Committees and Commissions on Life Adjustment Education, Chairman Harry B. Spencer, Assistant Coordinator, Readjustment High School Education Program, Albany, New York. *Work Group 6.* State, Regional, and Local Follow-Up Conferences, Chairman Carl Franzen, Professor of Secondary Education, Indiana University.

Each of these work groups defined more sharply specific problems, explored "how to do it" procedures and examples of effective practice, and proposed next steps in life adjustment education to be considered by the Commission. Most conferees felt that the work group sessions were effectively conducted and that a clearer sense of direction was developed during these meetings than was the case in previous national conferences.

Dr. Galen Jones, Director, Instruction, Organization, and Services Branch, Division of State and Local School Systems, Office of Education, served as chairman of the fourth general session on Wednesday afternoon. At this time summary reports of the work group discussions and recommendations were made. These reports were appraised by Dr. H. H. Remmers, Professor of Psychology and Education, Purdue University, and Director of the Purdue Opinion Panel for Young People. Dr. Remmers reported the results of some of the youth opinion polls in the areas of citizenship, home and family living, and work. He strongly advocated a more widespread consideration of the interests and opinions of young people by educators in planning and evaluating programs of school improvement.

Persons responsible for planning and conducting the conference have indicated that a complete report of the proceedings of this conference will be prepared for distribution to participants and others interested in it. An announcement of its availability and how copies may be secured will appear in a forthcoming issue of *School Life.*

Foreign Teaching Positions

Schools for children of military and other government personnel are now operated by the United States Government in several countries. Inquiries about requirements, vacancies, compensation, and the like in these schools should be addressed to: *Overseas Affairs Branch, Civilian Personnel Division, Department of the Army, Washington 25, D. C.*

Some schools operated for the children of the Armed Forces are at the following locations, all but one of which are in the United States:

Camp LeJeune, North Carolina.
Dahlgren Naval Proving Ground, Dahlgren, Virginia.
Quantico Marine Corps Schools, Quantico, Virginia.
Ramey Air Force Base, Puerto Rico.
Chicoteague Naval Air Station, Vermont.
Ft. Leonard Wood, Missouri.
Parris Island Marine Base, South Carolina.
Ft. Benning, Georgia.
Ft. Bragg, North Carolina.
Ft. Knox, Kentucky.
Ft. Campbell, Kentucky.
U. S. Military Academy, West Point, New York.

Letters of inquiry about all problems relating to positions in these schools should be addressed to the "Commanding Officer" in the area of the particular school in which a position is desired.

PLEA FOR PLASMA

"Our reserve supplies of blood plasma have been completely exhausted . . . The lack of just one pint of blood could mean the life of an American soldier, sailor, airman, or Marine . . . Between now and next July, 300,000 pints of plasma per month will be needed . . . As Secretary of Defense I appeal to you for support."—*Secretary of Defense General Marshall.*

Schools and colleges wishing to cooperate in this vital cause may arrange for individual or group donations by calling local Red Cross Chapters, or Blood Donor Centers.

"Rights, Respect, and Responsibilities"

3 R's of Modern Living

Human Rights Day, December 10

by Helen Dwight Reid, Acting Chief for Education About International Affairs
Division of Higher Education

THE THIRD ANNIVERSARY of the Universal Declaration of Human Rights will be widely observed on December 10 of this year. Since its adoption by the General Assembly of the United Nations in Paris 3 years ago without a dissenting vote, the Declaration has exerted a profound influence on human affairs. It has affected the acts and decisions of governments and the thought and actions of private organizations, groups, and individuals throughout the world.

There is an important difference between the Universal Declaration, which we and over 50 other nations have approved as setting standards of right conduct for us all, and the proposed International Covenant on Human Rights, which would embody a few specific rights in treaty form. The Declaration is merely a statement of universally accepted principles; it is not a treaty, and creates no binding legal obligations. The provisions of the Covenant are still being drafted and debated in the United Nations Commission on Human Rights; when completed and adopted it would establish precise legal obligations for any government ratifying it. The drafting of the Covenant therefore raises controversial technical questions of law and policy which are not involved at all in our acceptance and support of the broad principles of the Universal Declaration of Human Rights.

The Declaration is the voice of the world community, setting high goals for all nations—the first step toward an international Bill of Rights. In spite of its lack of compulsory legal force, it has influenced directly the new constitutions of Costa Rica, El Salvador, Haiti, Indonesia, and Syria.

> **"The simple faith, the unshakable conviction they [our colonial forebears] held in man's individual rights and his equality before the law and God, is the most priceless jewel in all the vast spiritual and material heritage these men and women bequeathed to us. We cannot afford to lose their sharp sense of basic values."—*Dwight D. Eisenhower, Commencement address of June 1, 1949, Columbia University.***

It has been invoked in the sessions of the United Nations in reaching decisions affecting the lives of millions of people, and has become a principal theme in the efforts of UNESCO to raise the educational, scientific, and cultural standards of the world. Its influence has been reflected in projected legislation in Canada, Sweden, and the Federal Republic of Germany, and it has been cited by high courts in many lands in rendering vital decisions concerning human rights.

For us in the United States, the Declaration is of special significance, since it represents universal recognition by peoples in all parts of the world of principles we have long cherished as the very essence of the American tradition. The Bill of Rights of the United States Constitution, and similar guarantees written into the constitutions of each of our States, marked important milestones in the achievement of human liberty. Teachers in this country may therefore want to use the observance of Human Rights Day as a means of focussing attention on our own responsibility to respect the rights of others. They may want to emphasize the importance of the historic role of the United States in proving to the world that a great nation can be built on the principle that the power of the government is not unlimited, that governmental authority must be constantly responsible to the people, and that rights guaranteed to all imply the responsibility of each to respect the rights of others.

Human rights cannot be hoarded; if we are to keep them for ourselves we must extend them to others. Even in these days of apparent totalitarian menace the bounds of the free world are not shrinking—freedom is still on the march, as is clearly demonstrated by the powerful impact of the Universal Declaration of Human Rights in many lands. In the words of Carlos Romulo, "to the roll of historic declarations of the rights of man, the U. N. now adds the most comprehensive document of all, the first in history to define from a truly universal standpoint the basic rights and fundamental freedoms to which all men everywhere are entitled."

The Norwegian Association for the United Nations has sponsored the preparation of a children's version of the Universal Declaration, attempting to express the spirit of the Declaration in language all children can understand. Here is the opening:

"*There are many who care little about the rights of others to live their own lives.* Both children and adults can be unreasonable and be a nuisance to each other. It can also happen that people attack each other and are cruel to each other, and time after time mankind has suffered dreadful wars.

"But most of us would rather live in a world where we could all say and believe

what we wanted, and where no one would be afraid or in need. We would like to have justice and peace all over the world.

"The members of the United Nations have, therefore, promised to do everything they can so that we may all enjoy such a life, whether we be children or adults. And so we all must know what rights we have when we are together with others.

"The United Nations has adopted a Declaration on our Rights and has sent it all over the world. This has been done so that each and every one of us may help the United Nations to see that what is said in the Declaration is really carried out. In this way we also can play our part in safeguarding freedom and building a good world for ourselves and others."

> **"Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights and keep them."—*Franklin D. Roosevelt, Speech of January 6, 1941.***

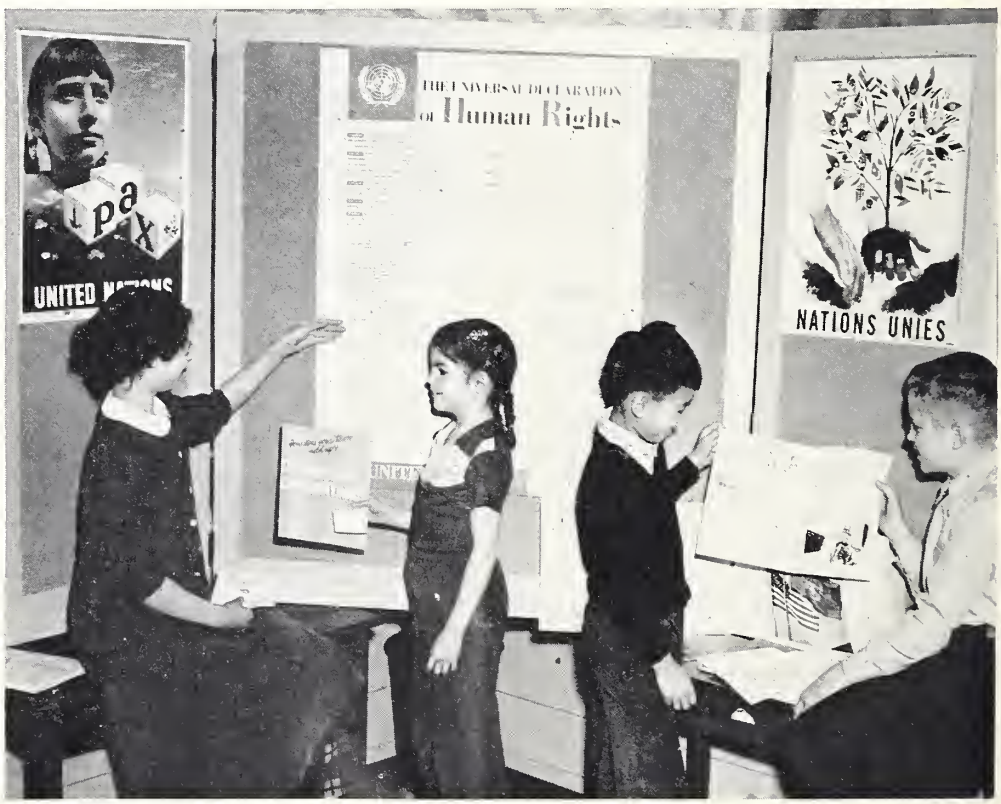
There are some excellent materials now available to help make the Universal Declaration of Human Rights meaningful to the young people in American schools. One of the most valuable is the compendium of documents compiled by the Division of Historical Research of the Department of State, *Human Rights: Unfolding of the American Tradition* (available now at 45 cents a copy from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.). It contains the texts of the great historic documents concerning the rights of man as a human being, beginning with Magna Carta in 1215, and including such American landmarks as the Maryland Toleration Act of 1649, the Pennsylvania Charter of Privileges, 1761, the Virginia Declaration of Rights, 1776, the Virginia Statute of Religious Liberty, 1786, the Northwest Ordinance, 1787, the Texas Declaration of Rights, 1836, and of course the Declaration of Independence, the Constitution of the United States, the Emancipation Proclamation of 1863, and finally the Universal Declaration of 1948. This pamphlet includes also many quotable statements from great men of this and other lands, which might be used in dramatizing the significance of Human Rights Day.

The Office of Education has just published a useful bulletin, *How Children Learn About Human Rights*, by Wilhelmina Hill and Helen Mackintosh (Bulletin 1951, No. 9, 15 cents from the Superintendent of Documents). This bulletin suggests ways to develop in children an understanding of their privileges and their responsibilities, gives examples of what some schools are doing, and lists sources of materials.

An elaborate *Human Rights Exhibition Album* prepared by UNESCO may be purchased for $3 plus postage from the International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y. It includes 110 illustrated sheets (12″ by 19″), with explanatory captions printed on separate sheets and numbered to fit the pictures, and a useful 35-page brochure, *A Short History of Human Rights*. The pictures could be used to set up a variety of exhibits in the individual classroom and for the whole school. A new pamphlet, *The Impact of the Universal Declaration*, just published by the United Nations Department of Social Affairs (25 cents from the International Documents Service), gives a useful survey of the worldwide influence of the Declaration.

The UNESCO Relations Staff of the Department of State (Washington 25, D. C.) will have for free distribution a new leaflet, *Human Rights Day*, containing the text of the Declaration and suggestions for observance of the day; also posters, a reprint of the chapter on human rights in the *UNESCO Story*, a 14-minute dramatic skit, *Our Children's Home*, and information about available film strips on human rights. UNESCO has produced six such films strips, *Milestones, Abolition of Slavery, Emancipation of Women, Freedom of Thought, Right to Education*, and *Arts and Life*, and is working on two more, dealing with special aspects of the right to education.

There is a good illustrated account of the effort to guarantee basic rights in the Headline Series pamphlet, *Freedom's Charter* (Foreign Policy Association, 22 East 38th Street, New York 16, N. Y.; 1949, 35 cents). The National Council for the Social Studies prepared a resource pamphlet suggesting teaching activities: *America's Stake in Human Rights* (1201 Sixteenth Street NW., Washington 6, D. C.; 1949, 25 cents). And there is a helpful discussion guide prepared by the UN Department of Public Information, *Our Rights as Human Beings* (International Documents Service, 15 cents).



Schools and individual teachers need to find a place in their crowded programs for emphasis on rights and responsibilities of individuals that will also point up the importance of the Universal Declaration of Human Rights. Here a 6th grade class in Minneapolis, Minn., learns about Human Rights.

☆ ☆ ☆ Education for the Nation's Defense—XI ☆ ☆ ☆

FROM the Office of Education, two Defense Information Bulletins dealt with recent developments concerning the allotment of critical materials for education construction.

Allotment of Critical Materials for Education Construction in the First Quarter of 1952

On October 12, DPA Administrator Manly Fleischmann announced allocations of steel, copper, and aluminum under CMP for the first quarter of 1952. The U. S. Office of Education, Federal Security Agency, as claimant agency for schools, colleges, and libraries, will have available 96,296 tons of steel toward meeting first quarter 1952 program requirements, which were established last August as totaling 192,613. These requirements have since increased to 255,400 tons partly because of postponement of requested fourth quarter 1951 new construction projects.

There follows a statement of priorities for education construction which will indicate the several priority categories into which applications have been or will be placed by the Office of Education. It is hoped that steel allocations will permit meeting needs in categories 1 to 6, inclusive.

Priorities for Education Construction

*1. Continuation of authorized construction of projects needed for important national defense installations or because of clear and direct national defense relationship; e. g. elementary and secondary schools in areas certified as critical housing areas under the Defense Production Act, research laboratories in higher education institutions for atomic energy research projects.

2. Authorization to commence construction in current or subsequent quarters of projects needed for important national defense installations or because of clear and direct national defense relationship; e. g. (same as No. 1).

*3. Continuation of authorized construction of projects to replace elementary and secondary schools, colleges, and libraries destroyed by calamity; e. g. flood damage in Nebraska, Kansas, Missouri, and Oklahoma.

4. Authorization to commence construction in current or subsequent quarters of projects to replace schools, colleges, and libraries destroyed by calamity; e. g. (same as No. 3).

*5. Continuation of authorized construction of projects to relieve overcrowding, arranged approximately in order of degree of overcrowding; e. g. elementary or secondary schools in which children are on double session, or for which a court has ordered equalization of facilities, or to replace facilities condemned by competent authority as unsafe, or projects for which construction has been approved under Public Law 815 or Public Law 475.

*6. Continuation of authorized construction of projects to improve instruction and operation efficiency or to reduce the financial burden on the community; e. g. college science buildings, consolidated rural schools.

7. Authorization to commence construction in current or subsequent quarters of projects to relieve overcrowding, arranged approximately in order of degree of overcrowding; e. g. (same as No. 5).

8. Authorization to commence construction in current or subsequent quarters of projects to improve instruction and operation efficiency or to reduce the financial burden on the community; e. g. (same as No. 6).

Congressional Action on Critical Materials for Education Construction

On Thursday, October 18, the Senate, by voice vote, passed Resolution No. 225 entitled "Resolution favoring increased allocations of steel, copper, and aluminum for construction of schools and hospitals." Senator Humphrey, with Senator Knowland and Senator Moody as cosponsors, introduced the resolution. Senator Saltonstall offered amendments which were accepted by Senator Humphrey. On the next day, the same resolution, with the exception of minor changes in wording, was introduced as House Res. 474 by Representative Bailey and passed by unanimous consent of the House of Representatives.

The text of the House resolution is as follows:

"Whereas amounts of steel, copper, and aluminum have not been allocated in sufficient quantity or otherwise made available for the construction of educational and hospital facilities; and

"Whereas the education and health of the American people is vital to the strength of this Nation; and

"Whereas the education and health of the American people has a direct relationship to our military strength and economic productivity; and

"Whereas there is a demonstrated need for additional schools and hospitals, and for expansion of existing schools and hospitals; and

"Whereas an adequate and dependable supply of steel, aluminum, and copper are critical items in the programs to alleviate existing school and hospital inadequacies: Now, therefore, be it

"*Resolved*, That it is the sense of the House of Representatives that the National Production Authority and the Defense Production Administration should reconsider its allotments of steel, copper, and aluminum in such manner as to provide a greater quantity of such metals and products fabricated from such metals for the construction of and additions to schools and hospitals as may be required better to protect the educational and health standards of the people of the United States."

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* Projects in these categories which are covered by rating issued on Form 13 represent a prior lien upon the critical materials allotted to the U. S. Office of Education for construction of schools, colleges, and libraries. Unless unforeseen emergencies should sharply reduce allotments, construction schedules already approved will be carried through to completion.

Subcommittee Hearings

During the course of the week of October 16 to 19 a special Subcommittee of the House Education and Labor Committee on allotments of scarce material for school construction, composed of Representative Cleveland M. Bailey, Chairman; Representative Thruston B. Morton; and Representative Boyd Tackett held hearings on the shortage of steel and other critical metals for school construction. Chairman Graham A. Barden of the House Education and Labor Committee had appointed a special Subcommittee as early as February 5 to "investigate the possibility of having priorities granted on materials for school construction."

In opening the hearings Representative Bailey commented on the "Nation-wide concern that in the all-out national defense effort now under way, the basic and essential needs of our schools are being neglected."

During the testimony approximately one-half of the members of the House of Representatives requested either an opportunity to file a statement or to appear before the Subcommittee on behalf of the schools. Educators, school board representatives, architects, and others gave testimony to the critical nature of the school construction situation today.

At the conclusions of the hearings, the last witness, Mr. Manly Fleischmann, promised Representative Bailey, Chairman of the Subcommittee, that he would immediately start a review of steel allocations for schools for the first quarter of 1952. Mr. Fleischmann stated that although he regarded the Congressional request for more steel for schools to be in the nature of a "directive" he was unable to promise that he could provide more steel for schools without an opportunity to review all the other programs.

A limited quantity of the printed transcripts of the hearings conducted by Representative Bailey should be available from that Committee. Requests should be addressed to Mr. Fred G. Hussey, Chief Clerk, Education and Labor Committee, House of Representatives, Room 429, House Office Building.

At the Subcommittee hearings, U. S. Commissioner of Education Earl J. McGrath discussed the inadequacy of steel and other basic materials for educational purposes under the Controlled Materials Plan of the Defense Production Administration. Dr. McGrath said:

"The first quarter of 1952 is particularly critical for school construction because postponement during the months of January to March will mean the loss not merely of those months, but of an entire school year. The buildings must go forward now if they are to be ready for occupancy in the fall of 1952. Deferral of new starts in the first quarter of 1952 means, in many cases, deferral of occupancy until the school year beginning September 1953.

"This deferral of education construction is not in the national interest. This is not a judgment of educators alone. The President of the United States has repeatedly pointed to the need for maintaining the efficiency of the schools at a high level, both for reasons of military security and as essential to the preserving of our democratic institutions.

"The Director of Defense Mobilization, Charles E. Wilson, in his first quarterly report to the President, on April 1, 1951, also emphasized that 'we must maintain our basic standards of education and health, so as to develop our manpower resources over the long run.'

"To develop these manpower resources over the long run, we cannot continue to postpone schoolhouse construction. Our schools are still struggling desperately to recover from the effects of a 20-year lag in new school construction—a lag which had its origin in the depression of the 30's and was further intensified by the shortage of labor and materials during World War II. To say that when the Nation's steel capacity catches up with the demand, we

shall be able to resume our school construction is to miss the issue. The point is that the present generation of children must have a sound education now or not at all. You can't put children into educational cold storage 'for the duration' and later put them in an educational hothouse.

"In the effort to conserve steel and to get the best use of such material as is available, we are working with the architects, contractors, and the school and college authorities to curtail the amount of steel specified for each individual project. By revising blueprints and substituting other noncritical materials, a very substantial amount of steel can be saved. Already we are seeing the results of this effort.

"The right of every boy and girl to an education is one of the great heritages of our democratic tradition. We cannot shortchange them on this heritage. Granted every possible consideration for military defense needs, we must hold constantly in mind that what we are defending is democracy and the essential freedoms of the individual. And only as our schools flourish can these freedoms be maintained."

In a later statement Mr. Fleischmann said:

"The problem of providing sufficient construction materials for elementary and secondary school facilities urgently needed to house our school children has been given intensive study in the programming operation . . .

"The problem of providing sufficient con- of requirements, the Department of Defense will take for its allotment in the first quarter some 50% of the country's total production of brass and aluminum, and very substantial tonnages of carbon steel, including structural shapes. In addition, it is necessary to meet the steel requirements for the steel and aluminum programs which, as they are brought into completion, will materially alleviate the shortages now facing us . . .

"In no instance has it been possible to give any program, including the military, the full amounts of controlled materials which they are firmly convinced are necessary to do the things that must be done . . ."

Point IV Opportunities for Educators

The Office of Education is building up a roster of well-qualified candidates from which to select specialists in education for overseas assignments.

At present, recruitment is in progress for Thailand, Burma, Indonesia, and Iran. In the near future, other countries in the Near East will, no doubt, request assistance under this program.

The fields of interest include: Vocational education, especially vocational agriculture; business administration; industrial arts; educational methods and teacher training; engineering; science; rural, elementary, and adult education; and education of the illiterate.

A college degree and at least 3 years of satisfactory teaching experience are required for qualifying for the lower category positions. More years of experience and at a higher level are required for positions in the higher categories. Since this is a teacher-education program, it is desirable that candidates have some teaching experience at the college level. Because of transportation and housing problems, preference is given to candidates who will not find it necessary to take more than three dependents.

Contracts cover a 2-year period, and the salaries, including allowances, range from $6,600 to $12,000; the latter salary is that of the Chief of Party. Transportation is provided for the immediate family.

Security checks are made in all cases and take a minimum of 3 months to complete. Candidates are also required to pass a rigid medical examination before being assigned to duty, and go through an orientation course of about 3 weeks' duration before going overseas.

Dr. Paul E. Smith, Director, International Educational Programs, Office of Education, Federal Security Agency, Washington 25, D. C., is in charge of recruitment for the Point IV Program.

FILM LIBRARIES

A Directory of 2002 16mm Film Libraries is a list of sources from which 16mm films can be borrowed or rented. It includes libraries which handle entertainment films and those which handle instructional films, libraries which have only one film and libraries which have thousands of films. The directory includes also commercial dealers, colleges and universities, city and State school systems, public libraries, industrial companies and trade associations, labor unions, civic groups, religious institutions, and Government agencies. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 30 cents.

INTERCULTURAL COMMUNICATION

(*Continued from page 37*)

"Oh, then democracy is not just that everyone has a right to do what he pleases?"

"Certainly not! It is a delicately balanced and dynamic relationship between the rights of the individual and the rights of the community, a relationship in which the individual has responsibilities as well as rights, and also the community."

When the need for understanding in all human relations is so great, when the cost of failing to achieve it in international relations is so terribly high, any experience that suggests a way of improving communication between people has special significance. The simple conference procedures used at Hiddesen are equally applicable in any situation where small groups of people can meet in an atmosphere of mutual respect and friendliness to work out problems which seem important to them. Why is this not a promising pattern for problem-solving in any school or community?

COOPERATION IN COFFEYVILLE

(*Continued from page 34*)

not a master teacher; his responsibility is to aid in the selection of the highest type of employee and then to help him become a more effective teacher and staff member. Consequently, supervision is accomplished through cooperative efforts rather than inspection. The responsibility of the principal is to contrive good rapport. He sees little worth in administrative practices that can be defended merely by custom, accretion, or tradition. Constructive criticism on the part of teachers is always sincerely welcomed. Staff members are expected to assume responsibility and to discharge it. Once responsibility is delegated, they may expect to see it through.

It is now over a year since my visit to Coffeyville, and the intervening time has clarified first reactions. A school system with practically no teacher turn-over in the 5 years from 1945–50 must have done something to cause such a condition. "Cooperation in Coffeyville" is mainly a story of good staff relationships, for as social research has shown, how people feel about the importance of their jobs and the jobs of those with whom they work generally determines their productivity.

(*Mr. Klotz is now Superintendent of Schools in Coffeyville, Mr. Ostenberg having moved to a similar position in Salina, Kans.*)

New Books and Pamphlets

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

Practical Nurses in Nursing Services. Prepared by the Joint Committee on Practical Nurses and Auxiliary Workers in Nursing Services. New York, 1951. 52 p. $0.50. (Address: Joint Committee on Practical Nurses and Auxiliary Workers in Nursing Services, 2 Park Avenue, New York 16, N. Y.)

Followup Study of High School Graduates and Drop Outs. Pittsburgh, Pa., Board of Public Education, 1950, p. 51–85. (*Pittsburgh Schools*, vol. 25, No. 2, Nov.–Dec. 1950.)

The Task of Citizenship Education. Hartford, Conn., State Department of Education, 1951. 37 p. Illus. (Bulletin 50.)

Discipline For Freedom. Articles from September 1950 and January 1951 issues of *Childhood Education.* Washington, D. C., Association for Childhood Education International, 1951. 40 p. Illus. (Reprint Service Bulletin No. 23.) $0.50.

Take a Look at Home Economics. Prepared by The Home Economics Staff under the direction of A. E. Robinson, Director, Vocational Education. Baton Rouge, La., State Superintendent of Education, 1951. 27 p. Illus. (Bulletin No. 721.)

How Can We Help Get Better Schools? New York, National Citizens Commission for the Public Schools (2 West Forty-fifth Street) 1951. 55 p. Illus.

Public Schools A Top Priority. By Educational Policies Commission. Washington, D. C., National Education Association of the United States and the American Association of School Administrators, 1951. 15 p. $0.15.

Citizens and Educational Policies. By Educational Policies Commission. Washington, D. C., National Education Association of the United States and the American Association of School Administrators, 1951. 19 p. $0.15.

Community Uses of Public School Facilities. By Harold H. Punke. New York, King's Crown Press, Columbia University, 1951. 247 p. $3.75.

Philadelphia's Public Schools—An Appraisal and a Program. Based on a 178-Page Report to the Greater Philadelphia Movement. Prepared by Dr. N. L. Englehardt, Dr. Edward B. Shils, and Dr. John W. Studebaker. Philadelphia, Greater Philadelphia Movement, 1951. 31 p.

Recent Theses in Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the Federal Security Agency Library, where they are available for interlibrary loan.

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Culloden Improves Its Curriculum. New Enterprises in Education Series, by Effie G. Bathurst and Lucille McGraw Richmond. Bulletin 1951, No. 2. 15 cents.

Education Briefs. A list of No. 1 to No. 30, inclusive. October 1951. Free.

How Children Learn About Human Rights. Place of Subjects Series, by Wilhelmina Hill and Helen K. Mackintosh. Bulletin 1951, No. 9. 15 cents.

How Children Learn to Think. Place of Subjects Series, by Paul E. Blackwood. Bulletin 1951, No. 10. 15 cents.

How Children Use Arithmetic. Place of Subjects Series, by Effie G. Bathurst. Bulletin 1951, No. 7. 15 cents.

Keystones of Good Staff Relationships. By Ellsworth Tompkins. Miscellany No. 13. 1951. 15 cents.

Publications of the Office of Education Pertaining to Education in Rural and Small Communities. A list. April 1951. Free.

School Life Index. Volume XXXIII. October 1950 to June 1951. Free.

Selected References. A list of No. 1 to No. 25, inclusive. October 1951. Free.

Atomic Energy Commission

Handling Radioactive Wastes in the Atomic Energy Program. Revised August 1951. 15 cents.

Department of Agriculture

Food for the Family with Young Children. Agricultural Research Administration, Bureau of Human Nutrition and Home Economics. Home and Garden Bulletin No. 5. 1951. Free.

Department of Commerce

The U. S. Department of Commerce Helps the Nation Move Ahead. Free from the Office of the Secretary, U. S. Department of Commerce.

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Preservation of the Declaration of Independence and the Constitution of the United States. National Bureau of Standards Circular 505. 1951. 15 cents.

Department of State

Draft Treaty of Peace with Japan. With draft declarations by the government of Japan. Department of State Publication 4330, Far Eastern Series 49. 1951. 20 cents.

Japanese Peace Conference. San Francisco, September 4–8, 1951. Reprint from **Department of State Bulletin** of September 17, 1951. Department of State Publication 4371, International Organization and Conference Series II, Far Eastern 2. Free.

The United Nations Today. Department of State Publication 4298, International Organization and Conference Series III, 72. 10 cents.

United Nations, 60 Countries Pledged To Act. Department of State Publication 4296, International Organization and Conference Series III, 71. 5 cents.

Young Germany—Apprentice to Democracy. Department of State Publication 4251, European and British Commonwealth Series 24, September 1951. 35 cents.

Federal Civil Defense Administration

Interim Civil Defense Instructions for Schools and Colleges. TEB-3 1. 30 cents.

Federal Security Agency

Infant Care. Children's Bureau. Ninth edition, 1951. 20 cents.

Juvenile Court Laws in Foreign Countries. Children's Bureau Publication No. 328. 1951. 25 cents.

Popular Health Publications. A list. Public Health Service. Free.

Library of Congress

Federal Educational Activities and Educational Issues Before Congress. Volume 2, Part 3, Survey of Federal Educational Activities. A report prepared in the Legislative Reference Service by Charles A. Quattlebaum, for the House Committee on Education and Labor. July 1951. 50 cents.

The Services and Collections of the Map Division. 1951. 40 cents.

Compiled by Edna K. Cave
Information and Publications Service

FLASH REVIEWS

(*Continued from page 39*)

Technical Services Unit, Research and Statistical Service; text prepared by J. Dan Hull, assistant director, and Grace S. Wright, research assistant, Division of Elementary and Secondary Schools. 118 pages. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25. D. C. 30 cents.

This is the tenth survey by the Office of Education of offerings and enrollments in high school subjects. The preceding survey covered the school year 1933–34. The present study differs from its predecessors in several respects, one of which is that the list of subjects for which data are given has been expanded. Mainly, the expansion in the list of subjects arises from the recognition by today's schools that the more or less standard college-preparatory curriculum of the past is no longer adequate for all pupils; and that a richly varied curricular offering is essential to meet the varied needs of today's high school pupils.

"THE ACTIVITY PERIOD IN PUBLIC HIGH SCHOOLS," by Ellsworth Tompkins, statistical tables prepared by Robert C. Story, is Office of Education Bulletin 1951, No. 19. 17 pages. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 15 cents.

Within the last decade an increasing number of high schools have adopted an activity period during the regular school day. These schools believe it is a means for developing desirable civic and social activities for all pupils and for applying the total resources of school staff and equipment to the pupil activity program.

This publication reports practices regarding activity period organization in public high schools. The data will be helpful to all those interested in the problem of how best to organize effective pupil activity programs in meeting the needs and interests of all secondary school youth.

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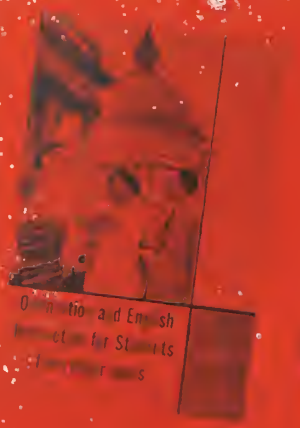

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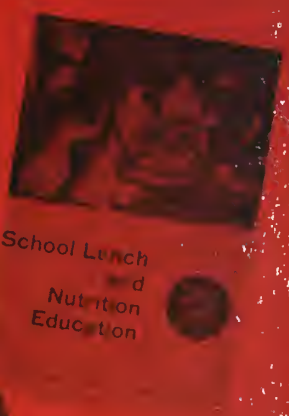

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Cover illustration:

How good was your lunch? Teachers and children judge it for food values, in a laboratory group at a nutrition education workshop, Terre Haute, Ind.

SCHOOL LIFE is indexed in Reader's Guide to Periodical Literature, and in Education Index

(Single copy price of SCHOOL LIFE—15 cents)

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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."

Improving Education for Children

by the Staff of the Elementary Schools Section
Division of State and Local School Systems, Office of Education

HOW TO IMPROVE the education of children is a broad problem, especially if it is considered from a National angle. It involves improving the conditions under which children work in the schoolroom, the curricula which they study, the training of their teachers and the methods of instruction. And these constitute only part of the problem; for what happens to them at home, before and after school, and on Saturdays is important, too. It is by all means important that they grow in ability to read and write in accordance with their abilities but it is also essential that they develop appropriate attitudes, skills and appreciations. It is necessary that they learn to figure and to express themselves effectively but they must also grow healthy bodies and minds, adjust to the world in which they live, and develop international understandings.

Needs of Children

There is considerable variation in the needs of children in different parts of our country. Some of these variables are due to local conditions and to the natural differences inherent in children themselves but the present world crisis also poses problems. One such problem is that of educating children living under crowded conditions in defense areas. Another related problem is the education of the children of migrant workers—the thousands of children whose parents are seasonal agricultural workers.

With the total problem and improving education for all children in mind, the staff of the Elementary Section has identified certain specific problems in elementary education for consideration and has evolved a plan of procedure which consists not only of working as a unit but also of cooperating with the various State Departments of Education personnel, local school systems, other organizations and agencies. Herewith we wish to describe briefly some of the aspects of the plan for improving education for children.

Throughout the country there is great variation in methods and procedures in elementary schools. Some of these are producing exceptionally effective results and should be publicized for the profit of others with the hope of improving education for children throughout the country. To find some of these practices the Staff is presently engaged in visiting a hundred school systems in various parts of the United States. State Departments of Education have assisted by suggesting schools to visit. The visits are largely made in connection with travel already scheduled by office staff. Promising practices in various aspects of elementary education are being observed and recorded. Among them: *How Children and Teachers Work Together* for example: in student councils, group work within classes, school clubs, pupil participation to improve school and community living, promotion practices using subject matter meaningfully, evaluating accomplishment in the three R's, *School and Community* for example: work of parent groups, informing parents of the work of the school, the school as a community agency. *Improvement of Teaching* for example: in-service staff education, introducing new teachers to the school system, teacher participation in curriculum planning, using materials of instruction more effectively.

Upon completion of these visits the results will be organized and issued in bulletin form. Through this project, the staff will assist school systems throughout the country in sharing their promising practices with each other for mutual improvement of education for children. Closely related to this study is a series of bulletins entitled *The Place of Subjects* designed to show how children and teachers use subject matter in meaningful ways.

A National Problem

More than a million families are engaged in migrant farm work alone, to say nothing of those who move about over the country to do other types of migrant work. Most of these families have children of elementary school age and a project for the improvement of education for children must certainly consider them. The very nature of this problem makes it important for consideration at the national level. Keeping track of these on-the-move children, getting them into school, adapting school programs to their specific needs, financing their education, in short providing for these children the same educational advantages accorded others, is the problem. A beginning was made on this problem at a recent conference sponsored by the staff which was attended by representatives from the Departments of Labor and Agriculture, and from State Departments and local communities from various parts of the United States. Problems were identified; there was an exchange of ideas for working on these problems and a plan of action was evolved to be carried on in the future.

Extending the School's Services

As indicated in the opening paragraph, a program which intends to assist in the improvement of education for children cannot confine itself to what we traditionally think of as the school day and year. The school, to be effective, must assume some responsibility to help children learn to use

their leisure time wisely both during the school year and during the summer months. Children need opportunities for camping and outdoor education and for pursuit of hobbies and other interests.

More and more parents are turning to the school for help in guiding the learning of their children under six. There has been a mushroom growth of nursery schools and cooperative groups for young children. The program for the improvement of education for children by the elementary-school staff includes assistance for education of the very young.

In defense impact areas the school must make many adjustments to meet the changing conditions in communities which have sprung up in corn and wheat fields. The schools in these places must become community centers, providing school lunches, supervision of children's after-school programs when both parents are employed and nursery schools and kindergartens programs on an all-day schedule. These adjustments involve full use of school buildings and facilities as well as services of various qualified staff members.

Teaching and Learning the Fundamentals

In almost every school community there is or has been, to various degrees, criticism or at least discussion of how the so-called fundamentals are being handled. Children must, in accordance with their capacities, learn to read, write, spell, speak, and compute effectively. The teaching of these tools has always loomed large as an important responsibility of the schools. However, widespread misunderstanding has sprung up, not over the importance of the fundamentals so much as over the methods or approaches used to bring about the objectives desired. Parents and other lay people have not always understood the changing psychology underlying functional teaching of these subjects. Many of them have somehow received the impression that teachers are no longer concerned about children learning to read, white, spell, and compute. Actually, nothing could be further from the truth. The number one concern of most teachers is and always has been, the "how" of helping children become more effective in the use of the fundamentals.

Furthermore, there are teachers and administrators who do not understand the underlying reasons for the new approaches to the teaching of the fundamentals. This misunderstanding on the part of both lay people and some of our school personnel has been cumulative. Any program intending to improve education for children must, therefore, include consideration of this problem. As part of this program the Elementary Staff is in the process of setting up a study to determine how well the fundamentals are being learned, that is: How well are the schools actually succeeding in helping children to develop facility in all aspects of these so-called fundamentals? The staff intends to gather facts on a national basis regarding the effectiveness of the present teaching. The project will be conducted over a long enough period of time, over a wide enough area of the country, and from a large variety of schools to produce reliable data. It will include participation from administrative and teaching staffs of the schools, as well as from lay personnel. The scope and importance of this project will involve requesting additional assistance from outside the staff.

Findings from this study will be circulated for use in evaluating present practices to school patrons and in developing a greater comprehension of the nature of the problem among teachers and other educators themselves. It should also help teachers to develop ways of evaluating pupil progress other than by means of standardized tests.

World Understanding

An increasing number of educators interested in elementary schools are coming to the United States from all parts of the world. Elementary Staff members become acquainted with these people as persons, discover their interests and abilities, assist in planning visits for them to public schools in various parts of the country, and help them in evaluating their experiences before they return home. Staff members suggest that these visitors have a contribution to make to schools where they visit, as one of the most important ways of developing world understanding. This is often done by participating in discussion, by showing material, by teaching a song or game typical of the country from which he comes, or by just demonstrating that he is a person very much like other people. This education for world understanding is an important part of the total problem of improving education for children.

Teacher Education

As indicated in the opening paragraph, improved teacher education is one of the facets of improved education for children. Several projects are presently under way and others are being proposed to survey present practices in teacher education in elementary science and social studies to name but two examples—in order to identify seemingly desirable practices which are effective because they result in improved education for children. Statements of these practices are then made available to institutions concerned. Involved in the total study are problems of securing and holding teachers in the elementary school.

In this brief space, the staff has attempted to indicate its concern with the improvement of education for children and its method of attack on the various elements of the problem. Only some of the large areas have been indicated. Smaller projects concerned with specific areas of subject matter and aspects of the school curriculum, including health and physical education, art and music education, science, social studies, and others, are also under way. All have a direct bearing on the general problem of improving the education of all children in the United States, which, in turn, is geared into the secondary program of life-adjustment education to provide a continuously integrated learning experience for children and youth.

Note: This is the first in a series of articles which will appear in School Life to give a picture of how the Elementary Staff works together on major problems and in cooperation with State and Local School Systems, as well as other institutions and agencies to improve education for children.

FRANKLIN DUNHAM HONORED

For "meritorious service to educational radio and television," Dr. Franklin Dunham, Chief of Radio-Television at the U. S. Office of Education, Federal Security Agency, has received the 1951 Award of the School Broadcast Conference which convened in Chicago December 4–7. Dr. Dunham is a member of the Joint Committee on Educational Television, sponsored by Ford Foundation to promote educational television stations. He is also consultant to the Special Services Branch, Adjutant General's Division of the Army, and to the U. S. Navy Special Devices Center at Port Washington, New York.

What Our Schools Are Doing About UN and UNESCO

by Helen Dwight Reid, Acting Chief for Education About International Affairs, Division of Higher Education

RECENT public opinion polls reveal a disturbing ignorance on the part of a large proportion of our population concerning the basic facts of the world in which we live. George Gallup points out that widespread lack of knowledge about issues vital to our very existence may lead the American people to make dangerous decisions on the basis of their misconceptions. The fact that only 12 percent of all adults questioned could locate or identify Manchuria, Formosa, the 38th parallel, the Atlantic Pact, Chiang Kai-shek, and Marshal Tito, is surely reason for alarm—especially when 19 percent could not answer a single one of the six questions correctly. At the height of the Iranian crisis last June "only four Americans in ten knew where Iran was, and only three in ten knew what the trouble in Iran was all about."

Elihu Root once pointed out that under autocracy the danger of war lies in sinister purpose, whereas under democracy it lies in mistaken beliefs. and that while there is no human way to prevent a dictator from having bad intentions, "there is a human way to prevent a people from having an erroneous opinion. That way is to furnish the whole people * * * with correct information about their relations to other peoples * * * about what has happened and is happening in international affairs, and about the effects upon national life of the things that are done or refused as between nations; so that the people themselves will have the means to test misinformation and appeals to prejudice and passion based upon error."

Never in our history has our foreign policy been of more serious concern to every one of us. The very safety of the nation may rest ultimately in its ability to rely upon the trained minds of its people to find valid solutions for the overshadowing problems of international relations. A growing realization of the impact of world events upon our daily lives provides incentive for a new emphasis in teaching.

The world-wide character of this country's interests is the determining factor in the status of the United States as a Great Power; Korea has clearly demonstrated that there is no part of the globe which we can safely ignore as being of no concern to Americans. All of us need to become as well informed as we can about what Mrs. Malaprop called "the contagious countries," for they may affect us vitally whether they are "contiguous" or far away. Some understanding of the problems of Britain, Iran, Yugoslavia, China, the USSR, and Egypt, of their history and politics and the temperament of their people, would help toward sound judgments as to the policies the United States should pursue today.

In the midst of sensational headlines flaunting controversy and crisis in world affairs. American education must train for clear thinking on complex issues, and provide adequate and accurate information as the basis for sound public decisions. The end of traditional isolationism involves new

Children of "This is the World" unit, developed by a third grade teacher at the Boulevard School, Cleveland Heights, Ohio, are shown in a "parade of flags," many of which were made by the children themselves.

A colorful stage backdrop, made by sixth grade boys, is a map of the world, with flags placed to indicate the member countries of the United Nations. The UN flag is displayed at all times on the platform.

responsibilities for education. Membership in the United Nations and in several score of specialized international agencies requires a new awareness of world problems.

Schools throughout the United States have been doing their best to meet this challenge. At all levels, from kindergarten through college, teachers have been experimenting with methods and materials for developing better understanding of other nations, and of the functions and activities of the United Nations. They have recognized increasingly the necessity of placing the emphasis in their teaching not on the mere structure of the organization, but on what the United Nations does, how it works, and why its achievements have been so important in some directions and so limited in others.

Ambitious Program

One of the most ambitious programs is that of the Los Angeles public schools, whose Curriculum Division has this year produced a major contribution to the teaching of international understanding in their 96-page printed bulletin, *The "E" in UNESCO* (available to teachers elsewhere at $1.25). It is full of specific suggestions as to classroom activities for developing understanding of the machinery for international cooperation, techniques for improving class discussion, and lists of materials dealing with such problems as international tensions, human rights, and the international influence of mass media. The emphasis is on a dynamic presentation of the problems of UN rather than mere knowledge of its structure: "Workmen who are not sensitive to the needs of machinery may quickly ruin it. The machinery of the United Nations is dependent upon the skillful care of all the peoples of the world. Our students need to know what can and what cannot be expected of it. They must neither underestimate its capacity nor damage it by asking it to produce more than is possible. Above all, they must not willfully sabotage it through lack of understanding."

A monthly mimeographed *UNESCO Bulletin* is circulated to all principals, directors, and supervisors, and to the UNESCO chairman in each one of the Los Angeles City Schools. For a year and a half, groups of teachers, supervisors, and administrators have met in workshops and discussed the United Nations and UNESCO program. Out of these workshops an instructional guide, *Human Relations in the Elementary Schools*, has been developed. Radio programs, in-service institutes for teachers, an annual youth conference on some aspect of UNESCO, and active cooperation with community organizations are a few of the many facets of education for international understanding in the Los Angeles schools.

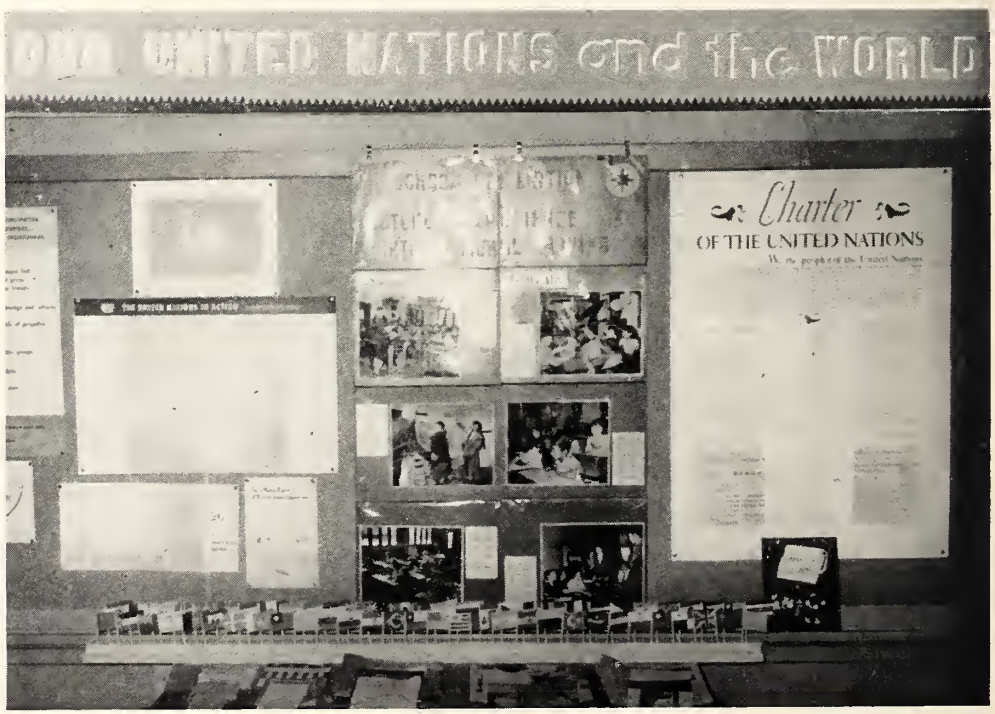
A State-Wide Plan

The Connecticut Committee on the UN and World Understanding, appointed by Commissioner Engleman in December 1950, is composed of school and college teachers and administrators. It has developed an elaborate state-wide program, including courses at teacher-training institutions, distribution of several issues of a mimeographed leaflet, the *Connecticut UN News;* preparation of inexpensive recordings of UN radio programs for use in the schools; setting up of regional workshops and UN filmstrip libraries, and Model UN Assemblies with high school students playing the role of member nations.

One such Model Assembly was held at New Haven State Teachers College, where about 500 high school youth participated. This was part of the local United Nations project sponsored by the Greater New Haven Council of Social Agencies. In the fall of 1950 it was agreed that the education, recreation, and group work agencies of the community would cooperate in a United Nations Project with three phases: agency programs to encourage interest in the UN, a model UN General Assembly and Security Council with agency groups representing the various member nations, and an outdoor festival to be held April 25 on New Haven Green. A series of four mimeographed notebooks advised the cooperating agencies as to program suggestions, the use of arts and crafts, and sources of publications and audio-visual aids; possible projects, skits, games, menus, etc.; the structure and procedure of the General Assembly, with sources of basic information and background materials for each country; and plans for the festival. Other communities interested in attempting a similar project would find useful this set of notebooks, obtainable from the Greater New Haven Council of Social Agencies for 50 cents plus postage.

A conference on Teaching About the United Nations was jointly sponsored by the Commission on International Understanding and World Peace of the Minneapolis schools and the Minnesota United Nations Association. The Minnesota World Affairs Center works throughout the state, providing speakers, pamphlets, films, pen friends, and an inquiry service and, in cooperation with the schools, plans week-end trips for foreign students at the University of Minnesota.

In Minneapolis the 6th grade class of the



Display of UN materials at the Santa Clara County Institute, attended by all the teachers of that California county, September 1951.

Tuttle School felt that it was their responsibility to try to acquaint the younger children of the school with the work of the United Nations—a dynamic approach that gave real purpose to their study. The children formulated a series of 19 questions which seemed to them important concerning UN membership, structure, and problems. They organized themselves into groups, read a great deal, held informal discussions, and then wrote a simple dramatic program which was presented to the whole school and later to the PTA. This included an easily understood account of the UN, its history, organization, and how it works. It stressed the idea that through the airplane the peoples of far-away lands have become our neighbors, whom we must learn to know and live with as friends. The class had prepared large maps of all the continents, indicating which countries belong to the United Nations. Correlated with their UN study was a recreational reading unit "Learning to Know Each Other Better Through Books."

This same class then became interested in studying the Universal Declaration of Human Rights, again with the purpose of explaining it to the younger children. After studying man's search for freedom through history, and reading widely about the meaning of the rights in the Declaration, they tried to rewrite its provisions in simpler terms, so that all the children could understand it. Using skits and pictures they presented a program for the whole school showing what life would be like if the articles of the Declaration were disregarded, and then how much pleasanter life would be if they were observed.

At the Boulevard School in Cleveland Heights a unit, "This is the World" was developed by a third grade teacher and enjoyed by the whole school. Nature study, social studies, basic reading, art, and poetry all contributed to an integrated project. The class made a large mural frieze, with crayoned illustrations summarizing the different aspects of the unit, and a booklet, "Peace is Made in the Minds of People." Each child in the school had some part in the UN Day program, "Roads to World Understanding." Many of the flags carried by 3rd grade children in the Parade of Flags had been made by the children. A colorful stage backdrop showing the world with flags placed to indicate the various countries was developed by a group of 6th grade

(*Continued on page 61*)

New Horizons for Homemakers

by Lela Smartt, National Adviser,
Future Homemakers and New Homemakers of America

Future Homemakers national officers exchange autographs. From the Western group, left to right: Evelyn Van Liere, South Dakota; Janis Crall, Oklahoma; Dorothy Lee, Arizona, National President; Janie Hamada, Nebraska; Marjorie Dellos, Wyoming; and Lois Rogers, Idaho.

THE very names of the organizations, *Future* and *New* Homemakers of America, indicate the interest of their teen-age members in tomorrow. Nevertheless, it is worth while to stop and take stock of what Future and New Homemakers have meant to the homes, schools, and communities of their members in the years since their incorporation in 1945. These organizations are an active part of the total homemaking program in high school and have proved to be an effective avenue for reaching the overall goal of the homemaking program—to build better homes and families for America. Through their activities they promote appreciation of the joys and satisfactions of homemaking, emphasize the importance of worthy home membership, and work for good home and family life for all. "Better Homes for a Better Nation," the NHA motto, sums up the basic purposes.

One measure which can be applied in trying to determine the success of FHA and NHA is growth. Both groups have shown a steady increase in membership each year. FHA now has 313,301 members in 7,612 local chapters in 45 States, Hawaii, and Puerto Rico. This is an increase of 30,000 over the previous year, due principally to the entrance of large cities such as Atlanta, Memphis, Little Rock, Pittsburgh, and Los Angeles into the program. NHA has 40,915 members in 16 States where by State law there are separate schools for Negroes.

A second measuring stick is service to school and community. Future and New Homemakers serve their schools through many activities such as helping with the school-lunch program, nursery schools, and good-nutrition drives; sponsoring "Courtesy Days," assembly programs, and discussions of boy-girl relations; providing

assistance to needy pupils; and doing scores of other jobs connected with the school's program, its buildings and grounds, and its relations with homes and with the community.

In the field of community service chapters undertake projects on their own or in cooperation with community groups. They have sponsored clean-up campaigns and drives for neater neighborhoods and more recreation facilities; they have planted red roses (the national flower) in public parks and gardens; they have been able and tireless assistants to local organizations such as the Red Cross, the Community Chest, and Parent-Teacher Associations. Nor are their community activities limited to those of local importance. Both Future and New Homemakers include in their program of work the observance of Pan American Day, Brotherhood Week, UN Day, and projects sponsored by UNESCO and World Friendship Among Children, Inc. Every year members of FHA and NHA have contributed to world friendship and understanding by sending Christmas gifts to classes in other lands and exchanging thousands of letters with teen-agers in other countries.

Better Family Relations

It is most important to determine, at regular intervals, the progress of the organizations toward their goal—which is not only training members to establish successful homes in the *future*, but to help them achieve better relations with their families *now*. Barbara O'Neel of Hagerstown, Ind., told a reporter for the Indianapolis Star: "In our organization we place family relations first in importance. We try to impress on every member that her greatest possession is her family." Mother-daughter and father-daughter banquets, family night at home or at chapter meeting, and "Daddy-date" nights are just a few of the ways FHA and NHA activities have helped members become aware of their parents as individuals as well as just "Mom and Dad." One member said after her chapter had sponsored a party for their parents: "I was so surprised to know my Dad could square dance!" Parents are often pleasantly surprised, too, when they meet their daughters in the role of hostesses; better understanding and better working relationships in the family at home often grow from such contacts.

As these organizations begin their seventh year, members are highlighting the goal of becoming better leaders and better members of their chapters. During the summer of 1951, FHA held two leadership training conferences which emphasized the kind of leadership that helps all members participate actively. Approximately 600 youth members and 200 adult advisers took part in the conferences' day and evening sessions which were devoted to instruction and discussion of leadership qualities and duties, program planning, public relations, methods of conducting meetings, and leading recreation and group singing. Priscilla Horning, West Linn, Oreg., said of the Conference: "We learned many things, including the value of leadership and, as important, the value of membership." Nancy Wood from Arizona remarked that: "I gained a more thorough understanding of FHA, what is expected of a good leader, and how I could be one. It helped me to have more self assurance than I had before."

As a result of the national conferences, almost every State has organized a State conference on a similar pattern to communicate to local members the new ideas and techniques delegates learned last summer. This emphasis on leadership training will be continued in a meeting for New Homemakers when they get together at Tuskegee Institute, Ala., in May 1952, for their sixth annual national convention.

Boys, Too

It may surprise some that FHA has male members. Future Homemakers welcome all members of home economics classes and many schools enroll both boys and girls in homemaking. In Waynoka, Okla., every member of the boys homemaking class joined the FHA because: "A home is founded by a boy and a girl, so why not work together in the Future Homemakers organization?" Boys are good members, too, and no sissies. The 12 boys in Broken Arrow, Okla., could not join the regular FHA meetings because they conflicted with football practice. They asked for and got permission to hold their meeting at another time. Dale Keele, Broken Arrow member, expressed his opinion that: "FHA will give you a better and closer relationship with your family. You think about what is expected of your parents and what your responsibilities are to them. You can see how a happier life can be carried on in your home now and in your future home. * * * I think that FHA will grow not only locally for boys, but throughout the State and nation."

The interest displayed by both boys and girls in the FHA and NHA, and the enthusiastic participation of the entire membership in activities of the organizations indicate that to some degree FHA and NHA are meeting needs of today's youth. The success these organizations have achieved would not have been possible without the generous contributions of time and effort by thousands of local homemaking teachers and other educators.

Education for the Nation's Defense

ACTION OF CONGRESS, just before it adjourned, drew into national focus the need for schools and school-related facilities in critical defense housing areas. Two bills were passed to provide Federal assistance for the construction of community facilities and for the maintenance and operation of such facilities in these areas. A Defense Information Bulletin dated November 8, 1951, issued by the Office of Education, stated that Public Law 139, 82d Congress, authorized Federal assistance for several important types of community facilities and services in critical areas, but that schools were not included.

Presidential Veto

H. R. 5411, which would have authorized Federal assistance for school facilities and services in critical defense areas, was vetoed by President Truman on November 2. In vetoing the bill, the President expressed his opposition to the provision which would require a group of schools on military bases and other Federal property which are now operating successfully on an integrated basis to be segregated because of conformance to laws of States in which such installations are located.

The President further said, "We have assumed a role of world leadership in seeking to unite people of great cultural and racial diversity for the purpose of resisting aggression, protecting their mutual security, and advancing their own economic and po-

(*Continued on page 63*)

Special Education Serves Them, Too!

The Severely Retarded Child Goes to School

by Arthur S. Hill, Chief, Exceptional Children and Youth, Division of State and Local School Systems

SCHOOLS for all the children of all of the people—for many years this has been one of the major objectives of American education. And it would appear that the time may soon come when opportunities for schooling may be extended to all children regardless of conditions that handicap them in the attainment of educational goals.

Until the early years of the present century many children afflicted with physical handicaps or intellectual limitations were denied access to public day schools. This was due partly to the academic emphasis of earlier American education and partly to the fact that the schools were not equipped to serve pupils with handicapping disabilities. However, both conditions have changed, and at present our schools are committed to a policy of adapting instruction to the individual needs of every child of school age. The provision of special education programs for handicapped children has been an important factor in the extension of public education to a greater number of pupils.

In 1948 the Office of Education found that 730 local school districts provided special education services to mentally retarded boys and girls. Indications are that this number has increased steadily, for several States have established new programs for retarded and slow-learning pupils during the past 3 years. However, nearly all of the children served by these programs are those with borderline or moderate deficiencies. On the distribution of intelligence test scores the vast majority undoubtedly fall into the I. Q. intervals between 50 and 80.

A significant impetus for the establishment of day school classes for more severely retarded children has gained considerable momentum during the past 2 or 3 years. The children for whom these services are sought are those who are not eligible for existing special classes and who would presumably measure in the I. Q. classifications below 50. This development has had its roots in a "parents' movement," but in some instances educators have given considerable encouragement to the leadership of parent organizations. Parent-association efforts are frankly directed toward securing public day school classes for severely mentally retarded children, although educational objectives constitute only one aspect of a more general parents' program for the welfare of retarded children.

Perhaps it might be well to review briefly the history and background of the parents' organizations. These associations, or councils, for the welfare of mentally retarded children had their beginning about 20 years ago, but their greatest growth has occurred since 1946. Nearly 20 parent associations were organized during the first six months of 1950. By June 1950 there were 88 local associations, enrolling nearly 20,000 dues-paying members. A national convention met in Minneapolis, Minn., in September 1950, at which the National Association of Parents and Friends of Mentally Retarded Children was formed. At the second annual convention at Grand Rapids, Mich., the name of the organization was changed to the National Association for Retarded Children, and steps were taken to organize and maintain a central office and a secretarial staff.

Overcrowding conditions in residential schools are undoubtedly partly responsible for the rapidly developing interest in the welfare of severely retarded children, although the high costs of private-school placements have also played an important role. Underlying the movement, however, are the age-old reluctance of parents to give up the custody of their children and a conviction that many retarded persons can be trained to make acceptable social adjustments. Some of the parents' organizations report unusual successes in effecting place-

(*Continued on page 60*)

A socializing process: Learning to work together is most important for severely retarded children. Here they are increasing vocabulary through learning the difference between "big" and "little".

What do you regard the most outstanding event in your field of education during 1951? What is ahead in 1952?

These questions were asked of staff specialists of the Office of Education at the close of an eventful year in American education.

SCHOOL LIFE presents for its readers the answers given. The replies spotlighted many problems and matters of concern both for the present and looking into future months and years. It is hoped that this special year-opening feature will be helpful both to school administrators and teachers as they review progress made during 1951, and plan their programs for the future.

Outstanding E
Field

Year's Progress Points F

Reports summarized for School Life by Donald L. Chambers,

Elementary Education

One outstanding event in 1951 was the activation of 7 major pilot centers for the training of school administrators (at the Universities of Texas, Oregon, Chicago, Ohio State, and at Harvard, Columbia, and Peabody). Elementary education specialists concurred with specialists in other education fields in recognizing the importance and potential value of a rapidly expanding interest, study and work on the part of lay groups of citizens in behalf of better educational opportunities for children. More than 1,500 such groups are known to be active, working on school programs that embrace everything from building construction to curriculum planning.

Also significant were (1) the growing realization by lay groups that good elementary education will serve the Nation under the conditions of peace, mobilization or war, and (2) that there has been a marked interest and attention given to the transition and orientation of children from home to school as evidenced by the great numbers of bulletins and printed matter issued by State departments of education and by local school systems.

PREDICTIONS

(1) That 1952 will bring an enrollment increase of almost 2 million, with a resulting overcrowding of available facilities; (2) Parent interest and active participation in education affairs will continue to grow rapidly; (3) There will be an increasing number of foreign visitors from Point IV countries and dependent areas such as Japan and Germany, effecting the first-hand contact of an anticipated 500 teachers from abroad with American classrooms.

Exceptional Children and Youth Education

During 1951 there was an evident growth of public interest and better understanding of the handicapped in general, as evidenced by the increase in parent organizations and movements concerned with this phase of education. There was also an increase in legislative and budgetary provisions so that State departments of education are able to serve (1) children with more types of physical and mental handicaps, and (2) children of a wider age range. There was a trend toward giving more attention to the problems of educating the low grade mentally deficient, and to widen the age range downward, and also upward to the secondary schools, for the deaf and blind.

North Dakota instituted an overall program for all types of handicapped children; Idaho reworded a minimum foundations laws to provide extra reimbursement to individual districts (special classrooms to be one-half the size in number of pupils); Georgia added a director for special education. Minnesota, California, and Wisconsin amended special education laws to subsidize local school districts for the mentally handicapped—and also passed new legislation. Texas extended its laws to include the mentally deficient, the deaf and blind. Delaware passed legislation providing reimbursement to districts for special classes.

In personnel, Kansas added two new members to its State department. Personnel additions were made also by North Dakota, Georgia and Delaware.

In addition to these advancements, steps were taken to set up a national office for an association for mentally retarded children, and the "Education of the Physically Handicapped Children's Education Act" was introduced again in Congress, having been first introduced in 1950.

Health, Physical and Recreation Education

Three national conferences were cited as having contributed the most toward progress in 1951. They were: The National Conference on Mobilization of Health Education and Recreation, Washington, D. C., March 19–21; The National Conference on Elementary Physical Education, sponsored by the American Association for Health, Physical Education and Recreation, Office of Education, Athletic Institute, and 11 other national organizations, Washington, D. C., January 1951; and the Third National Conference on Physicians and Schools, sponsored by American Medical Association. Highland Park. Ill., November 6–8.

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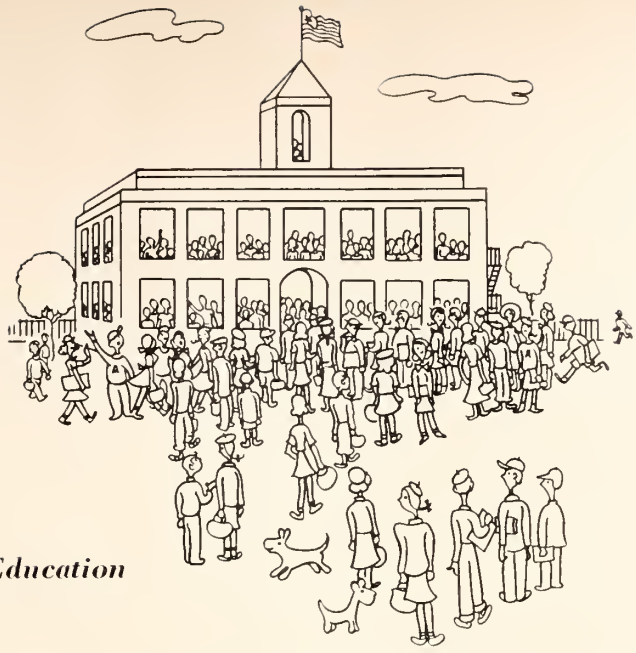
Education's Future Advance

nation and Publications Service, U. S. Office of Education



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a reawakening of the general public and of educators to undesirable aspects hletics (overemphasis, the desire to win without full consideration of the best ests of the students, the encroachment of the college pattern into high schools even elementary and junior high schools, as well as the gambling and scandals tly associated with college athletics) may lead to a broader use of desirable ards already developed by the profession.

so, there are hopes for the continued use of Evaluative Criteria for health, cal education aspects of secondary school programs; and for Federal legislation as the School Health Services bill, and the bill for Improving and Extending h Instruction, Safety Instruction in Physical Education—as well as other bills o be introduced, encouraging good programs and help at State levels.

ondary Education

wo most significant events in secondary education during 1951 the appearance and distribution of the revised Evaluation Criteria ie Cooperative Study of Secondary School Standards (see *New luative Instruments for Secondary Schools*, by Carl A. Jessen, OOL LIFE, October 1950) and the activities which have taken e in connection with Life Adjustment Education.

S

ugh not predicted, it is hoped that greater development will occur in ation programs and Life Adjustment tion in 1952. At the present both ams are spotty, for the reason that States and communities are not ly involved in them.

s hoped, also, that the defense effort will really get under way in our schools, materially and spiritually. There are those who believe that American educa- s ready to swing a revival of honest-to-goodness faith in American institu- —without the apologies, doubts and anemic praise which have too often led education's efforts to build support for the American way of life.

ie Economics

significant trend in home economics during 1951 was an increased nasis on family-centered programs at all educational levels. With great increase in knowledge in the various phases of home omics—foods and nutrition; clothing and textiles; child de- oment and family relationships; housing, household furnishings equipment; home management and family economics—the cen- tral and original focus on home and family living has in recent years been somewhat neglected. The Mid-Century White House Conference, and two national conferences for workers in home economics education, lead home economists to reevaluate their courses and curricula with this problem in mind.

PREDICTION

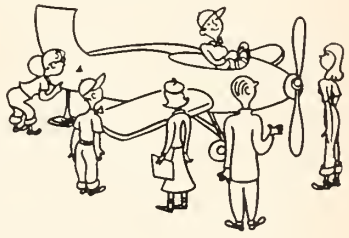
During 1952 we may expect greater coordination of effort by professional workers in many fields of education in the interest of strengthening education for family living through the schools and colleges.

Aviation Education

The most significant event was the creation of policies to guide the newly formed National Aviation Education Council. This organization has as its goal the coordination of activities related to aviation education in the Nation's schools—by all interested persons and agencies, such as government, industry, education, labor, and other organizations.

PREDICTION

Many believe that 1952 will see a modernization of aviation education text, and the production of materials of instruction which fall in some of the areas not at present covered by visual aid materials.



Service to Libraries

In 1951 new horizons were opened for public library service to adult education and to youth and children in the schools by the full utilization of a library-operated FM radio station, of television in main and branch libraries, and direct wire service for sound recordings to the classroom from the public library. The Louisville Public Library has been the successful pioneer in this area.

It is believed that the most outstanding event in the area of college and research librarianship in the United States during 1951 was the completion of the facilities housing the Midwest Interlibrary Center in Chicago. This center implements a $1,000,000 program of library

cooperation initiated by a number of university executives under the leadership of the University of Chicago, and capitalized by the Carnegie Corporation and Rockefeller Foundation, for the mutual acquisition and preservation of all necessary research materials for use of their constituents.

At least 15 major midwest institutions of higher learning have agreed to cooperate through the center in (1) collecting and housing little-used documentary and academic material for use in the midwest region, and (2) developing a program of acquisition for enriching the library resources of this area. The Midwest Interlibrary Center is a realistic solution to the problems of acquiring, housing and servicing an ever-increasing body of published materials beyond the capacity of any one institution.

Probably the most outstanding event related to college and research librarianship in the United States was the continued trend toward the widespread establishment of professional education for librarianship on a graduate level leading to advanced degrees. A few institutions still offer the traditional programs of library training, requiring 4 years of college preparation for admission, and offering a bachelor's degree in library science for an additional year of study. But at least 35 institutions of higher education, as of this fall, grant the master's degree in place of the traditional bachelor's degree—an increase from only 5 such institutions in 1947. And four universities now offer a Ph. D. degree in librarianship. The American Library Association through its Board of Education for Librarianship has therefore approved this past summer revised standards for accrediting graduate library schools offering advanced curricula, superseding standards in effect since 1933.

HOPE

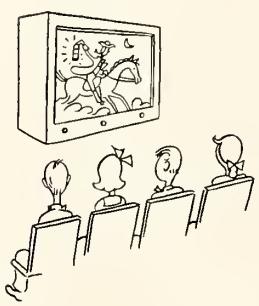
One hope for progress in 1952 is the attainment of a more nearly adequate public library service for the United States, including the 30,000,000 persons mostly in rural areas now without such service. In this connection a recent Senate Committee report (No. 775, 82nd Congress, 1st Session) stated: "The public library with its various services is basic to the processes of education, recreation, and the dissemination of information."

PREDICTION

It is predicted that school library service will be more functional during 1952 because the books will actually be used in relation to the life-adjustment program. Also that American education will more nearly meet the needs of children through the Life Adjustment Education program.

Radio and Television

Regarded as the most outstanding event in radio and television education was the recognition of communication media as a major force in education. This was evidenced by (1) allocation by the FCC of 209 TV frequencies to education, (2) the Ford Foundation grants of $2 million to promote station development and programming, and to promote programming of education material in both radio and television by educational and commercial stations, and (3) the adoption by 10 States of tape-recording libraries as well as the NAEB tape service and the outstanding program services to both the schools and the public by the Louisville Free Library.



PREDICTION

A unification of effort on the part of educational psychologists, curriculum directors, and representatives of the various fields of communication during 1952.

School Assistance in Federally Affected Areas

In this field the passage of two Acts—Public Laws 815 and 874—was in itself an outstanding event because it established, as a policy of the United States, that the Federal Government would provide assistance in those areas where its activities placed an undue financial burden on local school systems. The Acts were implemented with funds sufficient to house approximately 75,000 unhoused children and to provide maintenance and operation assistance to 1,200 school districts with approximately 3 million children. Further it offers machinery and a going program to meet the constantly increasing needs for aid in prosecuting the defense effort in critical defense areas.

Teacher Education

Increasing emphasis on better training of teachers at all levels was rated by some as the most important trend in the entire field of American education. In this, the most important event was the beginning of a unified movement to improve the accreditation of teacher education in colleges and universities. There is at present no single organization that accredits even a majority of the colleges and universities for teacher education. During 1951 a committee of approximately 15 people representing the American Association of Colleges for Teacher Education, the State Commissioners of Education, the State Directors of Teacher Education and Certification, the National School Boards Association, the National Commission on Teacher Education and Professional Standards, and the U. S. Office of Education met to consider the establishment of a National Council for Accreditation of Teacher Education. It was agreed by this interim group that such a council should be formed, with 21 members distributed as follows: 6 from State Departments of Education (3 Chief State School Officers, and 3 State Directors of Teacher Education); 6 appointed by the American Association of Colleges for Teacher Education; 6 appointed by the National Commission on Teacher Education and Professional Standards; and 3 by the National School Boards Association. It is expected that this council will go into operation by January 1954, and that the AACTE, which is the only organization at present that accredits teacher education on a national basis, will go out of the accrediting business.

HOPE

The hope for progress in the field of teacher education for 1952 is that an increasing number of States will develop specific plans for getting and holding an adequate supply of public school teachers for the years ahead. Such a plan, it is hoped, will include scholarships for teachers in training, salary provisions adequate to attract and hold good teachers, and curriculum revision programs in colleges, to provide that teachers may be available for the positions open in the schools.

PREDICTION

The psychology of a prolonged period of defense mobilization will necessitate a conscious and persistent program to emphasize the importance of education per se in the life of the Nation—for the preservation of the very values we seek to defend, as well as for the highest training of our potential man and woman power.

Higher Educational Survey

On December 29, 1950, the Commissioner of Education issued invitations to more than 1,800 colleges and universities to submit reports

overing their physical facilities and human resources. The invitation included this statement, "The Office of Education is eager to have its role in the inventory-of-facilities project understood from the beginning. Aside from use in connection with defense projects that may be assigned to the Office, we are expected to serve as a liaison agent to facilitate and expedite a consideration of *all* of the available facilities for a given purpose that may be needed by Federal agencies."

This project was unique in three ways: (1) It is the first time that such comprehensive reports of institutions of higher education have been assembled in one place, (2) it is the first time that an inventory cumulative in nature has been attempted. and (3) it is the first time that all government agencies that might be considered potential users of the information have been officially notified that the Office of Education has been designated as a clearinghouse for information relating to higher education.

PREDICTION

In the execution of this project it probably will continue to be necessary to request supplementary reports and, before the end of 1952, to canvass practically all the institutions of higher education for additional information.

International Educational Programs

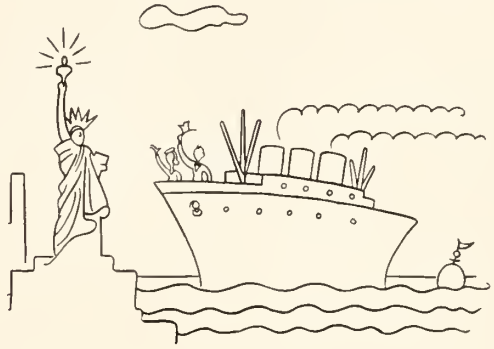
During 1951 the impact of American education on international education was reflected in the "coming of age" of the *exchange of persons* programs. Interest, cooperation, and participation in these programs reached a new high, with more than 10,000 visiting educators coming from abroad under United States Government auspices.

International education leaped forward with the interchange of teachers which included exchanges with the United Kingdom, France, Canada, Belgium, and New Zealand. The enlarged *scope* of the program for teacher-trainees from abroad was, also, a notable trend. In previous years teachers came in modest numbers—7, 15, 26, 42—for observation and practice in American methods and techniques; these were increasing numbers, but still small. But during 1951 almost 150 teachers from 43 nations came to this country to broaden their experience and to observe our schools in all phases of operation.

Another 1951 milestone was the inception of the *Point IV program.* This realistic activity, based on common sense, is a movement to help people to help themselves—to develop their skills and their resources. Ten educators are now in Thailand under the auspices of the Office of Education; a project in Education Advisory Services is under way in Costa Rica; there is a teacher training project in Bolivia, 2 rural-urban projects in the Philippines, and a teacher education project in Iraq.

PREDICTION

In 1952 the outstanding event in the field of international education probably will be the presence in the United States of many thousands of foreign educators. These people, in many categories—students, teachers, professors, research workers—will gain experience in every State in the Union and will visit more than 1,200 of our colleges and universities, as well as thousands of our elementary and secondary schools.



Education About International Affairs

At the level of higher education, 1951's top event was the preliminary report on *Universities and World Affairs,* by Howard E. Wilson, of the Carnegie Endowment for International Peace. It presented the results of an exploratory survey conducted in 8 universities, and concluded with a suggested pattern for self-appraisal, which should have the effect of stimulating individual universities throughout the country to survey their own resources and activities in this important field.

Information About Films

NOW AVAILABLE is a State-by-State and city-by-city list of over 2,000 16 mm film libraries throughout the United States, a film library being defined as any "company, institution, or organization which lends or rents 16-mm films." Each library is annotated with a brief description of its particular film resources and services.

A Directory of 2,000 16 mm Film Libraries was prepared by Seerley Reid and Anita Carpenter of the Visual Education Service of the Office of Education with the cooperation of the American Library Association, Educational Film Library Association, and National Audio-Visual Association.

Copies may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price: 30 cents per copy.

Catalog of United States Government Films

Also available is a new catalog of United States Government films—3,434 motion pictures, filmstrips, and sets of slides which are available for public use in the United States. The catalog lists and describes each film and also contains specific instructions on how and where to obtain each of the 3,434 films. Included in the catalog is a list with addresses of 149 Government offices throughout the country from which particular films may be borrowed; an annotated list of 221 16-mm film libraries that lend or rent United States Government films; and a list of 10 sources from which specific films may be purchased.

3,434 United States Government Films was prepared by Seerley Reid and Virginia Wilkins of the Visual Education Service of the Office of Education with the cooperation of all agencies of the Federal Government.

Copies may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price: 70 cents per copy.

Library Cards for Films

The Library of Congress is now preparing and issuing 3 x 5 catalog cards, similar to the L. C. cards for books and other printed materials, for motion pictures and filmstrips. For information about these cards, their availability and cost, write to the Library of Congress, Card Division, Washington 25, D. C.

"The Wealth, the Power and the Glory"

THE WEALTH, power, and glory of a State are enrolled in its schools of all grades, according to an article by Harry A. Jager, Chief, Occupational Information and Guidance Service, Office of Education. Following is a condensation of the article, "The Wealth, the Power, and the Glory," which was written for publication in the official journal of the State Department of Education, South Carolina Schools:

Every citizen is important, but in his individual differences are the keys to his full development. When these individual differences are neglected, and children are considered as averages, you will get from your schools average results. Some persons will, more or less depending on their own force of character, emerge at the top. Others, sometimes with equal potentialities, will remain at the bottom. The great middle group will struggle along, often living and producing on a scale far below their best because no one has bothered to help each personally to make the most out of either his own resources or those of his town or State.

Wealth is involved because the future worker's productivity is the chief element in creating wealth. Power is involved because . . . abilities existing in boys and girls and adults which lie dormant are of no more use than the top (power) ranges of an engine which are never called into play. Glory is involved because idealism, achievements in the arts and literature, and especially the fruits of leadership, depend upon discovering as early as possible the rare talents of these kinds in the few individuals who possess them, and fostering them for the benefit not merely of the persons themselves, but also of the State, the Nation, and the world.

In any school the tools and techniques of the guidance program are the actual devices by which you identify individual differences. Through them teachers may understand their pupils better and, therefore, help them learn, grow, and develop to the greatest advantage. If a school claims a guidance program, it should make sure that all the tools, techniques, and procedures it uses are, by known standards, skillfully employed.

(The wealth, power, and glory) lie in the infinitely varied potentialities of children who may look very much alike to the casual observer. They lie in helping them get an education which will capitalize their assets and minimize, if not remove, their weaknesses. They lie in simple matters like helping them choose the right course, the right training, and the right job. They lie in identifying those personal problems which no amount of class instruction will help them solve, and in providing the counseling, and the followup to counseling, which fosters their growth in personal power while they are learning the knowledge and skills of the classroom. They lie especially in identifying those unique talents, sometimes modest, sometimes spectacular, from which the real glory of the State will develop in the achievements of mind and spirit.

It is the function of the guidance program to help all the forces of education orient themselves to the needs and problems of the individual. The same process will reveal his talent and potentialities, out of which flow the wealth, the power, and the glory of this or any other land.

SPECIAL EDUCATION SERVES

(*Continued from page 55*)

ments of older boys and girls in sheltered workshops and simple occupations.

Many parent associations have established "pilot" schools through which they hope to demonstrate that day-school classes may be successfully maintained. In a number of instances these projects have been under the joint sponsorship of parent organizations and the local public schools.

Parent organizations have scored successfully in their initial efforts to modify existing school legislation. In California, Minnesota, and Wisconsin the last legislative assemblies approved amendments to school laws authorizing and subsidizing the maintenance of special classes for severely retarded children. In Illinois a similar measure was defeated by a narrow margin. In Texas parent organizations vigorously supported an amendment to the special education provisions of that State which authorizes classes for mentally retarded children, although this measure pertains only to those pupils who are "educable".

Classes for severely retarded children have been established in many local school districts without the specific authorization or financial support of their State legislatures. Some of these have been a part of the general special education program for many years. For instance, New York City operates over 30 such classes. Others have been established more recently as a result of parent-association activities—Houston, Tex., and Berwyn, Ill., are typical examples. It would appear that a new development in special education is under way and that educators need to be aware of the many implications that are involved.

Recognizing that administrators in many States and local school systems would soon be faced with the necessity of providing classes for severely mentally retarded children, the Office of Education recently sponsored a conference of several State directors of special education and other specialists in the education of retarded children at which the various implications of the problem were discussed. The contributions of the conferees will constitute the basic materials of a proposed bulletin on the education of the severely retarded child which may be published in the near future.

The establishment and maintenance of special classes for severely mentally retarded pupils will pose many new problems for the school administrator and classroom teacher. The first of these will concern the identification of pupils who may be served. It is obvious that not all children now considered ineligible for special classes for "educable" retarded children will be acceptable in newly formed classes for the more severely retarded. If these groups are to avoid being merely custodial centers, criteria for determining training potentials will necessarily have to be formulated. Perhaps the wording of the new California amendment gives a lead to the criteria that must be developed. This amendment authorizes additional special classes for children "who may be expected to benefit from special education facilities designed to educate and train them to further their individual acceptance, social adjustment, and economic usefulness in their own homes and within a sheltered environment. * * *" It is obvious that the spelling out of the general description is left to the specialists employed by State and local school officials. In contrast to this description is the Wisconsin amendment which specifies that additional provisions may be made for pupils with I. Q.'s between 35 and 50.

Another problem will revolve about the acceptance of a school program that differs quite radically from the traditional educational program. While the existing classes

for "educable" mentally retarded children provide for experiences in the so-called academic areas of instruction, the program for severely retarded pupils will be built around training in personal habits, social attitudes, speech improvement, and efficiency of coordinations. In the limited literature on the subject some attempts have been made to define this as "training" rather than an "education." Since certain types of training are fundamental to nearly all aspects of education, it is doubtful if the implied dichotomy can be justified.

The extensions of special education services to the severely retarded child will also involve many administrative problems. Where and how these pupils should be housed will need to be determined. Safety factors will need to be given serious consideration, for extremely immature children should not be expected to travel long or involved distances to building exits. In some school districts classes for severely retarded children have been operated successfully as units of regular elementary schools, but it is probable that, in other situations, it may be desirable to begin the program in quarters isolated from the regular schools. Problems of pupil transportation and the articulation of the program with other special education services and the total educational structure will also need to be resolved.

Perhaps the most serious and involved problem that will be met in establishing classes for severely retarded pupils will have to do with teacher selection. The program for the extremely backward child will demand teacher qualifications that are infrequently found and for which there are few training opportunities. The teacher will need to have extensive knowledge about conditions of mental deficiency and their implications for education, but she also will need considerable training in nursery school procedures. Furthermore, the adaptation of nursery-school-type activities to children who are physically mature will require unusual skill. In addition to these requirements the teacher of the severely retarded pupil must be competent in parent counselling, for much of the success of the program will involve the guidance and participation of the parents whose children are enrolled in the class.

In view of the many problems that are involved in establishing adequate day-school programs for severely retarded children and the limited experiences that may be drawn upon in planning new services, it may be desirable that the public schools should venture slowly into this new field of special education. It is probable that financial problems and restricted housing facilities will seriously retard this and other extensions of public school services. Nevertheless, it would seem important that a limited number of pilot or experimental programs should be developed. Only controlled experimentation under optimum conditions will point to the solution of many of the problems that are involved in this relatively unexplored field of education.

Severely retarded children are now trained to acquire the ability to concentrate by taking an interest in doing things for themselves. Here they learn to develop coordination between hands and mind.

ABOUT UN AND UNESCO

(Continued from page 53)

boys, and serves as a constant reminder to the whole school. The UN flag is displayed at all times on the auditorium platform.

The State Department of Education and the University of Nebraska have cooperated in promotion of United Nations activities throughout the State. The Bancroft School in Lincoln, used by the University for observation and demonstration classes, has made use of talks given by foreign students or by Americans who had travelled abroad to stimulate the interest of children in knowing more about the United Nations. An interesting project was worked out last year by 30 10- and 11-year-olds of varied racial and national backgrounds—half were Mexican and a few Negro—who learned to live and learn together, pooling ideas and formulating increasingly effective plans for work and play. "People are Important" became the theme of a unit of study which led on through a consideration of plans for living democratically at school to suggestions that the member nations of the United Nations might find the same principles necessary to peaceful world living. Flags for each nation were made by the children, and an exhibit for parents helped to spread to the adults the knowledge the children had gained about the UN. When results were evaluated, it was found that each of the groups wished to promote friendliness toward all people, had developed world mindedness, and had learned to think critically; all had gained valuable impressions of the United Nations.

Difficulties

The paucity of suitable materials for teaching about the United Nations to young children is stressed again and again by teachers in many parts of the country. At the Bancroft School an attempt is made to give some knowledge about the UN through units at grades 3–4 on "Children the World Over are Much the Same" and at grades 4–5–6 on "Flags and Customs of United Nations," but the principal writes of the

great difficulty in securing materials geared to these age levels. The 10–11-year-old children in their special project read avidly, but were often disappointed to find so little information at their interest level or reading level. Many of the films available gave desired information, but were not well presented for that age group.

From Albuquerque, New Mexico, a teacher at the Menaul School reports that for classroom work the cut-out chart available from the United Nations was quite effective as a means of presenting the various functions of the UN and its specialized agencies. The chart (United Nations Picturama) has two large sheets, one with blank spaces and descriptions of functions, the other with pictures of actual UN activities. To be able to arrange the pictures under the appropriate headings, the pupils must learn something about the work of the several agencies.

New Approach is Sought

One teacher, Mrs. C. Roderick Burton, of Berkeley, wishing to introduce a special unit on the United Nations and its members for an advanced fourth-grade class of better-than-average pupils who had already studied the regular fourth-grade social studies unit on California, found her greatest difficulty in the lack of any appropriate materials written at the fourth-grade reading level. Even the world geographies she found emphasized the queer and unusual things about other countries, whereas she wanted a different approach, stressing the likenesses instead of the differences. She therefore undertook to rewrite authentic material about the UN and its member nations within the fourth-grade vocabulary, giving each child a mimeographed booklet to serve as a textbook for the year's study.

The letter written to Ambassador Austin October 21, 1946, by the "Kindergarten Playmates" of the Horace Mann School, P. S. 90, Queens, New York, is dramatic proof of what can be done even at that early age. All the schools of New York had been asked to mark by some special program the opening of the first session of the UN General Assembly. At midmorning lunch the kindergarten teacher, Miss Alma Haring, told the children that not far away another group of people were sitting down, not to eat, but to find out how the world could have real peace, and suggested that they tell the American delegate what they thought about war and peace. She recorded and combined their eager responses in a letter which has become a classic republished many times not only in the United States, but in Australia, Germany, Canada, Japan, and the Philippines. It was just recently set to music by Celius Dougherty, in an arrangement for voice and piano published by G. Schirmer, Inc., under the title, "The Children's Letter to the United Nations."

In Colorado Springs a committee reports that "the teaching of UN and UNESCO has become a vital and integral part of each and every classroom and school," with full participation by students, teachers, administrators and PTA organizations. Successful projects in the elementary schools include the presentation of UN flags by nearly all PTA groups, school plays, making of flags in art classes, and the painting of UN murals. The Junior High Schools have a six weeks' unit on "World Backgrounds" which stresses the UN and UNESCO. The Senior High School International Relations Club has made a detailed study of the UN, and similar clubs have been formed in some of the Junior Highs. During UN Week a speakers' bureau, organized from the high school speech classes, sent student speakers to address many organizations in the city. In Phoenix, Arizona, some of the high school classes in international relations and American history have for the past two years collaborated with speech and drama classes to stage a series of United Nations programs for local radio and television presentation.

Materials for Each Grade

A committee of teachers from Santa Clara County, California, under the supervision of Dr. George G. Bruntz of San Jose State College, prepared a series of units of work for use at each grade in their elementary schools. Beginning with "People Beyond Our Borders" in grade 1, these progress through units for grades 6 and 8 concerned entirely with what the United Nations is and does. They include all sorts of useful ideas, plays and skits, lists of materials, and specific suggestions for activities appropriate at each grade level. Cooperative planning by experienced teachers, who understand the interests and capacities of children at each age, represents a typically American approach to the development of teaching methods and materials. Units so planned usually work well when put into operation in the schools.

A teacher in the James Madison High School in Brooklyn, N. Y., reports that his 8th year social studies class spent 1 month on a unit dealing with UN, and attempted to continue stressing the UN for at least one period a week during the remainder of the term. They listened every week to the excellent radio program, "Blueprint for Peace," on the New York City Board of Education radio station WNYE. This teacher, William Nosofsky, draws two conclusions: "The first is that reading materials on the UN are still too difficult, too abstract, and too adultlike in their approach. The second is that the teaching of the UN cannot be an incidental matter, brought in in addition to the curriculum. * * * The area dealing with the UN is unquestionably one of the most significant bodies of knowledge with which pupils should be made familiar. As such, it deserves a full-bodied treatment in the heart of the curriculum."

Most of the schools of the Virgin Islands have been including a study of the United Nations as a regular part of the curriculum. All classes in the Charlotte Amalie Junior-Senior High School held class discussions on the structure and achievements of the UN, used films, radio programs, and bulletin board displays, and wrote essays in a contest on "What the United Nations Means to Me." The senior classes participated in the International United Nations Contest sponsored by *Scholastic Magazine*. The 9th and 10th grades made oral reports on member countries, and staged a United Nations forum program for a school assembly. The 8th grade in the Commandant Grade School, St. Thomas, made political maps, product maps and flags of the member nations, and portrayed the General Assembly, Security Council, Secretariat, and other UN organs in drawings and group tableaus. Each pupil represented one of the member nations of UN, and as such had to explain to the group the social, economic and political characteristics of that country. The Preamble to the United Nations Charter was used as an international pledge each morning during United Nations Week.

Pupils Prod Teachers

A class of alert eighth-graders in High Ridge, Mo., by asking questions repeatedly about certain phases of the UN, prompted their teacher to seek advice and materials from the Office of Education. Admitting that she, too, needed to learn more about the United Nations, teacher and students de-

cided by common consent to learn together. Their interest in forms of government had been aroused by recent study of the United States Constitution, so they began by comparing its preamble with that of the UN Charter, and then studying the structure of the UN and the functions of its various agencies. True-false tests at intervals disclosed that the children had gained real comprehension of the work of the United Nations.

In the Gillespie Junior High School in Philadelphia, which operates on a core-curriculum basis, units are planned cooperatively by teacher and pupils, with no restrictions as to content other than the "general framework of the dynamic processes and areas of living in our society." Every class gets into a unit on UN, usually at about the 8B term. Sometimes it follows one on "Intercultural Tensions," "War and Peace," or "Communism," or grows out of discussion of current affairs. Activities include reading, writing, filmstrips, films, radio and TV programs, recordings, speakers, interviews, trips to the UN, letter writing, and usually lead to some culminating effort aimed at giving other people the benefit of what the students have learned. They have planned and presented excellent assembly programs, set up poster displays throughout the school, gone as speakers to other classes, contributed to evening programs for parents, and collected new materials about UN for presentation to the school library. There has been developed in this school the foundation for "a concept of internationalism and a faith in the United Nations as an agency that can, and we hope will, save our civilization."

Students Plan Project

Under the imaginative guidance of their teacher, James E. Blakemore, the students of the Great Neck High School (New York) have for several years taken full advantage of their proximity to the former UN headquarters site at Lake Success, Long Island. Their 1951 project, planned by a committee of five students (who formed the central staff of the "Secretariat"), utilized the pattern suggested in Article 109 of the Charter, to organize a "Review Conference of the United Nations." Each social studies class of the 11th and 12th grades elected a delegate to the Review Conference. Suggestions for amending the Charter were submitted to the Conference by students in the social studies classes through their delegates, referred for careful consideration in one of the 4 committees they set up, reported to the whole Conference with the committee's recommendation for action, discussed and voted upon there, and finally submitted to the classes for ratification or rejection. One session of the Review Conference was held on the stage at a student assembly for the whole school. With careful planning and direction such a project could be duplicated in schools throughout the nation. It provides excellent training in democratic procedures, as well as a constructively critical approach to a real understanding of the UN Charter.

EDUCATION FOR DEFENSE

(Continued from page 54)

litical development. We should not impair our moral position by enacting a law that requires a discrimination based on race. Step by step we are discarding old discriminations; we must not adopt new ones."

At the conclusion of his statement setting forth his reasons for withholding approval of H. R. 5411, President Truman said: "I hope the Congress early in the next session will reconsider this matter carefully and will reenact legislation to provide the school aid urgently required in critical defense housing areas without the objectionable provision of H. R. 5411."

Critical Areas

Section 101 of Public Law 139 sets forth the three conditions which must exist before an area can be declared a critical defense housing area: (1) A new defense plant or military installation must be under construction or an existing defense plant or installation must be expanding. (2) There must be a substantial influx of workers or military personnel because of the new or expanded defense activities. (3) There must be a shortage of housing or of community facilities, or both. When it is found that these conditions exist, the area may be declared critical. Executive Order 10296 of October 2 gives the Director of Defense Mobilization authority to determine which areas are critical under Public Law 139. To date 71 areas have been so designated. This list follows at the end of this bulletin. As new critical areas are designated by the Office of Defense Mobilization, they will be listed in the Federal Register.

Community Facilities Under Public Law 139

Public Law 139 authorizes loans and grants to public and nonprofit agencies for providing and operating community facilities, not including schools. Under certain conditions the Federal Government itself can provide the included types of facilities and services. Section 316 of Public Law 139 assigns to the Surgeon General of the Public Health Service responsibility for health and certain sanitation facilities and services. Executive Order 10296 assigns to the Federal Security Administrator primary responsibility for recreation and child day-care centers. The Federal Security Administrator will utilize the Housing and Home Finance Agency in the construction phases of the program. While the Housing and Home Finance Administrator has final responsibility over library facilities, he will consult with the Federal Security Agency in the performance of these functions. The Housing and Home Finance Administrator has responsibility for all other community facilities and services as defined in Public Law 139 and as set forth in Executive Order 10296.

Appropriations to Federal Security Agency

No funds were appropriated under Public Law 139 for hospitals, child-care centers, libraries, and recreation facilities. Fourteen million dollars were appropriated to the Housing and Home Finance Agency and the Federal Security Agency for essential sanitary facilities in connection with new housing.

Special Provisions

Grants and loans under Public Law 139 for constructing and operating community facilities can be made only when it has been determined that the locality involved is unable to provide such facilities from local revenues or other non-Federal sources. The amount of the grant or loan cannot exceed the portion of the cost of construction or operation of a community facility which is attributed to defense activities.

This is No. XII in the series on Education for the Nation's Defense. SCHOOL LIFE *will continue to publish forthcoming bulletins as information is received.*

New Books and Pamphlets

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

Action for Curriculum Improvement. Washington. D. C.. Association for Supervision and Curriculum Development, A Department of the National Education Association, 1951. 256 p. Illus. (1951 Yearbook.) $3.50.

Better Than Rating; New Approaches to Appraisal of Teaching Services. Prepared by the Commission on Teacher Evaluation of the Association for Supervision and Curriculum Development, NEA. Washington, D. C., Association for Supervision and Curriculum Development, 1950. 83 p. $1.25.

Exhibit Techniques. Edited by Helen Miles Davis. Washington, Science Service, 1951. 110 p. Illus. $2.00.

Children and Their Pictures. By C. D. Gaitskell. Toronto, The Ryerson Press, 1951. 16 p. Illus. $.50. (Available in the United States from: Internation Film Bureau, 6 N. Michigan Avenue, Chicago 2, Ill.)

The General Shop in the Small High School. By Peter F. Christianson. Laramie, The Bureau of Educational Research and Service, College of Education, University of Wyoming, 1951. 40 p. Illus. (Bureau of Educational Research and Service Bulletin, vol. 9, no. 1, 1951.) $.50.

Health in Schools. Twentieth Yearbook, Revised Edition, 1951. Washington, D. C., American Association of School Administrators, 1951. 477 p. Illus. $4.00.

Our Growing Challenge. Report of Minnesota Commission on Vocational and Higher Education. St. Paul, Commission on Vocational and Higher Education, 1951. 23 p. Illus.

The Right School. By Clara F. Blitzer and Donald H. Ross. New York. Metropolitan School Study Council, 1951. 84 p. Illus. $2.00.

Teaching is Exciting! By Margaret Wasson. Washington, Association for Childhood Education International, 1951. 38 p. (Bulletin No. 88.) $.75.

Teaching the Slow Learner. By W. B. Featherstone. New York, Bureau of Publications, Teachers College, Columbia University, 1951. 118 p. (Practical Suggestions for Teaching, No. 1, Revised and Enlarged.) $.95.

Books and pamphlets listed are not available from the Office of Education. They should be requested from the publishers.

Recent Theses in Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the Federal Security Agency Library, where they are available for interlibrary loan.

An Analysis of High School Newspapers for Guidance Content. By William P. Matthias. Master's, 1949. Boston University. 61 p. ms.

Children's Experiences Prior to First Grade and Success in Beginning Reading. By Millie C. Almy. Doctor's, 1949. Teachers College, Columbia University. 124 p.

A Comparative Study of Personality Patterns in Boys of Different Ages. By *Rev.* James P. Galvin. Doctor's, 1949. Catholic University of America. 47 p.

A Course of Study for a Model Office Practice Class on the Secondary Level. By *Sister* Julia Marie Schutte. Master's, 1950. University of Cincinnati. 141 p. ms.

The Process of School District Reorganization—Facilitating and Impeding Factors. By Thomas C. King. Doctor's, 1950. Harvard University. 375 p. ms.

The State and Nonpublic Schools. Critical Analysis of Past and Present Trends in the Relationship of New York State to Its Private and Religious Schools at the Elementary and Secondary Levels. By Elizabeth B. Carey. Doctor's, 1949. New York University. 169 p. ms.

A Study of Some of the Influences of Regents Requirements and Examinations in French. By Arnold L. Frizzle. Doctor's, 1950. Teachers College, Columbia University. 154 p.

A Study of the Relationship Between Social Acceptance by Classmates and Achievement in a General Science Class. By Jacqueline Buck. Master's, 1951. University of Michigan. 69 p. ms.

A Survey of Interests in Literature of Second Grade Children in Kalamazoo County. By Dixie Lee Stafford. Master's, 1951. University of Michigan. 56 p. ms.

U. S. GOVERNMENT PRINTING OFFICE: 1952

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EDUCATIONAL AIDS from Your Government

HOW TO ORDER

Free publications listed on this page are available in limited supply only 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., unless otherwise indicated.

Office of Education

A Directory of 2002 16mm Film Libraries. By Seerley Reid and Anita Carpenter. Bulletin 1951, No. 11. 30 cents.

Education for Group Behavior. Adult Education Ideas No. 13, October 1951. Free.

Education Unlimited. A Community High School in Action. By Grace S. Wright, Walter H. Gaumnitz, and Everett A. McDonald, Jr. Bulletin 1951, No. 5. 15 cents.

Land-Grant Colleges & Universities. What They Are and the Relations of the Federal Government to Them. Bulletin 1951, No. 15. 15 cents.

Modern Ways in One- and Two-Teacher Schools. By Effie G. Bathurst and Jane Franseth. Bulletin 1951, No. 18. 20 cents.

School Fire Safety. By N. E. Viles. Bulletin 1951, No. 13. 20 cents.

Social Studies in Elementary Schools. Prepared by Wilhelmina Hill. Education Briefs, Elementary Education Series, No. 29, June 1951. Free.

Television Brings New Challenge to Teaching. Article by Franklin Dunham. Reprinted from *School Life*, November 1951. Free.

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Atomic Energy Commission

Major Activities in the Atomic Energy Programs, January–June 1951. 10th Semi-Annual Report. 35 cents.

27 Questions and Answers About Radiation and Radiation Protection. September 1951. 15 cents.

Department of Agriculture

Apples in Appealing Ways. Bureau of Human Nutrition and Home Economics. Leaflet 312. 1951. 10 cents.

Directory of Organization and Field Activities of Department of Agriculture, 1950. Agriculture Handbook No. 12. 1951. 65 cents.

Guide to Agriculture, U. S. A. Bureau of Agricultural Economics and the Office of Foreign Agricultural Relations. Agriculture Information Bulletin No. 30. 1951. 50 cents.

Our National Forests. Forest Service. Agriculture Information Bulletin No. 49. 1951. 20 cents.

Water Vs. Fire, Fighting Forest Fires with Water. Forest Service. 1951. 30 cents.

Department of Commerce

Foreign Trade of the United States, 1936–1949. Office of International Trade. I. T. No. 7. 1951. 35 cents.

Department of the Interior

Plants of Big Bend National Park. National Park Service. 1951. $1.00.

Shiloh National Military Park, Tennessee. National Park Service. Historical Handbook Series No. 10, 1951. 30 cents.

Department of Labor

Brief History of the American Labor Movement. Bureau of Labor Statistics Bulletin No. 1000. 1951. 25 cents.

Effect of Defense Program on Employment Outlook in Engineering. Supplement to Bureau of Labor Statistics Bulletin No. 968. 1951. 15 cents.

Effect of Defense Program on Employment Situation in Elementary and Secondary School Teaching. Supplement to Bureau of Labor Statistics Bulletin No. 972. 1951. 15 cents.

Employment, Education, and Earnings of American Men of Science. Bureau of Labor Statistics Bulletin No. 1027. 1951. 45 cents.

Work Injuries in the United States During 1949. Bureau of Labor Statistics Bulletin No. 1025. 1951. 20 cents.

Department of State

Brazil, Plans for National Development. Department of State Publication 4246, Inter-American Series 43. 1951. 10 cents.

Burma, Outlines of a New Nation. Department of State Publication 4282, Far Eastern Series 46. 1951. 5 cents.

The Department of State Today. Department of State Publication 3969. 1951. 15 cents.

Indochina, War in Southeast Asia. Department of State Publication 4381, Far Eastern Series 50, 1951. 10 cents.

Understanding the Schuman Plan. Department of State Publication 4281, European and British Commonwealth Series 26. 1951. 5 cents.

The United Nations and You. Department of State Publication 4289, International Organization and Conference Series III, 70. 1951. 30 cents.

United States Participation in the United Nations. Report by President Truman to the Congress for the year 1950. Department of State Publication 4178. 1951. $1.00.

Federal Civil Defense Administration

Fire Fighting for Householders. PA–4. 1951. 5 cents.

National Civil Defense Conference Report. May 7 and 8, 1951. 45 cents.

The Warden Service. AG–7–1. 1951. 20 cents.

Water Supplies for Wartime Fire Fighting. TM–9–1. 1951. 10 cents.

General Services Administration

Annual Report on the National Archives and Record Service. From the Annual Report of the Administrator of General Services, for the year ending June 30, 1950. Free from the National Archives and Record Service.

Handbook of Emergency Defense Activities. Oct. 1951–Mar. 1952. National Archives and Records Service, Federal Register Division. 1951. 30 cents.

Library of Congress

The Hotchkiss Map Collection. Papers of Major Jedidiah Hotchkiss, compiled by the Library of Congress. 60 cents from the Card Division.

Old New Castle and Modern Delaware; the Tercentenary of the Founding of New Castle by the Dutch. Illustrated catalog of an exhibition presented in the Library from June 1 to October 31, 1951. $1.00.

Serial Publications of the Soviet Union, 1939–1951. Supplement to Monthly List of Russian Accessions. Contains 3,349 entries. $1.50.

National Capital Park and Planning Commission

Washington—Present and Future. A general summary of the comprehensive plan for the National Capital and its environs. Monograph 1. 1950. $1.50.

National Security Training Commission

Universal Military Training: Foundation of Enduring National Strength. First report to the Congress by the Commission. October 1951. 35 cents.

Office of Defense Mobilization

Three Keys to Strength, Production, Stability, Free-World Unity. 3rd quarterly report to the President by the Director of Defense Mobilization. October 1, 1951. 30 cents.

Compiled by Edna K. Cave
Information and Publications Service

U. S. Office of Education Publications–1951

. . . point Education Trends for 1952

Bulletins

1. Frustration in Adolescent Youth. 25 cents.
2. Culloden Improves Its Curriculum. 15 cents.
3. Vitalizing Secondary Education. 30 cents.
4. Statistics of Land-Grant Colleges and Universities—Year Ended June 30, 1950. 15 cents.
5. Education Unlimited—A Community High School in Action. 15 cents.
6. (To be assigned)
7. How Children Use Arithmetic. 15 cents.
8. Teachers Contribute to Child Health. 20 cents.
9. How Children Learn About Human Rights. 15 cents.
10. How Children Learn to Think. 15 cents.
11. A Directory of 2,002 16mm Film Libraries. 30 cents.
12. (To be assigned.)
13. School Fire Safety. 20 cents.
14. School Lunch and Nutrition Education. 10 cents.
15. Land-Grant Colleges and Universities—What They Are, and the Relations of the Federal Government to Them. 15 cents.
16. Scholarships and Fellowships. 55 cents.
17. School Housing for Physically Handicapped Children. (In press)
18. Modern Ways in One- and Two-Teacher Schools. 20 cents.
19. The Activity Period in Public High Schools. 15 cents.
20. Education of Visually Handicapped Children. 20 cents.
21. 3,434 U. S. Government Films. 70 cents.
22. Life Adjustment for Every Youth. 30 cents.

Vocational Division Bulletins

242. Summaries of Studies in Agricultural Education—Supplement No. 3. 20 cents.
244. Home Economics—in Colleges and Universities of the United States. 20 cents.
245. Homemaking and Family Living. 20 cents.
246. Summaries of Studies in Agricultural Education—Supplement No. 4. 20 cents.

Miscellaneous Bulletins

14. Residence and Migration of College Students, 1949–50. 35 cents.

Pamphlets

110. Health Instruction in the Secondary Schools. 10 cents.
111. Pupil Transportation in Cities. 5 cents.

"The best prophet of
the Future is the Past"
. . . Byron

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School Life

◀ He Learns to Walk—Page 72

FEDERAL SECURITY AGENCY
Office of Education

School Life ★ Official Journal of the Office of Education • • • • • • • Federal Security Agency

CONTENTS FOR February 1952

Volume 34 Number 5

The cover illustration: A cerebral palsied child is learning to walk with the aid of braces and walking skis. He is enrolled in a day school class for crippled children—a part of the Chicago public schools. Chicago, first city in the United States to provide such classes, has rendered this special service for more than half a century.

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

". . . We must begin our long deferred program of Federal aid to education—to help the States meet the present crisis in the operation of our schools. And we must help with the construction of schools . . ."——p. 65

★ ★ ★

". . . Education of children . . . cannot be postponed . . ."——p. 65

★ ★ ★

". . . I think everybody knows that . . . better schools and health services are not frills, but necessities . . ."——p. 66

★ ★ ★

". . . Normal peacetime needs are in the neighborhood of 30,000 engineers a year, to which must be added a temporary defense need of at least another 30.000 . . ." p. 68

★ ★ ★

". . . the core is generally recognized as having a distinct pattern or organization . . ."——p. 71

★ ★ ★

". . . more and more effort is being exerted to provide opportunities for handicapped children and adults . . ."——p. 72

★ ★ ★

". . . Children of migratory workers constitute a special group whose present education opportunities are inadequate . . ." p. 77

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."

Excerpts on Education, from—

Presidential Messages and Reports to the Congress—1952

1. Report to Congress on the State of the Union
2. Economic Report of the President to Congress
3. National Budget, Fiscal Year Ending June 1953

PRESIDENT TRUMAN, on January 9, 1952, opened his report to the Congress on the state of the Union by saying, "At the outset I should like to speak of the necessity for putting first things first as we work together this year for the good of our country."

The President stated that economic conditions in the country are good: "There are 61 million people on the job; wages, farm incomes, and business profits are at high levels. Total production of goods and services in our country has increased 8 percent over the last year—about twice the normal rate of growth."

He spoke of several matters directly related to education:

"We must begin our long deferred program of Federal aid to education—to help the States meet the present crisis in the operation of our schools. And we must help with the construction of schools in areas where they are critically needed because of the defense effort . . .

"We urgently need to train more doctors and other health personnel through aid to medical education. We also urgently need to expand the basic public-health services in our home communities—especially in defense areas. The Congress should go ahead with these two measures immediately."

Referring to our Point IV program, the President said: "It is working—not only in India—but in Iran, Paraguay, Liberia—in 33 countries around the globe. Our technical missionaries are out there. We need more of them. We need more funds to speed their efforts, because there is nothing of greater importance in all our foreign policy."

Concerning scarce materials:

"Defense needs will take a lot of our steel, aluminum, copper, nickel, and other scarce materials. This means smaller production of some civilian goods. The cut-backs will be nothing like those during World War II, when much civilian production was completely stopped. But there will be considerably less of some goods than we have been used to these past 2 or 3 years . . .

The Economic Report

In his Economic Report, transmitted to the Congress January 16, 1952, President Truman discussed a number of matters of concern to those in the field of education. The Report states:

"New public construction expenditures for . . . development programs including education, health, and housing, have fallen from about 3 percent of the gross national product in 1939 to less than 2 percent in 1951 . . .

"We must hold back on the construction of hospitals. Total construction expenditures for schools, although at record levels, must be held below the real need.

"True economy is desirable at all times. It is imperative during a national emergency . . . (but) . . . When we look at the whole picture, we find that true economy embraces two equally important elements: The first is the avoidance of unnecessary outlays; but the second, and equally important, is the making of necessary outlays. A nation which spent its resources foolishly would dissipate its strength. But a nation which was too timid or miserly in applying its resources to urgent needs would fail to build up its strength."

The President further stated:

"In education, health, and social security programs, we must continue to be highly selective, deferring improvements and extensions not clearly necessary now in support of the total defense effort. Education of children, however, cannot be postponed, nor should health standards be allowed to fall. I recommend a program of general Federal aid to help meet teaching and other school operating costs, and a more adequate program of Federal aid for school construction and operation in critical defense areas."

Point 11 in the Summarization of Legislative Recommendations (p. 25 in the Economic Report) reads: "Authorize Federal aid to help meet school operating costs, and increase aid for school construction and operation in critical defense areas." And, Point 12: "Authorize Federal aid to assist medical education, and provide for strengthening local public health services."

The National Budget

In his message on the Budget, as it pertains to *Education and General Research*, the President said:

Federal expenditures for education and general research are estimated at 624 million dollars in the fiscal year 1953, compared to an estimated 238 million dollars in 1952 and 115 million dollars in 1951. These sums do not include special-purpose education and research activities included in other Budget categories.

The substantial increase in the fiscal year 1953 will strengthen basic education programs and fundamental research. The added funds are needed primarily for new

legislation which I am recommending to help all the States improve elementary and secondary education, to help provide schools in those communities which are overburdened because of Federal activities, and to give financial assistance to capable young people who otherwise could not attend a college or university.

New obligational authority recommended for 1953 is 688 million dollars, but largely because of the length of time required to complete and pay for buildings under the school construction program the expenditures will be 64 million dollars less than this amount.

The chart accompanying this report shows a comparative break-down by Program or agency, of educational expenditures—actual for 1951, and estimated for 1952 and 1953.

Promotion of Education—Elementary and Secondary

On this subject, as it concerns the Budget, the President said:

At present, too many of our people are unable to make full use of their capabilities, whether in civilian employment or military service, because their opportunities for education and training have been limited. Schools are overcrowded, substandard instruction is common, and teachers' salaries continue low in many areas.

The most serious aspect of this situation is that it can so easily become very much worse. Our school-age population is now rising rapidly, as a result of the great increase in birth which began in the war years. The number of children entering the first grade is now nearly 10 percent higher than it was only 4 years ago. Four years from now it will have risen another 24 percent. Meanwhile, of course, these children will be moving up through the grades, year by year, putting new strains successively on our elementary and secondary school systems.

"I think everybody knows that social insurance and better schools and health services are not frills, but necessities in helping all Americans to be useful and productive citizens, who can contribute their full share in the national effort to protect and advance our way of life."—*President Truman*

I have urged the Congress for several years to enact legislation providing grants to the States for operation and maintenance of their local schools. These grants would assist the States in improving their systems of elementary and secondary education by raising teachers' salaries, providing more and better textbooks, and in many other ways. The security program has reemphasized this need. In some States more than one-third of the young men called by the Selective Service System failed the educational tests for entrance into military service during the fiscal year 1951. The States with the highest rejection rates are precisely those low-income States which, despite heavier taxes in relation to income, are unable to provide a satisfactory education for their young people. Many of the men rejected for military service because of educational deficiencies are also unable to meet our needs for skilled workers in industry. At a time like this we cannot afford to waste any resources, yet this pool of inadequately used human resources is being continually enlarged because many young people are denied the opportunity for a proper education.

This is a need that we must begin to meet at once. This Budget includes a recommendation of 300 million dollars as the preliminary estimate for general aid to education in the fiscal year 1953. Because of higher costs and the greater number of school children, this amount of aid will not fully accomplish the purposes which my earlier proposal was designed to achieve. I hope that the Congress will enact legislation containing provisions to raise equalization aid to a more adequate level over the next decade.

In addition to this new program of general aid, the Budget includes 45 million dollars in estimated appropriations for operation and maintenance aid to certain local school districts where the Federal Government has a special responsibility to furnish assistance because Federal activities have imposed special burdens.

This Budget also includes estimated appropriations of 225 million dollars for the construction of school facilities in critical defense housing areas and other places specially affected by Federal activities. Of this amount, 150 million dollars is needed to continue the program already authorized, and the remainder is a preliminary estimate of needs under proposed legislation.

We are also moving forward on a detailed 3-year Nation-wide survey of our school construction needs generally, as authorized by the Congress in 1950. In cooperation with the Office of Education, the States are making good progress in surveying their shortages of school facilities and their resources available to meet these shortages. The information coming in from this survey will help us to determine what the future role of the Federal Government should be in relation to school construction needs.

Meanwhile, the States and localities are doing a great deal to meet the situation. During the ealendar year 1951 they broke all previous construction records by building more than 40,000 new classrooms costing 1.3 billion dollars. It is gratifying that, despite the shortage of structural steel, we have been able to make enough available for the first half of 1952 to continue and even increase this rate of construction on the basis of modified designs which require less steel.

The present programs of Federal aid to critical areas for construction and operation of schools are based on two laws enacted in 1950. Under these laws we provide aid to local school districts for construction and for operation of schools to meet burdens resulting from peacetime and

(*Continued on page 77*)

EDUCATION AND GENERAL RESEARCH

[Fiscal years. In millions]

Program or agency	Expenditures			Recommended new obligational authority for 1953
	1951 actual	1952 estimated	1953 estimated	
Promotion of education:				
Office of Education:				
General aid for operating expenses, elementary and secondary schools (proposed legislation)	----	----	$290	$300
Education of children on Federal property and in emergency and critical defense housing areas:				
Present programs	$17	$151	185	190
Proposed legislation	----	----	35	80
General assistance to college students (proposed legislation)	----	----	30	30
Vocational education	27	26	26	26
Other programs	7	9	8	8
Educational aid to special groups	6	8	8	5
Library and museum services	10	11	12	12
General purpose research:				
National Science Foundation	(1)	1	5	15
National Bureau of Standards	10	11	12	9
Seventeenth Decennial Census (Department of Commerce)	30	13	3	2
Other	8	8	10	11
Total	115	238	624	688

[1] Less than one-half million dollars.

Engineering and the High School as a Source of Supply

by Harry A. Jager, Chief, Guidance and Counseling Services Branch, and
Henry H. Armsby, Associate Chief for Engineering Education, Office of Education

THE SUPPLY of engineers has been a topic for consideration by the Engineers' Council for Professional Development and its Guidance Committee. by the American Society for Engineering Education, and by the Engineering Manpower Commission of the Engineers' Joint Council. Among the sources of supply considered by these bodies are the public secondary schools.

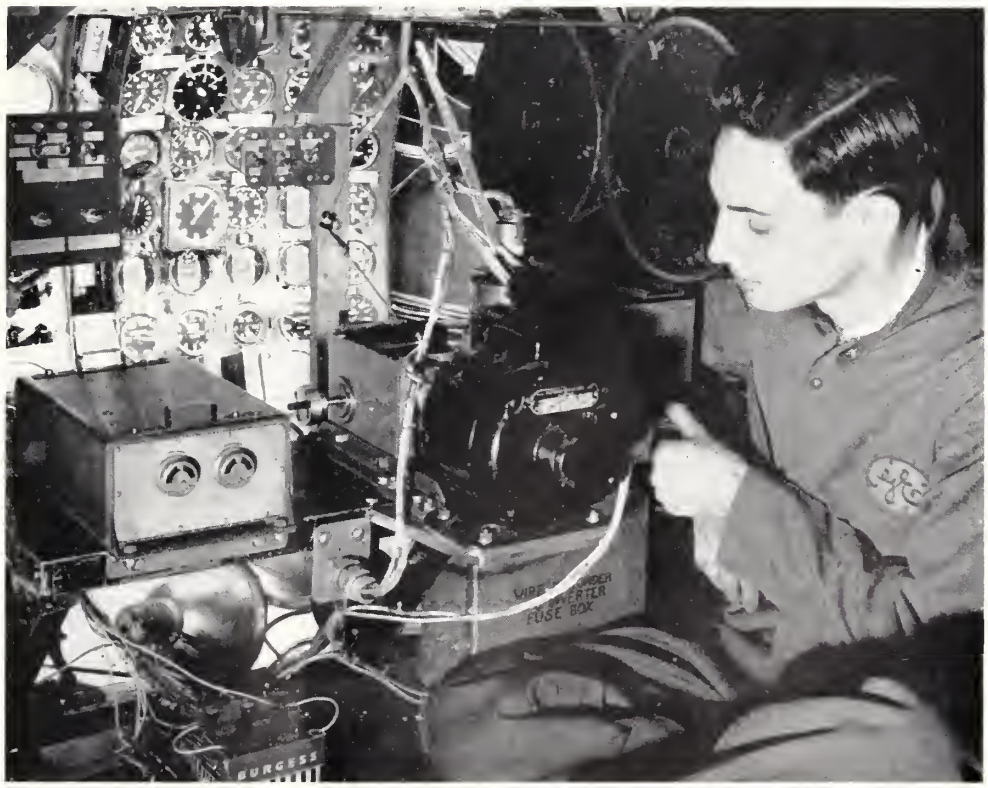
Some Basic Assumptions in Secondary Schools

In helping young people make a choice of careers the guidance services in the secondary schools are the natural channels. Four or five thousand schools have counselors to deal with these problems. A thoroughly trained counselor has undergone a comprehensive range of preparation which should enable him to see both the engineers' side of the question and that of his pupils. There are. however, even more thousands of schools which do not have trained counselors. The efforts of engineers to reach pupils in the latter schools with the facts of engineering careers are somewhat handicapped. However, the needs of the engineering profession cannot be supplied unless all students enrolled in high schools, large and small, rural or urban. with or without guidance programs come within the program.

In any scheme of cooperation between engineering groups and schools one fact should be recognized that is not always apparent: Neither secondary schools nor guidance services are or can be engaged in a program of recruitment as such. From the schools' point of view young people in a democracy have a free choice in matters of training and vocation. The effort of the school is to see to it that these choices are made by young people on a basis of a knowledge of their abilities and interests on the one hand, and of all opportunities open to them, in the light of these abilities and interests, on the other. This protection of the intelligent self-interest of the individual, however, is not irreconcilable with an increase in the supply of *suitable* candidates for the engineering profession.

School authorities will probably seek answers to certain questions as they help their young people approach the problem of responding to engineering needs.

At recent conferences called by the Thomas Alva Edison Foundation, and the Office of Education, attended by leaders in the science and engineering fields, there was agreement that steps should be taken to interest more youth in educational subjects basic to the preparation of the Nation's future scientists, engineers, and technicians. This article by Mr. Jager and Mr. Armsby is pertinent to the problem, and we are pleased to present it in School Life.



This young man, shown inside the big fuselage of the G–E B–29 "Flying Laboratory," is a student in the Technical Course for Laboratory Assistants, a program conducted by the General Electric Laboratory at Schenectady, N. Y.

What Is the Demand and Supply with Respect to Engineering Candidates?

The first question is: What are the needs for manning engineering, and what is the supply in secondary schools to fill these needs?

Normal peace-time needs are in the neighborhood of 30,000 engineers a year to which must be added a temporary defense need of at least another 30,000. About 42,000 engineering degrees were granted in 1951, but the number of graduates will decrease to about 17,000 in 1953 and will remain at approximately that figure for the next 10 years unless a larger proportion of high-school graduates enter engineering colleges.

The number of high-school graduates in 1951 was some 1 million 240 thousand, only half of whom were boys, the only realistic source for engineering material at this juncture. Normally (that is without veteran enrollment) it requires 70 thousand freshmen to produce 35 thousand engineering graduates, because *only 49 percent of freshmen remain to graduate.* Seventy thousand is about 11 percent of boy graduates in the current year, or in any of the next 4 or 5 years. Practically, however, only the top half of any graduating class is acceptable for college entrance, which raises this figure to 22 percent of available boys. In other words, to produce 70 thousand engineering freshmen one boy out of every 5 going to college from all graduating classes must choose engineering. In the past, however, over a period of years engineering freshmen have composed only 11.6 percent of the top half of high-school graduates.

Is there any reasonable hope that the number of qualified boys choosing engineering can be doubled this year or in any year soon to come? [1]

There are several reasons why the answer must be "No." One is that college students of all goals must come from the top half of graduating classes. The second is that thousands of small schools do not offer the preliminary courses essential for engineering enrollment, so that there are actually many fewer than 300 thousand in the top half to draw from. A third is that almost all the professions are making similar claims of undermanning, and to a greater share of this college material. It is obvious that doubling recruits for one profession can be done only at the expense of one or more others. In the fourth place, engineering, as a stable profession, especially to boys looking 5 or 6 years ahead, has not yet made a clear case to the general public.

There will doubtless be an effort to enroll more girls for the engineering profession. Women, according to some estimates, do not now compose more than ½ of 1 percent of the engineering group. The success of many women leaves little doubt as to their *abilities* in engineering, but there are many other hurdles in the way of choice and success. Their interests, aptitudes, and acceptability on the job present greater difficulties than their abilities. The great current demand for girls in nursing, teaching, and office occupations offers them easier and more compatible careers. A reference to the want ads in any newspaper in the larger cities will reveal that young women with a minimum of experience and perhaps not more than a year's education beyond high school can command salaries which compare very favorably with the entrance salaries for male engineers.

Engineers are not the only group in the labor force pinched between supply and demand. The 2 million young people reaching 18 years old each year are emerging as almost the only permanent and reliable addition to the labor force of 65 millions. The military can and will assert its priorities. Engineering like all other professions, then, must face a crisis in the manpower problem as crucial as has ever before occurred. All in all, the supply of boys in high schools for engineering is strictly limited. If needs in engineering are stated accurately, new measures to supply them are called for.

How Does Normal Attrition in Engineering Schools Affect the Problem?

The secondary schools would like to know the answer to a second question: What happens to our boys after they enter the engineering school?

The reply is presented to us in the phrase "normal attrition." Taking all institutions as a group, only 49 percent of engineering freshmen will become graduates, that is one out of two is lost. This loss is a matter of great concern to school authorities, to whom outcomes for every boy and girl are matters of intense interest.

It is readily granted that attrition is a problem in all colleges, among which engineering schools do better than four out of seven other disciplines. The same attrition, it is also true, occurs in almost the same proportion between, let us say, the sixth grade and graduation from high school. This fact has been the occasion for many campaigns for keeping children in school, which have been successful in some States to the extent that 90 percent or more young people of high school age are enrolled in school. In a campaign for increased engineering enrollment, however, the phrase "normal attrition" should be analyzed. Secondary schools would welcome evidence that engineering institutions recognize the waste involved, and that steps are being taken to remove any remediable causes.

Recent Study

The most recent and comprehensive national study of the causes of attrition is the bulletin "College Student Mortality" published in 1937 by the Office of Education and sponsored by 25 university project staffs. With any reservations which the changes of 14 years may make necessary, its evidence may be considered as generally acceptable.

In the section of this study dealing with engineering schools, of 100 students who left before graduation, 24.2 percent were dismissed for failure, lack of interest, or discipline; 10.7 percent left for financial reasons: 4.1 percent were casualties of death or illness. "Miscellaneous" causes accounted for 13 percent and *unknown causes for 48 percent.* The most startling fact is that half of these drop-outs were youth who had made so little impression on the institutions that nobody knew why they weren't there any more!

Fourteen years ago mortality rates were 60 percent. Current figures give 51. Whether this is a real gain is problematical, since the 1937 study was based on an accounting of individual freshmen who became graduates while the current figures merely compare the number in the freshman class with the number of graduates, without accounting for the steady influx of transfers into advanced classes. It is possible that actual mortality rates are as bad as those of 1937, or worse.

This attrition of, on the whole, well selected boys is of grave concern to schools, but it is of even greater consequence as a factor in the manpower problem. Neither an institution nor an employer can under present circumstances ask for two persons

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[1] The military service question is deliberately left out of these calculations. If it were included all figures would likely be worse from the point of view of engineering goals.

First National Survey of School Facilities

by Ray L. Hamon, Chief of the School Housing Section,
Division of State and Local School Systems, Office of Education

THE OFFICE of Education is engaged in tabulating and evaluating School Facilities Survey data which have been submitted by the States pursuant to Title I. Public Law 815, the 81st Congress.

There was never a time when it was as important as it is now to give careful study to the problem of providing adequate, safe, and functional school facilities. The Nation is faced with the most critical shortage of school facilities in history. Several factors have contributed to this crisis in schoolhousing; such as high war-time and post-war birth rates, extensive population shifts, school district reorganization, and curricular changes due to the broadening of educational objectives.

School Housing, a Crisis

School plant construction in America has never kept pace with increasing enrollments and expanding educational programs. There was a remaining backlog of needed facilities even after the school building boom of the 1920's, and the shortage of space became more acute during the 1930's in spite of the public works programs. School construction all but stopped during the war and regular maintenance programs were neglected due to wartime shortages of materials and manpower. As a result, thousands of school buildings, which normally would have been replaced, have been continued in service and allowed to fall into a poor state of repair. Many school plants now in use are obsolete, insanitary, unsafe, and poorly located with respect to the school population served.

The schoolhousing crisis was recognized by the President of the United States in his 1950 Budget Message in which he stated:

"We know that a shortage of school buildings exists in many parts of the country as a result of wartime deferment of construction and the increase in the school-age population. We do not know the over-all extent of the shortage, the particular areas in which it exists, and whether State and local governments can alleviate it without special Federal aid for construction. In order to provide an adequate factual basis for further consideration of the problem, I ask the Congress to authorize a survey of educational building needs and the adequacy of State and local resources available to meet these needs."

Acting upon the President's request, the 81st Congress appropriated $3 million for grants-in-aid to the States for a school facilities survey. The Federal survey funds have been allotted to the States according to school-age population, and States are required to match Federal funds with State funds and/or services.

The first phase of the survey consists of an inventory of school facilities, determination of current school facilities requirements, and a determination of State and local resources available for meeting these requirements. December, 1951, was the target date for completing the first phase of the survey at the State level. Because of late starts and complications, however, only 27 States had completed the first phase of the survey and had filed State summaries on Form RSA–6 by the end of January. As soon as the Office staff has analyzed State reports, it will report to the Congress a Federal summary of the first phase of the study, as revealed by State reports received. Excerpts from this report will then be made available to local and State school agencies and to the general public through the press and magazines.

Summary of Survey Report

A summary of the first phase of the survey will reveal the extent of: overcrowding, use of improvised and makeshift school facilities, and occupancy of unsafe and unhealthful school plants. The summary report will also reveal current school facilities requirements and availability of funds for modernizing existing facilities and providing the necessary additional facilities to house properly the rapidly increasing school enrollments and expanding educational programs.

Target Date for Second Phase

June 1953, has been set as the target date for the completion of the second or long-range phase of the school facilities survey. This phase of the survey will include the State-by-State determination of need, location, type, size, and estimated cost of school facilities required in the various localities prior to 1960. The Office of Education is continuing to provide consultative services to the States relative to the long-range phase of the survey.

First Nation-Wide Survey

Although not designated as "surveys," the American people have studied the need and location of school facilities ever since our early colonial settlements. More formally organized local school building surveys have been the vogue for many years. Recently a few States have studied their school building needs on a State-wide basis. This is the first time, however, that there has been a Nation-wide survey of school facilities. This survey should result in charting the course and establishing the pattern for long-range programs of school plant construction. To be of maximum value in the years to come, it is essential that State and local educational agencies continue to study their school plant requirements and modify the State-wide school construction programs in terms of changing conditions and school plant requirements.

Flash Reviews
—of New Office of Education Publications

All of these publications are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

■ KEYSTONES OF GOOD STAFF RELATIONSHIPS, by Ellsworth Tompkins, is Office of Education Miscellany No. 13, 16 pages, 1951—15 cents. It shows that where good staff relationships prevail, staff members achieve a high morale, a willingness to work productively, and a sense of values basic to democratic action. Good staff relationships go hand in hand with effective and democratic internal school management. But they do not come as a matter of course, except in very small schools. How to achieve some of the beneficial characteristics of a small organization is a major problem for large schools.

This pamphlet suggests ways by which large schools can improve their staff relationships. The 12 keystones are based on reported and observed practice in 47 public high schools designated by State and university leaders in education as having good staff relationships.

■ HOW CHILDREN LEARN TO THINK, by Paul E. Blackwood, Office of Education Bulletin No. 10, 19 pages—15 cents—is one in a series of bulletins on the place of subjects in the elementary school curriculum. The first of the series showed how subject matter is introduced into the program in a modern school. It was titled *The Place of Subjects in the Curriculum*, Office of Education Bulletin 1949, No. 12—15 cents. Other bulletins in the series will discuss how various skills, such as reading, creating in art, and writing, are developed in the modern school program.

This bulletin deals with how children learn to think. Children are most inclined to think when they are given an opportunity to think about real and important problems. It is important to have a classroom environment in which good thinking is expected and encouraged. Skillful teaching stimulates children to think carefully. Opportunities to help children think abound in all phases of the school program. Numerous suggestions are given for using these opportunities.

■ MODERN WAYS IN ONE- AND TWO-TEACHER SCHOOLS, by Effie G. Bathurst and Jane Franseth, is Bulletin No. 18, 48 pages—20 cents. It describes practices in one- and two-teacher schools that are helping rural boys and girls get a good education. It tells how teachers help pupils to plan, select, organize, and appraise their experiences cooperatively. In the school year 1947–48 there were approximately 93,000 one- and two-teacher schools. More than 2½ million children look to these schools for the beginning of their organized education.

This new publication of the Office of Education points out that the good modern one-teacher school or two-teacher school uses and improves the resources of the country community. It is a place where older children learn to help the younger, where children, young people, and adults work together and learn from one another. Understanding and cooperation exist among parents, pupils, teacher, and community.

While *Modern Ways in One- and Two-Teacher Schools* is addressed primarily to teachers, it will also be useful to administrators, supervisors, and others who are looking for ways of helping teachers in such schools improve their teaching.

■ HOW CHILDREN USE ARITHMETIC, by Effie G. Bathurst, Office of Education Bulletin No. 7, 1951, 13 pages—15 cents—is another in a series of bulletins on the place of subjects in the elementary school curriculum.

This bulletin shows how children develop arithmetic abilities. It gives an overview of some of the problems in teaching with which the modern teacher deals as she helps her pupils to understand and use number concepts effectively. It illustrates ways in which boys and girls are helped to enrich each day's experiences through arithmetic and to make the subject consciously a part of life.

■ HOW CHILDREN LEARN ABOUT HUMAN RIGHTS, by Wilhelmina Hill and Helen K. Mackintosh, Bulletin No. 9, 16 pages—15 cents—is still another in this series.

This bulletin is concerned with the concept of human rights, and the interpretation of some of these rights in the classroom, in the school, at home, and in the community. One of the most important things a child needs to learn is the ability to recognize his own rights and at the same time respect the rights of others. In the process of learning this, children are making practical applications of the principles involved in the Universal Declaration of Human Rights.

Schools and individual teachers are finding places in their crowded programs for emphasis on rights and responsibilities of individuals that point up the importance of the Universal Declaration of Human Rights. Illustrations of what is being done in the study of human rights in elementary schools in various parts of the United States are offered as suggestions.

■ EDUCATION UNLIMITED, by Grace S. Wright, Walter H. Gaumnitz, and Everett A. McDonald, Jr., Bulletin No. 5, 1951, 35 pages—15 cents—is the story of the people of East Hampton, Connecticut, and their school—the East Hampton High School. Back in 1946 discussions were begun of what was right and what was wrong with secondary education in East Hampton. There seemed to be more that was "wrong" than was "right." Therefore, they decided that they would devote whatever time and effort was needed to devise a new pupil- and community-centered program based on sound educational procedures.

The East Hampton High School proved that limitations, such as low financial resources, inadequate plant and equipment, restricted curriculum offerings, small and overworked staffs, need not necessarily restrict the services of small and middle-sized high schools. This school has now provided a school program to serve all youth.

This Office of Education Bulletin demonstrates that small and rural community high schools can provide "education unlimited."

■ SCHOOL FIRE SAFETY, by N. E. Viles, is Bulletin No. 13, 58 pages—20 cents. School fires endanger the lives of pupils, cause property losses, and may disrupt the school program for weeks or months. Schools have an obligation to develop and maintain fire-safe conditions in their plants. Responsibility rests on local and State school and other officials, teachers, parents, and custodians.

This bulletin stresses the importance of

(Continued on page 76)

Core Curriculum: Why and What?

by Grace S. Wright, Research Assistant in Secondary Education,
Division of State and Local School Systems, Office of Education

LIKE MANY terms used in education, "core curriculum" has no precise definition. Writers in the field of curriculum usually describe it in terms of its characteristics. Basically it refers to a course in the common learnings which is designed to provide learning experiences needed by all youth. In this sense it borrows from the original use of the term when the required or basic subjects in a school's curriculum were referred to as core subjects.

In addition to the "needed by all" concept, the core is generally recognized as having a distinct pattern or organization. The time given to it is longer than that given to a single subject: A core class usually meets for a double period; in some instances three or four periods are included in the "block" for which it is scheduled. The core is not an added course, but replaces other subjects, subjects which cut across major areas of the curriculum. In more than 90 percent of the cases these subjects are English and social studies, or English and social studies in combination with one or more other subjects such as science, mathematics, health, or art.[1] Nearly always one teacher teaches this block class.

Why a Block Class?

It provides opportunities for cooperative problem solving in areas of pupil needs and interests, and thus gives practice in democratic living.

It facilitates a relatedness in learning experiences.

It makes possible an improved guidance and counseling program at the classroom level.

In the junior high school, it makes the transition from elementary school less abrupt.

All their lives people are called upon to solve problems, problems growing out of their personal and social needs, problems as members of the community, State, and Nation. Adolescents too have needs, interests, and problems. Many lists of such have been compiled. Problems which they themselves are most concerned with at this period are frequently referred to as "developmental tasks." They concern such matters as physical maturing, family relationships, relationships with the group, selecting a vocation and achieving economic independence, and acquiring a system of values.[2] These are the matters which are engaging most of their thought and attention. If we add to these the demands set by society, that each youth become a good citizen in a democracy and that he be skilled in the tools of learning, his problems are multiplied.

The secondary school has not been unaware of the problems of its clientele. Vocational courses and college preparatory courses have been aimed at preparing the youth for future adult economic status. Home economics may stress family relationships; courses in health or hygiene frequently take up the matter of physical development and maturing; social studies teach about citizenship; extracurricular activities may provide for many interests. On the other hand, in many schools home economics is still merely cooking and sewing; there is no course in health or hygiene; extracurricular activities may not be participated in by all pupils; and, of course, studying about citizenship does not necessarily cause one to practice it.

Even when all the courses at their best do exist in a school, group problem-solving techniques can rarely be used. Such techniques are more costly in time than the lesson assignment-study-recite method, too costly for a class which meets but a single period each day and must cover a prescribed textbook content by the end of the term.

Problem Solving Techniques

In the block class, pupils have time for practicing the techniques of group problem-solving, techniques which they will need and will be able to use all through their lives. The core concept requires that the problems upon which they work will be those which they and society believe are important to them at their developmental level. Since more than one subject area is included in the core block, problems may cut across subject areas, in fact they disregard subject lines. Oftentimes the work of other teachers is correlated with the problem unit of the block class. Hence there will be a relatedness in learning not often found in separate subject classes where each course is an entity in itself.

The longer block of time makes it possible for a teacher to know each of his pupils better. Obviously, in a two-period class the teacher meets only half as many pupils as he does in two single-period classes. He is in a better position to help them and they in turn become better acquainted with him and with each other. Oftentimes a teacher continues with the same group for a second year.

In the junior high school, a block class results in a lesser degree of change for the pupil coming from the elementary school. The core teacher is a substitute for the single teacher he was accustomed to having through grade six.

(*Continued on page 75*)

[1] Core Curriculum in Public High Schools. An Inquiry Into Practices, 1949. Washington, U. S. Government Printing Office. (Office of Education Bulletin 1950, No. 5.)

[2] The American High School. Eighth Yearbook of the John Dewey Society. New York, Harper & Bros., 1946. p. 84–91.

World-Wide Interest in

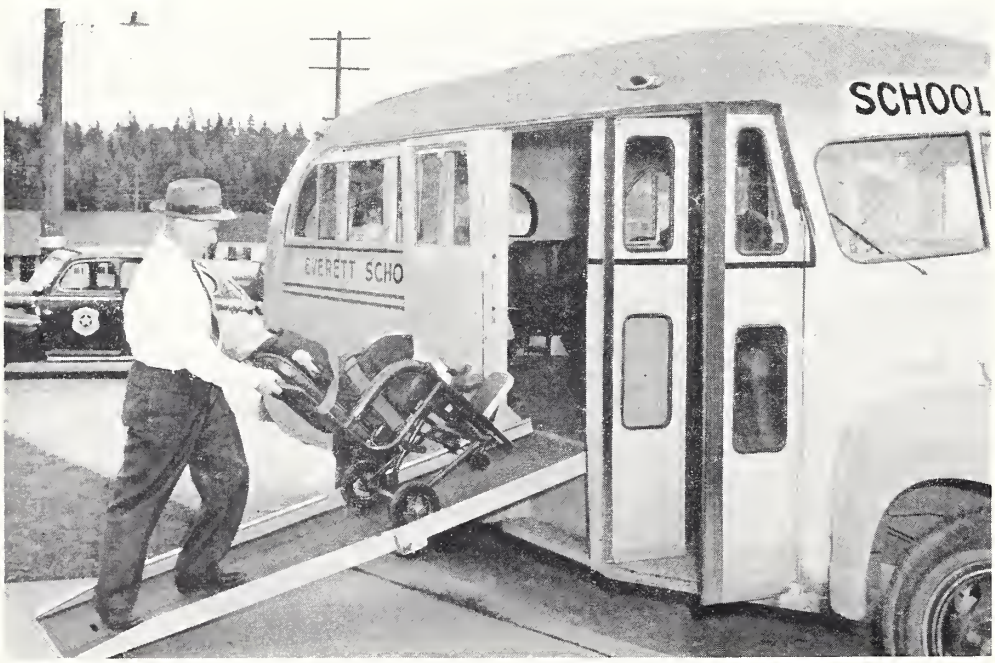
Dr. Romaine Mackie, Specialist, Schools for the Physically Handicapped, is author of two new Office of Education bulletins: "Education of the Visually Handicapped, now available, (20 cents), and "School Housing for the Physically Handicapped." The latter is still in press.

IN THE WORLD, more and more effort is being exerted to provide opportunities for handicapped children and adults. This growing concern for improvement in the conditions of the disabled was accentuated in the Fifth World Congress of the International Society for the Welfare of Cripples which convened at Stockholm in September 1951. The meetings were held in the historic Parliament Building and were attended by more than 700 people from 30 countries, including a large delegation from the United States. Two members from the Federal Security Agency went to the Congress. The Office of Education was represented by Dr. Romaine Mackie who read a paper on "The Education of the Physically Handicapped"; the Office of Vocational Rehabilitation was represented by its Director, Miss Mary E. Switzer, who spoke on "Vocational Training for the Disabled."

The theme of the Congress was "Complete Services for all Disabled—A World Goal." Whenever a community attempts to provide a complete program for the handicapped, services of professional and lay people are needed, and these people must work together as a team. This kind of working together, when operating at the international level, sets a pattern, which, if multiplied many times, contributes to world understanding. Through cooperation in causes of this kind, Nations are brought nearer to the broader goal—World Peace.

In the program of the conference there was much emphasis on medical care, social and psychological problems of the handicapped and on education. It was pointed out again and again that the schools play a major role in the program for the handicapped and that the schools have a unique opportunity to help children toward optimum adjustments. Many of the disabling conditions of adults either are present or have their beginnings during childhood. The school working with the home and with other agencies may often be instrumental in preventing or correcting many of these conditions. The school also has the opportunity to help the chronically disabled learn to live with those handicaps which cannot be cured or corrected.

This 12-year-old boy is learning Braille and getting his education in a special day school class for the blind in his home community. The class is housed in a regular elementary building, and is part of the public school system.



The Everett, Washington, school for cerebral palsied children has found ways of transporting severely crippled children to day schools. By means of a ramp which folds up as part of the wall of the bus, wheel chair cases can be taken to and from school.

This emphasis on the importance of suitable educational programs for the handicapped received more than usual attention; for example, more attention was given to education in this Congress than in the Pan American Conference held in Mexico City in 1948 and sponsored by the same organization. There seemed to be in the Stockholm Congress a proportionately larger and more vocal delegation from the field of education, including residential and hospital schools, and various types of day schools. These delegates made every effort to come together to discuss their problems, both within the framework of the conference and on an informal basis.

The exhibits from various countries in-

ducation of the Handicapped

Thraugh the use af praperly fitted hearing aids, this bay is making as much use as possible af his residual hearing. Oppartunity far education is available to him thraugh sp cial day schaal classes pravided by the Chicago public schools.

In the pragram af the day school class far the cerebral palsied, physical therapy as well as educatianal experiences plays a large part. Here, a physical therapist, with the aid af parallel walking bars, helps the children learn ta walk. (New Mexica)

cluded splendid collections of photographs and publications on schools for the handicapped. The exhibit materials from the United States were contributed by leaders in the education of exceptional children. Prior to the time of the Congress, the National Association of State Directors of Special Education joined with the Office of Education in assembling photographs which showed the work of schools for the handicapped in this country. The collection (placed under a red, white, and blue banner) showed photographs of children with crippling conditions, impaired hearing and vision, speech defects, and other health problems. These portrayed the work of the schools much better than words could have done. Another exhibit on education of physically handicapped children displayed at the Congress is of special interest to Americans since a committee of the National Association of State Directors of Special Education and the Office of Education gathered materials for this. It is a traveling exhibit prepared by the International Union for Child Welfare. During the summer of 1951, it was shown in Cologne, Germany. As a permanent exhibit it was taken from the Congress in Sweden to Finland and other countries.

At Aberdeen, S. Dak., a student teacher uses the visual methad af teaching ta shaw pupils haw ta draw maps af sectians af the United States, and paste an them cutaut pictures of area praducts and industries. A class af handicapped children is trained by accupational therapy.

The International Society for the Welfare of Cripples, of which Mr. Donald Wilson is Secretary-General, sponsored the Congress in Sweden. It is a federation of national, nongovernmental organizations whose sole purpose is to serve the welfare of the handicapped. The organization has consultative status with the Economic and Social Council of the United Nations. It also has unofficial relationship with the World Health Organization, and a cooperative liaison is maintained with UNESCO. The United States affiliate, the National Society for Crippled Children and Adults, Inc., 11 South La Salle Street, Chicago, Illinois, had an official delegation at the Congress, headed by Dr. Lawrence Linck, its Executive Director. Other organizations concerned with the education and general care of exceptional children having official representation at the Congress were the National Association of State Directors of Special Education, with Mr. Richard S. Dabney, Director, Section on Special Education, Missouri State Department of Education, as Chairman; and the International Council for Exceptional Children, with Dr. Samuel Kirk, Professor of Education, University of Illinois, as Chairman.

☆☆☆ Education for the Nation's Defense—XIII ☆☆☆

IN A DEFENSE Information Bulletin dated December 18, 1951, the Office of Education issued the following information regarding critical materials for education construction, second quarter, 1952.

Critical Materials for Education Construction, Second Quarter 1952

It is expected that the Defense Production Administration will have made its program determination and allocations of steel, copper, and aluminum for the second quarter 1952 for school, college, and library construction on or before January 15, 1952. It will facilitate the processing of applications for authorization to commence construction and for allotments of critical materials to support such construction planned to begin in the second quarter 1952, if these applications on CMP Form 4–C are filed with the Office of Education on or before January 15, 1952. CMP Forms 4–C may be secured from State Departments of Education, Regional Offices of the Federal Security Agency, Regional and Field Offices of the National Production Authority, Department of Commerce, or the U. S. Office of Education, Washington 25, D. C. A detailed Manual of Instructions for filling out Form 4–C applications for school, college, and library construction may be secured upon request from the U. S. Office of Education.

It is anticipated that the short supply of steel, copper, and aluminum for school, college, and library construction will continue into the fourth quarter of 1952, necessitating continuance of efforts upon the part of school officials, architects, and contractors to curtail the use of critical materials, deferring plans for construction of gymnasiums, auditoriums, student unions and limiting construction to essential classroom housing and related facilities.

It has been necessary, because of limitations resulting from the first quarter 1952 allocation of steel for college and library construction, to defer temporarily approval of all applications for authority to commence construction in first quarter 1952 and to reschedule structural steel allotments previously made to a number of college and library projects from the first to the second quarter 1952. Projects selected for such rescheduling were those in the two lowest priority categories of projects under construction which had not previously been delayed by rescheduling and which involved 10 or more tons of structural steel.

Year-Round Program for Purchasing School Buses

State and local school officials can make a contribution to the defense effort by adopting a year-round program for purchasing their school buses. This was reported in a Defense Bulletin dated December 27, 1951, covering the substance of a letter to the Office of Education from Mr. Edward D. Hicks, Jr., Director of the Street and Highway Transport Division of the Defense Transport Administration. The Defense Transport Administration has done a very careful job in estimating the need for new school buses, and the National Production Authority has recognized the justification of the program submitted by the DTA by allocating sufficient materials to keep the program going on a near normal basis.

Mr. Hicks' letter may be summarized in these three points:

1. The National Production Authority allocates its materials by quarters; these allocations are usually based on one-fourth of the estimated needs for the year. However, the purchase of school buses is not distributed evenly throughout the four quarters of the year. More than 40% of the school buses sold annually are purchased in the third quarter of the year.

2. It is not customary for manufacturers to produce buses until they have orders for them. For this reason, manufacturers carry their materials in stock and show it in their inventories at the beginning of the next quarter. Materials allocated for one quarter may be carried over for use in the next quarter. However, if school bus manufacturers carry over a large inventory of critical materials at the end of the first or second quarter, the NPA might conceivably cut the steel allocations for the following quarters.

3. Manufacturers need skilled employees to make school buses, and they will not be able to retain these employees in the present emergency unless they are employed on a year-round, full-time basis. This can be accomplished by distributing the demand for school buses so as to correspond more closely to the allocation of materials used to manufacture them; that is, the rate of demand and allocation should be approximately 25% per quarter.

Mr. Hicks concludes his letter by saying: "In view of the foregoing factors it is suggested that the schools, where possible, adopt a year-round program for purchasing their school buses. In turn manufacturers will be able to use their materials on a 25% per quarter basis, thereby retaining their skilled employees and eliminating the possibility of a downward revision in the allocations of critical materials by the National Production Authority."

The importance of maintaining school bus production at a high level is seen when we realize that nearly 7 million children are carried each day by school buses and that the number of school buses is greater than the number of buses used for all other public transportation.

In some State and local systems budgetary and legal restrictions will prevent much change in the time of purchasing school buses, but school administrators should cooperate to the greatest degree possible in complying with this request from DTA.

CORE CURRICULUM

(Continued from page 71)

Is a Block Class Always a Core?

The answer is "No." The block pattern of organization described makes it a core-type class, but not a core, according to criteria of the experts. Many block classes represent merely an attempt at unification of two or more subjects. In some, this is a correlation of English with the social studies textbook. In others, problem-units are used, but the units are derived from the textbook and learning follows fairly closely a textbook - determined pattern. Such classes are often referred to—and very properly so—as *unified studies.*

Schoolmen refer to their block classes variously as general education, common learnings, unified studies, social living, and core. Except for *unified studies*, the terms do not differentiate among several types of programs, but are used interchangeably. Unless differences are recognized, variety in terminology leads to confusion. *Social Living* might well be considered the proper-name designation of a course for which the common or generic name is *core*. Since *general education* is commonly used to refer to that part of a school's curriculum which is nonvocational and nonspecialized, it seems less appropriately used to designate a single course than does *core*. *Common learnings*, the term used by the Educational Policies Commission,[3] has not had so wide usage in literature or in practice as has *core*.

Distinguishing Characteristics of Core

Unified-studies classes are one step in the direction of core but they accept only part of the basic philosophy. Block classes which are core go further; they recognize the importance to youth of acquiring skill in democratic living through actually practicing it in the classroom. Core issues may be topics to find out about; ideally they are problems to be solved. Problems grow out of the personal, social, or civic needs of youth. Problem-solving techniques are used. Working in groups and in committees is common practice. Activities are so varied that each member of a class, whatever his level of ability, will be able to participate and to feel that he is making a contribution. The core class may include activities often considered extracurricular, such as student council work, expression of hobby interests, and social activities which give practice in cooperative planning.

Pupil-teacher planning is a significant aspect of method. The extent of cooperative planning, or participation by pupils in planning, varies. In some schools there are planned curriculum guides or resource units. Scope and sometimes sequence have been predetermined. Teacher-pupil planning is then confined to activities within a unit. In other schools, joint planning begins with the selection of the unit, continues through the formulation of the objectives or goals and the activities which will achieve them, and ends with the evaluation of accomplishment of the class and its individual members.

The core makes use of no single textbook, but of a number of different books and many different kinds of reference materials, some of which are available in the classroom and others in the central library. Fugitive materials are important. Many libraries, and even classrooms, have extensive clipping files. Pupils themselves search for pertinent materials. Reading, however, is only one type of activity. Excursions into the community, talking with people who "know," demonstrations by community members or by a committee of pupils, construction or preparation of material for a culminating activity, use of visual aids—all of these have a large share in the "how" of learning.

Core and Core-Type in Actual Practice

To discover the extent to which schools which have a core-type organization actually digress from traditional content and method, was an important purpose of a questionnaire sent out by the Office of Education during the school year 1950–51 to principals having core-type programs. Four types drawn from six interpretations of current conceptions of the core curriculum made by Alberty[4] were briefly described. High school principals were asked to check those statements which most nearly fitted the type of program in their schools. When more than one type was used, they were asked to check each, placing a double check beside the one which represented most common practice. The table that appears with this article quotes the statements on the questionnaire and shows the percentage of schools following each type of pro-

[3] Education for *All* American Youth. Washington, National Education Association, 1944.

[4] Alberty, Harold, et al. How to Develop a Core Program in the High School. Columbus, Ohio State University, 1949. multi.

Extent to which 519 secondary schools use four core or core-type programs

Type of program	Percent of schools using			
	Exclusively	In some classes	In most classes	Total
A. Each subject retains its identity in the core, that is, subjects combined in the core are correlated but not fused. For example, the teaching of American literature may be correlated with the teaching of American history. The group may be taught both subjects by one teacher or each subject by the appropriate subject teacher	31.6	13.1	8.9	53.6
B. Subject lines are broken down. Subjects included in the core are fused into a unified whole around a central theme, e. g. "Our American Heritage" may be the central theme for a core unifying American history and literature, and possibly art and music	15.6	20.0	7.3	42.9
C. Subjects are brought in only as needed. The core consists of a number of broad preplanned problems usually related to a central theme. Problems are based on predetermined areas of pupil needs, both immediate felt needs and needs as society sees them. For example, under the theme, Personal-Social Relations, there may be such problems as school citizenship, understanding myself, getting along with others, how to work effectively in group situations. Members of the class may or may not have a choice from among several problems; they will, however, choose activities within the problems	11.4	17.7	8.7	37.8
D. Subjects are brought in only as needed as in "C" above. There are no predetermined problem areas to be studied. Pupils and teacher are free to select problems upon which they wish to work	2.7	9.1	1.7	13.5

gram in all classes, in some classes, and in most classes.

According to the interpretations of core given by most writers in the field, A and B are unified studies—core-type but not true core. Types C and D meet the criteria for core. Both are concerned with the problems of youth; they are pupil-centered rather than subject-centered. Type C followers adhere to the belief that certain problems are persistent in the lives of all youth and should, therefore, be worked upon by each class. Type D allows free choice of problem selection. A total of 222 schools, or 42.8 percent of the returns received, report C or D type cores in one or more classes. It is fairly common to find two or more types operating in a single school.

In the five States from which more than 35 reports were received—California, Maryland, Michigan, New York, and Pennsylvania—there is variation as to the type of program which predominates. California and Pennsylvania have by far the largest number of their schools in the Type A category, according to principals' reports. At the same time, Pennsylvania, more than any other State has the largest percentage of schools reporting Type D. Michigan uses predominantly types A and B. New York's schools spread themselves more evenly than do the other States over the three categories A, B, and C, with A predominating. Maryland, with its State-wide program of core-curriculum development, is the only one of the five States in which Type A plays a minor role. Here types B and C predominate with Type C reported slightly more frequently than Type B.

Core Type Changes

Do schools plan to change from the type of core they are now using to another type? Most of the 436 schools replying to this question do not. When a change is indicated, it is in the direction of progress towards a more advanced type of program. Of the 77 schools planning to change, 26 now having Type A cores only, plan to change to Type B; 36 having predominantly Type A or Type B will change to Type C; and 14 schools hope to develop their programs to become Type D. Several schools report that while they have no definite plans to change, they are considering it, or that as soon as teachers are ready to progress, changes will be made. One principal who reported the use of all four core types explained, "We are, however, moving toward something akin to C. Our teachers have been meeting weekly during the past 2 years. During the summer about half of them formed a study group which met half days for 2 weeks and worked out a manual which includes a detailed statement of goals and some suggestions for methods and evaluation procedures."

Obstacles to Core Development

There are many reasons that core-type programs are found twice as often as are true core. Most of them can be summed up by the word *insecurity:* insecurity on the part of teachers, administrators, parents, and even pupils—insecurity that comes when something untried replaces something long used.

It is widely recognized that core teaching is much more difficult than traditional subject teaching. Teachers with special qualifications are needed, for as one principal put it, "A poor core teacher can spoil a pupil's entire year." More important than ever is the teacher who likes boys and girls, who is interested in teaching boys and girls rather than subject matter. But that is not enough; teachers need special training for core teaching. Schools cannot depend on finding teachers ready trained, for it is the rare college that prepares for core work. The alternative is to train their own. This presumes that the principal or someone on his staff, if a single school is involved, is capable of taking a leadership role in such an in-service training program. It also presumes the willingness of all to spend the time necessary to prepare for the introduction of the program.

Actual in-service training for core teaching, however, is several steps beyond where the school should begin. The principal should first be assured of the consent of his entire staff, and the active interest of at least two or three teachers. Drafting teachers is fatal to the success of a core program. Also, the administrator has a public-relations job to do, for in many situations it is equally fatal to install the program without the full understanding and consent of those whose children are to be served. A gradual or broken-front approach to core such as is represented by a unified studies or core-type course avoids some of the pitfalls that may occur when a school attempts to launch a full-fledged core curriculum before it is fully prepared.

FLASH REVIEWS

(*Continued from page 70*)

safe conditions in school plants, lists various hazards, and outlines certain procedures for avoiding or eliminating some of these hazards. It is designed as a guide for those interested in and responsible for school safety. It will also be of value to teachers as source material for class instruction in fire safety.

■ A Directory of 2002 16-MM. Film Libraries. By Seerley Reid and Anita Carpenter. Office of Education Bulletin 1951, No. 11. 113 pages. 30 cents.

This directory is a State-by-State and city-by-city list of sources from which 16-mm. films can be borrowed or rented. It includes libraries which handle entertainment films and those which handle instructional films. Listed are libraries which have only one film and libraries which have thousands of films. The directory includes also commercial dealers, colleges and universities, city and State school systems, public libraries, industrial companies and trade associations, labor unions, civic groups, religious institutions, and Government agencies.

■ Land-Grant Colleges and Universities—What They Are and the Relations of the Federal Government to Them. Office of Education Bulletin 1951, No. 15. 27 pages. 15 cents.

In addition to giving other information, this bulletin answers the frequently asked question: "What are land-grant colleges and universities?" In brief, the land-grant colleges and universities are the result of a partnership of the States and the Federal Government. They represent an effort to provide a type of higher education within the reach of, and adapted to the needs of, the agricultural and industrial people of this country. In organization, the land-grant colleges and universities exemplify better than most other institutions the most effective relationship among research, campus instruction, and adult education.

■ Education of Visually Handicapped Children. By Romaine Mackie. Office of Education Bulletin 1951, No. 20. 46 pages. 20 cents.

Visually handicapped children are defined in this bulletin as the blind and the partially seeing. For more than one hun-

dred years, some attention has been given to the needs of blind children in the United States. The blind, because of the extreme nature of their handicap, were more easily identified. Not until the early part of the twentieth century was consideration given to children classified as the partially seeing, who outnumber the blind several times.

Although progress has been made in providing for blind and partially seeing children, educators are still faced with the challenge of extending and improving services. Much of this challenge must be met by especially trained teachers who are prepared to give children the technical assistance they need. However, some of the work will have to be done by regular classroom teachers.

This bulletin helps to meet the need for information on the broader aspects of an all-round program for visually handicapped children in school. Some of the material was prepared with the special school or class in mind, but teachers of regular classes in which one or more visually handicapped children are enrolled will be able to adapt the information given and the procedures described to meet the needs of their own pupils.

Teachers everywhere who have any responsibility for blind or partially seeing children will find in this bulletin practical information to meet the problems of the day, as well as an incentive to seek further information through continued study.

■ Education in Rural and City School Systems: Some Statistical Indices for 1947–48. By Rose Marie Smith. Office of Education Circular No. 329. 13 pages. 1951. 15 cents.

A continuous demand for statistics of schools in rural vs. urban areas has been expressed by educators and others active in improving our schools. Pertinent statistics were first published by the Office of Education for the school year 1929–30, and biennial studies were made from that time, ending with the year 1941–42. This publication is the first since the 1941–42 report, and includes data from 36 States.

PRESIDENTIAL MESSAGES

(Continued from page 66)

World War II Federal activities. Expenditures under both laws are estimated at 185 million dollars in 1953. Many localities receiving such aid have suffered additional financial strain because of current mobilization activites. Because of the rigid formulas in these laws, we have been unable to provide adequate aid to those localities and to others, such as the Savannah River and Paducah areas, where new atomic energy installations have resulted in a vastly increased need for schools.

Late in the last session the Congress passed legislation which would have amended these laws so as to provide more adequate and flexible authority for assisting critical defense housing areas, but the bill included certain objectionable provisions which compelled me to withhold my approval. I hope that the Congress will reenact, at this session, the much-needed amendments in an acceptable form and at the same time make other improvements in the laws. Expenditures under this proposed legislation are estimated at 35 million dollars in the fiscal year 1953 for both the construction and the operation programs.

Children of migratory workers constitute a special group whose present educational opportunities are inadequate. As has been pointed out by the Commission on Migratory Labor, because these children move with their families, they start school later, attend fewer days, make less progress, and drop out earlier than others. As a first step toward meeting this problem, we need to work out special teaching materials and methods suited to their education. I have therefore included in this Budget money to enable the Office of Education to make the necessary studies in cooperation with the States and with institutions of higher learning.

Promotion of Education—Colleges and Universities

In the present emergency, our military forces and our defense industries need an increasing number of people who have advanced education and training. Full strength on all fronts is essential for the long pull, and trained manpower is critically important to such strength. This need for a substantial and rapid increase in the number of people who go to colleges and universities is a national problem requiring national action.

By temporarily postponing the induction of students into the Armed Forces, we took one step toward assuring that each man receives the training which will enable him to serve national needs most effectively. At present, however, family financial ability tends to be the factor that decides who, among the able, can continue his education and who will be inducted immediately. The results are not only unfair—they are detrimental to our national interest.

Elsewhere in this Budget there are Federal programs for aid to college students, such as the programs of veterans' education and the Reserve Officers' Training Corps. These programs are necessary for special purposes. They do not meet the broader needs of the Nation. A general program of scholarship aid and loans for undergraduate students is the logical and practical answer, and this Budget therefore includes 30 million dollars for initiating such a program in the fiscal year 1953. The program I am recommending is designed to provide modest payments to a limited number of students, and to give this aid only in those instances where the students otherwise could not go to college.

National Science Foundation

During the last decade we have seen how basic scientific research can alter the foundations of world power. We have seen that this research yields a stream of new knowledge which fortifies our economic welfare as well as our national strength. We have learned that a strong, steady, and wide-ranging effort in science is as essential to our sustained national security as the production of weapons and the training of military personnel.

The National Science Foundation has been established as the Government agency responsible for a continuing analysis of the whole national endeavor in basic research, including the evaluation of the research programs of other Federal agencies. On the basis of studies now under way, the Foundation will formulate a broad national policy designed to assure that the scope and the quality of basic research in this country are adequate for national security and technological progress.

The Foundation also will stimulate or sponsor basic research in subjects which otherwise might receive inadequate attention. While the research program of the Foundation is not intended to supersede the basic research programs of other agencies, the Foundation should ultimately become the principal agency through which the Federal Government gives support to basic research that is not directly related to the statutory functions of other Federal agencies. The proposed increase for research support by the Foundation has been taken into account in arriving at the recommendations for the basic research programs for the Department of Defense and other agencies.

In the present fiscal year the National Science Foundation is initiating a modest program of fellowships in the sciences. The 1953 Budget recommendation for the Foundation provides for an expansion of this program to help meet the increasing need for specialized and professional personnel in the present emergency.

To make its greatest contribution speedily and effectively, the Foundation needs in the fiscal year 1953 an appropriation of the full 15 million dollars authorized by law. Expenditures in 1953 are estimated at 10 million dollars below the appropriation because many research grants extend over two or three years and because the fellowship program is only beginning.

ENGINEERING AND THE SCHOOL AS A SOURCE

(*Continued from page 68*)

so that at leisure one may be chosen and the other rejected. To the extent that mortality is preventable it should be stopped at once. Of all professions engineering, which has as its goal the scientific adjustment of means to ends, should be the most eager to eliminate waste in its own house.

It is not the purpose here to place blame for school and engineering dropouts, in which all educational levels are culpable. Engineering may, however, fairly be asked to account for certain facts.

Those entering engineering schools ordinarily are admitted by the school's own standards applied to preparatory subjects, rank in school, and personal characteristics, all of which are a matter of record in most schools and should be in all schools. The tools for evaluation and selection involved have long been a matter of study by authorities, including members of the Guidance Committee of E. C. P. D., and have become increasingly reliable for selection and admission purposes.

Losses Are Startling

If dropouts are examined in terms of potential engineers the losses are startling. One in four (9 thousand on a basis of 35 thousand dropouts) engineering students leave college because of lack of ability, interest, or success in their studies. To what extent does this assigned cause have its roots in poor college teaching, obsolescent subject matter, crowded sections, or the lack of application of these very tools of evaluation to the teaching process in college? How much is caused by institutions bypassing or failing to apply strictly accepted standards to all entering freshmen? The dilemma has two horns: If these dropouts are not apt, how did they get into the institution; if they are apt, why did they fail?

Financial reasons account for 1 in 10, that is 3,500 potential engineers. Is this an allowable loss? If public funds are not available to keep these young people in school, why should not potential employers, to whom the young engineer is the most precious of all commodities, supply enough money for this purpose, a sum negligible compared to amounts now spent, let us say, for such other recognized needs as advertising and research?

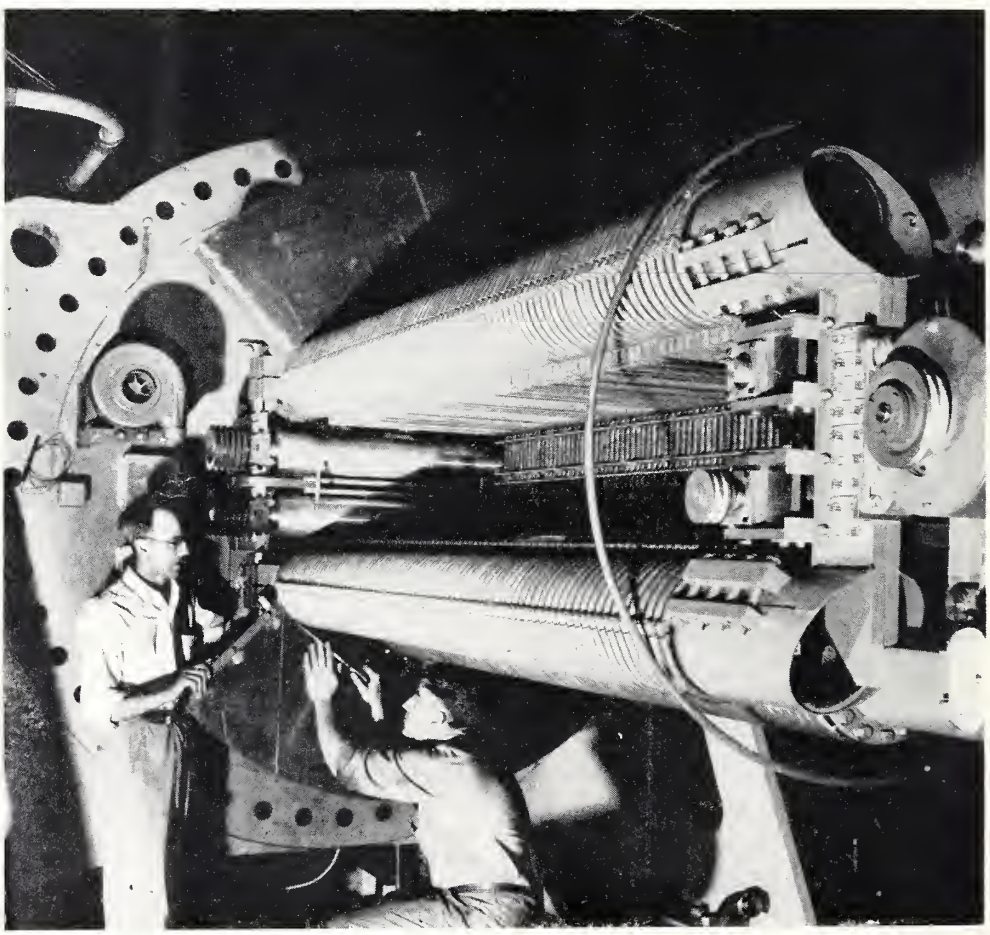
Again, 50 to 60 percent, that is 18 thousand potential engineers, leave for unknown causes or unclassified causes. How much of this loss can be attributed to a failure to learn of maladjustment as it accumulates and to apply remedies in the very large number of cases which are undoubtedly remediable?

Numbers of these questions are not now answerable. In many cases institutions are studying them and applying appropriate measures. The fact remains, however, that 35,000 graduates in engineering today involves another 35,000 real persons, mostly from the top half of all the boys graduating from all the high schools in any one year, who land in the discard. The partial gains these young people make from their abbreviated course, as well as the fact that they are undoubtedly absorbed promptly somewhere into the labor force, are beside the point. They have not proceeded to their chosen objective. The time, money, and resources devoted to make them engineers is, for that end, wasted. And most serious of all, but too complex a matter to consider in this paper, the future score in frustration and maladjustment of everybody concerned is only beginning to be realized.

The Case for Engineering as a Choice of Profession

Engineering has a strong case as a career for a bright, apt high-school pupil. Of the 3 million males currently in the professional and technical segment of the labor force, approximately 13.8 percent, or 400 thousand, are engineers. A profession which supplies 1 job out of 8 has a strong claim for consideration for high school students with professions as their goal. As a matter of fact, if 1 in 8 of high-school graduates chose engineering, the result would be 37.5 thousand boys from the top half of graduating classes, a figure closely corresponding with estimated stable needs for graduate engineers.

A second point is that there are probably enough high school students with abilities which warrant an expectation of success in engineering. The valuable work of the Guidance Committee of E. C. P. D. has helped to supply criteria for identifying these young people.



A modern complex engineering problem, related to atomic research. Here is shown an electrostatic accelerator, under construction at the General Electric Company's General Engineering and Consulting Laboratory. High school students can prepare for this type of professional work.

Thirdly, engineering has claims beyond those of wages, prestige, and ultimate wealth on the motivation of young people in high school. The engineering profession itself sometimes forgets these claims. They are stated eloquently by Stuart Chase in a chapter called "Prometheus Enchained" in the A. A. E. E. publication of 1933 called *Vocational Guidance In Engineering Lines*. The idea that engineering is an important factor in the betterment both of our own country and of the world has a strong appeal for young people from 15 to 18 in whom idealism is a strong force.

The last point involves more than the process of selection and of guidance. Into the curriculum must go some element through which the idea of engineering as a profession may early enter the consciousness of the adolescent, and accumulate in force, for basic reasons. Such a procedure would make for a far more stable and motivated group than recruiting posters and emergency decisions. An attack on the curriculum for related purposes is being made by the Joint Committee on Economic Education.[2]

What Can Be Done?

Any plan between engineering and schools should be based on facts of manpower, the purposes of high schools, the ability of engineering colleges to cooperate, and the good will of active members of the engineering profession. It should be so simple that any high school, not merely the large and well-equipped school, can take advantage of it. The last item is emphasized because of 40 percent of the high-school pupils are enrolled in small schools of 200 or fewer students. The potential engineers enrolled are too many to neglect.

1. The first step would appear to be a quota for engineering freshmen based on stable needs and the reasonable supply of students. No quota allowing for a 50-percent drop-out rate could be acceptable.
2. Engineering institutions should use better selection procedures in which the cooperation of schools, large and small, must be enlisted for applying suitable criteria. Within their own institutions college mortality should not merely be studied, but also some fixed objective of reducing drop-out rate by a certain percentage within a period of time should be adopted. The provision or extension of student personnel programs is an immediate problem.
3. The valuable work of the Guidance Committee of the E. C. P. D. should be extended in its three chief forms of endeavor: The supplying of evaluative criteria, the furnishing of professional information about engineering, and the enlisting of the services of engineers available to local high schools to help young people study engineering as a career.

   The engineering profession should encourage the strengthening of this program by helping more schools to take advantage of it. To be more specific, they should aid these school authorities to increase their guidance facilities. In particular, more schools should be able to administer and interpret standard tests, to supply cumulative records about their students' interests and abilities, and to add to their school staffs persons trained at least partially in the counseling process. When one or two courses essential in engineering preparation are missing, adjustment such as correspondence courses or unorthodox classroom groupings might be encouraged.
4. A better understanding of the functions of engineering in realizing the ideals of the United Nations, UNESCO, the Foreign Aid program, and defense against the common enemy should be encouraged. This kind of understanding, it should be understood, concerns the instructional, rather than the guidance, program.
5. Boys in small high schools unable to obtain advanced mathematics or science courses should be recruited as a new resource. A recent study by the University of Michigan shows that the size of a high school has no correlation with the success of graduates in that institution. The lack of training in specific subject-matter fields is an unimportant factor in college success when compared with quality work and other evidence of ability and character in high school.

   Institutions may wish to consider waiving certain subject-matter preliminaries in the case of apt students to whom they are unavailable, even at the expense of teaching these elements to such students after arrival on the campus. Ability and motivation reduce learning time remarkably.
6. The placement of young engineering graduates and the protection of their job and employment rights should be reexamined. Rumors of overstaffing and later elimination of young graduates should be run down, and if they are untrue, the facts should be disseminated. The reduction of experimental and research staffs at relatively slight subsidence in business activity, with a consequent displacement of young engineers at the beginning of their careers, should be inquired into. The ratio between engineers and production workers might become more stable, and be applied to small concerns as well as large. Estimates on the demand and supply of engineers, which finally reach young people in high school often with distortions, should be released only after the strictest corroboration.

   Suggestions under this heading are more in the form of questions than of statements, and inquiry may prove that any implied criticisms are groundless. The point is that the engineering profession has a stake in making sure that young people considering the choice of engineering be supplied with facts which are entirely reliable.

In conclusion it should be said that the engineering profession may expect eager cooperation from high schools, their teachers, and their counselors. They will welcome any opportunity to replace the vague aspirations of young people seeking a profession with sure grounds for an adequate choice in a career with visible goals, even if these do not promise to lead to the end of the rainbow. The schools recognize their own weaknesses in their present handling of these situations. They will welcome any aid, whether material, personal assistance, or professional advice, to help their young people. They know as well as any that the welfare of a profession depends upon the welfare of each member, and the productivity of a worker at any level is to a large degree the result of his reasonable adjustment, and to satisfactions often measured in imponderables.

[2] Information may be obtained from Dr. Derwood Baker, Chairman, Joint Council on Economic Education, 444 Madison Avenue, New York 22, New York.

Personnel and Guidance Association Formed

A new national personnel organization named the Personnel and Guidance Association has been formed by the unification of the National Vocational Guidance Association, the American College Personnel Association and the National Association of Guidance Supervisors and Counselor Trainers. It replaces the more loosely knit Counsel of Guidance and Personnel Associations which, however, will continue as divisions within the new organization.

Officers of the new association are: Robert H. Shaffer, Indiana University, President: Donald E. Super, Teachers College, Columbia, President-Elect; and Frank M. Fletcher of Ohio State University, Treasurer.

Recent Theses in Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the Federal Security Agency Library, where they are available for interlibrary loan.

An Analysis of the Characteristics of the Exceptional Child. By Thomas E. Jordan. Master's, 1951. Indiana State Teachers College. 49 p. ms.

Background Factors and Adjustment: A Study of the Socio-Economic and Personal Factors in the School and Subsequent Adjustment of a Selected Group of High School Students. By Bennetta B. Washington. Doctor's, 1951. Catholic University of America. 160 p.

A Survey of the Developmental and Remedial Reading Programs in the Secondary Schools of Massachusetts. By David J. Alpert. Master's, 1951. Boston University. 83 p. ms.

The Absences of Teachers in the Public Schools of Cincinnati, Ohio. By Roland P. Steinmetz. Master's, 1951. University of Cincinnati. 72 p. ms.

An Analysis of the Mathematical Vocabulary Essential for Reading General Science Textbooks in Indiana Junior High Schools. By Leslie W. Felling. Master's, 1951. Indiana State Teachers College. 181 p. ms.

Comparative Effectiveness of Audience Versus Instructor Grading on the Development of Proficiency in Public Speaking. By Ralph N. Schmidt. Doctor's, 1949. Syracuse University. 149 p. ms.

Education for Korean Students with Emphasis on the Interrelationship of Reading and Speaking. By Sun Jai Kim. Master's, 1950. Boston University. 113 p. ms.

An Experimental Comparison of the Heterogeneous Instrumental Music Class and the Private Lesson Method. By Gilbert F. Curtis. Master's, 1951. University of Cincinnati. 60 p. ms.

An Experimental Study of a Student-Centered Learning Method. By Theodore Landsman. Doctor's, 1950. Syracuse University. 149 p. ms.

Facilitating Learning Through Emphasis on Meeting Children's Basic Emotional Needs. An In-Service Training Program. By Anna P. Burrell. Doctor's, 1949. New York University. 2 vols.

New Books and Pamphlets

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

Historical Fiction and Other Reading References for Classes in Junior and Senior High Schools. Fifth revised and enlarged edition. Compiled by Hannah Logasa. Philadelphia, McKinley Publishing Co., 1951. 235 p. $4.00.

The College Entrance Examination Board, 50th Annual Report of the Director, 1950. New York, College Entrance Examination Board. (425 West 117th Street) 1950. 83 p. $0.50.

Schools and Our Democratic Society. By M. H. Willing, John Guy Fowlkes, Edward A. Krug, Russell T. Gregg, and Clifford S. Liddle. New York, Harper and Brothers, 1951. 417 p. $3.50.

Social Work Education in the United States. The Report of a Study Made for the National Council on Social Work Education by Ernest V. Hollis and Alice L. Taylor. New York, Columbia University Press, 1951. 422 p. $5.50.

Oregon Rules and Regulations Governing the Certification of Teachers, Effective to July 1, 1952. Salem, Oreg., State Board of Education, 1951. 43 p.

Organizing the Junior High School. Prepared by The Committee on Junior High School Problems of the California Association of Secondary-School Administrators. Washington, D. C., The National Association of Secondary-School Principals, 1951. 194 p. (The Bulletin of the National Association of Secondary-School Principals, Vol. 35, No. 182, December 1951.) $1.50.

A Planning Guide for the High School Library Program. By Frances Henne, Ruth Ersted, and Alice Lohrer. Chicago, American Library Association, 1951. 140 p. $2.00.

Promoting Growth Toward Maturity in Interpreting What Is Read. Proceedings of the Annual Conference on Reading Held at the University of Chicago, 1951. Compiled and edited by William S. Gray. Chicago, The University of Chicago Press, 1951. 259 p. (Supplementary Educational Monograph, No. 74.) $3.00.

U. S. GOVERNMENT PRINTING OFFICE: 1952

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EDUCATIONAL AIDS from Your Government

HOW TO ORDER

Free publications listed on this page are available in limited supply only 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., unless otherwise indicated.

Office of Education

Available Publications of the Secondary Schools Section. A list. November 1951. Free.

Boys and Girls Study Homemaking and Family Living. Developing Courses for 11th- and 12th-grade pupils. Vocational Division Bulletin No. 245, 1951. 20 cents.

Education of Visually Handicapped Children. By Romaine Mackie. Bulletin 1951, No. 20. 20 cents.

Government Aeronautical Services, Publications, and Visual Aids Available to Teachers. Prepared by Willis C. Brown. Circular No. 331. January 1952. Free.

How Many Classrooms Do We Need? By Ray L. Hamon. Reprint from *School Life*, November 1951. Free.

Improvement of Adult Reading. Adult Education Ideas No. 14, December 1951. Free.

Life Adjustment Education for Every Youth. Bulletin 1951 No. 22. 30 cents.

List of Instructional Materials for the Supplementary Training of Apprentices and Other "On-the-Job" Trainees. Misc. 3243. Revised September 1951. Free.

Manual of Instructions for Preparation of CMP–4C Applications for School, College, and Library Construction. Division of Civilian Educational Requirements. December 1951. Free.

Occupations—A Basic Course for Counselors. By Walter J. Greenleaf. Vocational Division Bulletin No. 247. 45 cents.

Scholarships and Fellowships Available at Institutions of Higher Education. By Theresa Birch Wilkins. Bulletin 1951, No. 16. 55 cents.

Statistics of Land-Grant Colleges and Universities Preliminary Report, November 1951. Prepared by Maude Farr. Free.

Statistics of Pupil Transportation, 1949–50. By David T. Blose and E. Glenn Featherston. 1951. Free.

Teachers Contribute to Child Health. By Elsa Schneider and Simon A. McNeely. Bulletin 1951, No. 8. 20 cents.

3434 U. S. Government Films. By Seerley Reid and Virginia Wilkins. Bulletin 1951, No. 21. 70 cents.

Vocational Division Publications. A list. Misc. 229. Revised September 1951. Free.

Welcome Stranger. Some suggestions for planning a program for visiting educators from other lands. Free.

Federal Security Agency

Directory of Full-Time Local Health Units, 1951. Public Health Service Publication No. 118. 1951. 20 cents.

Environment and Health. Public Health Service Publication No. 84. 1951. 75 cents.

Medical Social Service in a Tuberculosis Sanatorium. Public Health Service Publication No. 133. 1951. 20 cents.

Other Government Agencies

Defense Transport Administration

Automobile Transportation in Defense or War. 1951. 25 cents.

Department of Agriculture

Agricultural Production and Food Consumption in Western Europe. Office of Foreign Agricultural Relations. Agriculture Monograph No. 10. 1951. 35 cents.

Electric Lamps That You Can Make or Modernize. Rural Electrification Administration. Leaflet 317. 1951. 5 cents.

Department of Commerce

Highways in the United States. Bureau of Public Roads. 1951. 15 cents.

Department of Defense

Tinian. United States Marine Corps, Historical Division. Eighth in a series presenting accurate narratives of the Marine Corps' World War II operations. 1951. $2.50.

Ventilation and Heating. Bureau of Ships Manual, Chapter 38. 1951. 25 cents.

Department of the Interior

Mid-Century Alaska. Office of Territories. 1951. 75 cents.

Department of Labor

Current Publications of the Women's Bureau. A 1951 list. Free from the Women's Bureau.

Digest of Selected Health, Insurance, Welfare, and Retirement Plans Under Collective Bargaining. Bureau of Labor Statistics. 1951. 50 cents.

Employment Outlook in Department Stores. Bureau of Labor Statistics Bulletin No. 1020. 1951. 20 cents.

Department of State

The Conflict in Korea, Events Prior to the Attack on June 25, 1950. Department of State Publication 4266, Far Eastern Series 45. 1951. 15 cents.

Curtain Call for '52. A report on American Theatre participation in support of the United Nations and its objectives, with suggestions for school and college participation in International Theatre Month (March). Free from the UNESCO Relations Staff, Department of State.

Federal Civil Defense Administration

The Clergy in Civil Defense. AG–25–1. 1951. 10 cents.

Duck and Cover. A graphic presentation for the instruction of school children and the general public on various phases of self-protection against atomic attack. BA–6. 1951. 5 cents each, or $2.00 per 100 copies.

Fire Services. AG–9–1. 1951. 15 cents.

Outdoor Warning Device Systems. TM–4–1. 1951. 15 cents.

Library of Congress

Abraham Lincoln's Gettysburg Address. Facsimiles of the first and second drafts of the address written in Mr. Lincoln's handwriting. 1950. 5 cents.

Civil Defense—1951. A reading list of current materials for civil defense groups. 25 cents from the Card Division.

Colorado Diamond Jubilee of Statehood. Catalog of an exhibition in the Library of Congress, November 14, 1951, to February 14, 1952. $1.00.

Post Office Department

United States Official Postal Guide, July 1951, Part 1, Domestic Postal Service, Including International Money Order Business. Cloth, $2.00.

Compiled by Edna K. Cave
Information and Publications Service

you are asked to help

Get in the SCRAP for DEFENSE!

During 1952 the Nation will need

- **40 million tons of iron and steel**
- **200 thousand extra tons of copper**
- **400 million extra pounds of aluminum**

SCHOOL ADMINISTRATORS, principals, and superintendents are urged to inventory their schools for the collection of this metal—

1

Check the school premises to uncover old boilers, seat standards, heating plant parts, electrical cable—and other items made of scarce metal, which includes brass, bronze, lead, and zinc.

2

Call your Chamber of Commerce or community scrap mobilization committee to offer your help and to learn what the local situation involves.

Our National Defense Effort is now impeded by lack of scrap.

Remember ★ EVERY BIT HELPS!

School Life

◀ They Are Learning How To Live!

FEDERAL SECURITY AGENCY
Office of Education

School Life ★ Official Journal of the Office of Education • • • • • • • Federal Security Agency

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The cover illustration is used through the courtesy of "Keep Them Free," publication of the Ohio C. I. O. Council.

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". . . In comparing the (school) achievement of televiewing children with that of the non-televiewing children . . . the study revealed no significance . . ."_____ p. 88

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". . . Adult illiteracy is a serious problem to our Defense authorities . . ."__ p. 90

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

To order SCHOOL LIFE send your check or money order (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 subscription price of $1.25. Yearly fee to countries in which the frank of the U. S. Government is not recognized is $1.75. 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
BUELL G. GALLAGHER.... Assistant Commissioner for Program Development and Coordination
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."

Answering Criticisms of the Public Schools*

by Earl James McGrath, U. S. Commissioner of Education

THE WIDESPREAD criticism of the public schools is a matter which should deeply concern all members of the profession and the lay public as well.

There are two sorts of criticisms directed toward the question of the effectiveness of teaching, particularly the teaching of the fundamental skills. Some of this criticism comes from high-minded and honest persons who are genuinely concerned over what they believe to be a failure of the schools to teach reading, writing, and arithmetic to our children today. These honest critics deserve an honest answer to their questions.

That answer comes in three parts. First, let it be remembered that the *whole* school population of today cannot be compared to the whole school population of earlier years. Forty years ago, only 63 percent of the Nation's children finished the eighth-grade. Today, the comparable figure is 88 percent. It can be argued with considerable merit that among today's eighth grade graduates at least 63 percent receive as sound an elementary education as did the whole number who graduated 40 years ago. And what the additional 25 percent of students is getting is therefore clear gain over 40 years ago—no matter how meager or how excellent it may be; it is that much more and that much better than little or nothing at all.

Second, available evidence indicates that the schools *are* doing a good job in teaching the fundamentals. The evidence available is incomplete, so that an unequivocal answer based on full data cannot now be given. We need comprehensive studies of this matter through the Nation. It is my belief, however, that today's schools will compare very favorably with earlier schools, on the average, even when full allowance is made for the fact that we are today carrying a much higher percentage of students through the higher grades and that this higher percentage undoubtedly includes a great many children in the lower ranges of scholastic ability.

Third—and this is the nub of the matter—today's children are being taught not only the 3 R's but much more as well. And these added dimensions of today's curriculum are basically important. Those who would eliminate health and physical education from the curriculum, just because schools did not teach health fundamentals a half century ago, assume a very large burden of proof to make their case. Those who question the value of instruction in music and art are arguing contrary to everything thoughtful educators believe about the rounded education of the child. Those who would eliminate school busses and return to the days of the long hike to the little red school house are putting brakes on the wheels of educational progress.

To be consistent, these critics should also argue that every concrete road should be torn up and that today's high speed traffic should be routed over the muddy ruts of 1900. And finally, on this point, the schools of today are teaching not only the 3 R's of academic ability; they are also teaching the 3 R's of constructive citizenship: Rights, Respect, and Responsibilities. The social studies including American history and government are giving our boys and girls, the adult citizens of tomorrow, a rich understanding of and a dedication to our democratic way of life. These studies are supplying the foundation of knowledge without which the important judgments which have to be made about our social and economic problems will be uninformed and therefore dangerous.

I do not suggest that pupils should learn the 3 R's of citizenship *instead* of the 3 R's of scholastic work. What I do say is that the schools should teach *both;* and it is my conviction that, by and large, they are doing a magnificent job under rather severe handicaps, in teaching both sets of educational fundamentals.

Turn now to another group of critics. Unfortunately

*From an address by Earl James McGrath, U. S. Commissioner of Education, Federal Security Agency, at the Third General Session, Fifty-sixth Annual Meeting of the Southern Association of Colleges and Secondary Schools, Vinoy Park Hotel, St. Petersburg, Fla., December 5, 1951.

some attacks on our schools are being directed by Fascistic-minded individuals and groups who are attempting to subvert our whole concept of basic education as a right of the individual and as a necessity for the health and well-being of our society. They talk about economy and use the taxpayers' legitimate concern as an illegitimate leverage for promoting their own devious ends. The more dangerous among them do not believe that education for the masses of the people is a good thing. They fear that an educated people will not be tractable; they fear social progress. They overlook the fact that uneducated and untrained citizens are less productive. They forget the clear fact that our industrial and productive preeminence in the world is closely connected with the high level of schooling among our citizens. They disregard the fact that ignorance and the denial of individual opportunity make the conditions in which Communism flourishes.

The Nation's educators cannot take these attacks lying down. We know that the welfare of the Nation is closely related to the adequacy of educational opportunity. Instead of defending a rear-guard action against this tiny minority of irresponsible critics we should carry the battle to the enemy. We must repeatedly and objectively lay the claim of America's children before the taxpayers and the parents of the Nation. This is a time not for timid retreat but for courageous advance. Each of us has a personal stake in this situation.

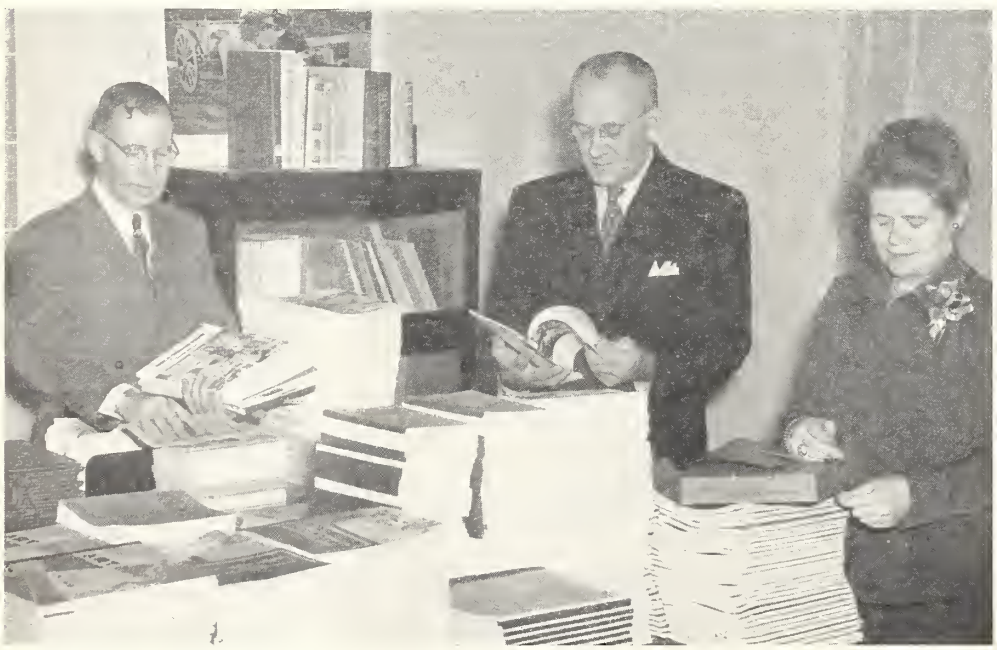
Publications Sharing Project

A Service to State Departments of Education

by Willis C. Brown, Instruction, Organization and Services Branch

AS PART of its function to gather and disseminate educational information, the Office of Education has been developing its CLEARINGHOUSE EXCHANGE PROJECT. Its aim is to provide State departments of education in all States and Territories with information about what other States are publishing in the fields of elementary and secondary education.

Basically, the project invites all State departments of education to designate the persons (or person) in their State departments who are to receive the "Elementary" and "Secondary" packets. The Office of Education prepares and keeps up to date these two mailing lists. Each State decides which of its new publications it desires to share with other States. These are bulk shipped to the Office of Education in quantity sufficient for distribution to State departments of education.



Each publication is annotated for use with Packets. Examining publications, left to right: Willis C. Brown, Secondary Schools Section, Galen Jones, Director, Instruction, Organization, and Services Branch, and Helen K. Mackintosh, Associate Chief, Elementary Schools Section.

At intervals the Office of Education makes up packets of these latest publications to go to the elementary mailing list and to the secondary mailing list. Each publication is listed alphabetically by State and is annotated. A new feature of these listings is entitled "References of Interest." This feature in the elementary annotations calls attention to any publications being sent to the secondary mailing list yet having significance to those interested essentially in elementary education. The reverse holds true, and "References of Interest" is also prepared for the secondary list, telling of publications being sent to the elementary list that might interest secondary school people.

This sharing of publications on education provides an opportunity for personnel of State departments of education to keep up to date on nation-wide trends in the fields of curriculum, administration, State educational research projects, et cetera. As one individual said, it's like trying to discover America all over again when you have a bulletin to prepare and do not know what others have done along a similar line.

Starting in 1949 as a joint Elementary-Secondary project under the title of "Clearinghouse of State Department of Education Publications" this project has received increasing yearly support. Interest has been shown by all States and Territories and the District of Columbia. One hundred fifty publications, contributed by 35 States have been mailed so far. More States are writing saying they would like to send their latest bulletins. One stated, "We appreciate very much receiving materials through your Clearinghouse Project and sincerely hope that our materials prove as useful to others as theirs have to us."

One State department sent sample copies of the many available publications asking which would be of most use to other States. Another State department of education circulated the packet within its own office, then is having a State university build a publications file which will be available to those doing research. Still another State department sorts the publications by subject areas

(Continued on page 95)

Atomic Energy Education Comes to the Forefront

by Mattie A. Pinette, Assistant Chief,
Educational Services Section, Atomic Energy Commission

ATOMIC ENERGY is no longer just a weapon in the minds of our youth. True, many students still think of the bomb synonymously with the term "atomic energy," but more and more interest is being shown in the peaceful atom as evidenced by the types of inquiries reaching the Atomic Energy Commission. Last year several thousand letters were received from teachers, principals, and students asking for information on atomic energy. Almost invariably the bomb was the central theme of the inquiries. This year there has been a change in emphasis from the military to the peacetime uses of atomic energy, or rather the interest has been extended to the nonmilitary aspects of this development. Four months after the start of the 1951–52 school year, the Commission had received more than one thousand letters from the same groups requesting "down-to-earth" material suitable for classes in physics, chemistry, mathematics, biology, physiology, geology, agriculture.

Social studies teachers request information that can be used in classes in economics, history, English, geography, foreign relations, civics, psychology.

Anxious to Learn

Teachers and students ask for information about the social, economic, and political implications of atomic energy, domestic and foreign. They are anxious to learn more about the part that atomic energy will play in various fields such as health, agriculture, industry, and power, the physiological effects of radiation—its effects on heredity—the effects of atomic weapons on plant and animal life. They inquire as to the use of radioactive isotopes and how they may be secured for experimentation under faculty supervision in the study of plant nutrition, cell membrane permeability, and the development of a thickness gage. They want to know how to construct a small working model of a cyclotron, a cloud chamber, a Geiger counter, and a Van de Graaff generator. And they have asked for an explanation of the phenomena of fission and fusion.

Teachers and students have also shown considerable interest in the organization and administration of the Atomic Energy Commission—the legal framework in which it operates, the extent of the program in money, employees, and plants, particularly at Oak Ridge, Los Alamos, Argonne, and Brookhaven.

The students, particularly, want to know whether the billions of dollars spent on atomic weapons should go for developing atomic energy for peacetime uses, and they express concern in the moral implications of the bomb. They also ask about the scientists that contributed toward the development of nuclear fission and the bomb, the men that direct the atomic energy enterprise, and problems of international con-

Atomic energy education can start at an early age. Here are two elementary school pupils studying atomic energy with toy atomic devices and picture books. This early training brings practical understanding.

trol of atomic energy, the UN proposals, and the Soviet proposals. Many are interested in career opportunities and the type of training they should get to qualify for a job. And during the past several months there have been many inquiries concerning civil defense measures against atomic attack.

Teachers also request teaching aids, charts, films, filmstrips, demonstration models, posters, etc.

All this points to a growing interest in this phenomenal mid-20th century scientific achievement which has created such urgencies in the international scene, but which at the same time holds forth incalculable promise for the betterment of

It also points to an awareness on the part of educators to the tremendous social immankind.

plications stemming from the development of controlled nuclear fission (implications that in some areas are not yet too well defined and the need to condition our youth for the responsibilities and opportunities that are already here and those that lie ahead.)

Kits of Literature

The Atomic Energy Commission cannot of course answer all of the queries which it receives but in an effort to provide as much information as possible within security limitations which would be useful to educators and the lay public in acquiring an understanding of the atomic energy enterprise of the United States, its Division of Information Services has assembled kits of literature for teachers, high school students, elementary students, and adult lay groups. These kits include the Commission's semiannual reports to the Congress, special reports, reprints of articles that have appeared in journals, magazines, and newspapers on various phases of atomic energy development, speeches by members of the Commission and principal staff, and bibliographies. The content of these kits changes continuously as new material is published.

Some teachers, especially those in rural communities, write that they have practically nothing on atomic energy on their library shelves and they are very grateful for the materials provided by the Commission. Certain States and local school systems, however, have developed instructional units and conducted teacher-training programs in atomic energy, notably Iowa, Nebraska, Oregon, Rhode Island, Illinois, Nevada, California, Virginia, Ohio, Pennsylvania, New York, Maryland, Connecticut, Washington, Arkansas, New Hampshire, Michigan, Oklahoma, and Wisconsin. Some of these States have also assembled kits of materials, bibliographies and visual aid libraries. In those States where teacher-training programs have been held the volume of mail received is considerably greater than that from States that have not yet conducted this training. Conversely, in those States that have provided their schools with instructional units and other materials the inquiries directed to the Commission are negligible.

Unless otherwise indicated, publications are available free from the Atomic Energy Commission

The First Pile. By Corbin Allardice and Edward R. Trapnell. Designated as TID–292. Office of Technical Services, Department of Commerce, Washington 25, D. C. 11 p. 10¢.

You Can Understand the Atom. Reprint from Des Moines Sunday Register. 22 p.

A Simplified Geiger-Mueller Counter Circuit. By H. D. LeVine and H. DiGiovanni. Designated as NYO–103. Office of Technical Services, Department of Commerce, Washington 25, D. C. 11 p. 10¢.

27 Questions and Answers About Radiation and Radiation Protection. U. S. Atomic Energy Commission. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 17 p. 15¢.

Prospecting for Uranium. U. S. Atomic Energy Commission and the U. S. Geological Survey. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. (Revised October 1951.) 128 p. 45¢.

David and the Atomic Slingshot. Article by Howard W. Blakeslee. Reprint from Steelways, bimonthly magazine of American Iron and Steel Institute.

The New Age of the Atom. Article by Morton M. Hunt. Reprint from Steelways, bimonthly magazine of American Iron and Steel Institute.

Uranium Is Where You Find It! Article by Robert Sheeley. Reprint through the courtesy of Goodyear Tire & Rubber Company, Incorporated, publishers of Big Magazine.

The Atomic Energy Commission Reactor Program, by Dr. Lawrence R. Hafstad.

The Atom, 1951. Reprint from Business Week, July 28, 1951 issue. 12 p. Available from Reader Service Dept., Business Week, 330 West 42d Street, New York 18, N. Y. 20¢ each, or on orders of 11 or more quantity prices will be quoted on inquiry.

Selected Readings on Atomic Energy. U. S. Atomic Energy Commission. For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 23 p. 15¢.

Publications available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.:

Semiannual Reports of the Commission to the Congress. First Report, 13 p. 5¢; Second Report, 27 p. 10¢; Third Report, 49 p. 15¢; Fourth Report, 192 p. 35¢; Fifth Report, 213 p. 45¢; Sixth Report, 203 p. 45¢; Seventh Report, 228 p. 50¢; Eighth Report, 230 p. 55¢; Ninth Report, 158 p. 40¢; Tenth Report, 151 p. 35¢.

Publications available from other sources:

The First Pile. By Corbin Allardice and Edward R. Trapell. TID–292. Office of Technical Services, Department of Commerce, Washington 25, D. C. 11 p. 10¢.

A Simplified Geiger-Mueller Counter Circuit. By H. D. LeVine and H. DiGiovanni. NYO–103. Office of Technical Services, Department of Commerce, Washington 25, D. C. 11p. 10¢.

Other publications, reprints of articles and speeches by members of the U. S. Atomic Energy Commission and principal staff on various aspects of atomic energy development available free from the U. S. Atomic Energy Commission, Washington 25, D. C.

Books To Help Build International Understanding

A Selection of Some 1951 Publications

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

BOYS AND GIRLS want to be a part of what is going on in the world today. They want to know, for example, more about the people who live in places discussed at the dinner table, seen on the television, referred to in class, or studied about in textbooks. Specifically, at the moment, some of them want to know about boys and girls of their own age living in spots of interest in the news.

A quick look at books published during 1951 for youngest readers up to and including readers in their teens with mature interests shows a great diversity of content. To cite a few, there are: *The Marble Fountain* by Valenti Angelo, an account of how two Italian boys live after the war and how they become a part of the work of reconstruction and the every-day happenings in their new village home; *Lisa and Lottie* by Erich Kastner, a story of German identical 9-year-old twin girls who have been separated but meet by chance at a summer camp and later make a daring decision that leads to happy family life; *Pong Choolie, You Rascal*—! by Lucy Herndon Crockett, a glimpse into the life of a 12-year-old South Korean boy and the problems that beset his wanderings during the war.

The Voice of Asia by James A. Michener, is a first-hand account of a series of talks to Asians but of a more detailed and more mature nature; *Home at Last: A Story of Children in Israel Today* by Gloria Hoffman; *Jeanne-Marie Counts Her Sheep* by Françoise; and *Fujio* by Raymond Creekmore, are three publications in which the illustrations are important factors in the simple presentation of life in Israel, France, and Japan respectively.

The following books with the appropriate grade levels indicated in parentheses will be of aid in broadening the horizons of children and youth:

THE MARBLE FOUNTAIN: written and illus. by Valenti Angelo. Viking. 1951. $2.50.

The story of two orphaned boys in Italy after the war that tells of their new home and how life is gradually rebuilt. (5–7)

THE WONDERFUL FARM: illus. by Maurice Sendak, by Marcel Aymé; translated from the French by Norman Denny. Harper. 1951. $2.50.

A group of stories about a magical French farm on which all the animals talk, particularly to Delphine and Marinette. (3–5)

AMERICANS BEFORE COLUMBUS; illus. with drawings and maps by C. B. Falls and with 32 pages of photographs by E. C. Baity. Viking. 1951. $4.

A survey of the pre-Columbian history of the Americas. The gifts of the early people to art and culture of the past and future is indicated. (7–12)

CHARIOT IN THE SKY: a Story of the Jubilee Singers; with illus. by C. L. Baldridge, by Arna Bontemps. Winston. 1951. (The Land of the Free Series) $2.50.

The Jubilee Singers introduce the Negro spirituals to the court of Queen Victoria. One of a series of books about contributions of national groups to America. (7–9)

THE APPLE AND THE ARROW, by Mary and Conrad Buff. Houghton. 1951. $3.

The old story told by father to sons of William Tell. It is the story of "one man's revolt against tyranny." Beautiful and impressive illustrations. (4–7)

A great diversity of subject and content is offered in the 1951 books published for youngsters. Shown here is a variety, holding interest for the youngest, up to teenage.

AN INTRODUCTION TO SHAKESPEARE, by Marchette Chute. Dutton. 1951. $2.25.

An attempt at helping readers to interpret Shakespeare as he appeared to his contemporaries. The objective is to aid young people to know an "alive" and stimulating poet. (7–12)

LIVING IDEAS IN AMERICA; edited and with commentary by H. S. Commager. Harper. 1951. $4.50.

Anthology indicates the fact "that most of the problems that confront Americans today, whatever new and strange forms they may take, are really old and familiar, and that Americans need not look abroad for solutions, or fabricate new ones, but that they can turn, with confidence, to their historical past." (11–12)

FUJIO; story and lithographs, by Raymond Creekmore. Macmillan. 1951. $2.

Pictures and brief text tell of the home life of Fujio and also of the climb to the top of Fujiyama. (1–4)

PONG CHOOLIE, YOU RASCAL—!; written and illus. by L. H. Crockett. Holt. 1951. $3.

The adventures of Pong Choolie, a South Korean boy, whose Communist father takes him to the North and how he later forms opinions of his own about the war and becomes a friend of the Americans. (7–12)

OF COURAGE UNDAUNTED, ACROSS THE CONTINENT WITH LEWIS AND CLARK; written and illus. by James Daugherty. Viking. 1951. $3.50.

A stirring account of the adventures and heroism of the Lewis and Clark expedition from St. Louis to the Pacific. (6–12)

STRANGE LANDS AND FRIENDLY PEOPLE, by W. O. Douglas. Harper. 1951. $4.

An attempt to give facts regarding the power and strength of Asia and to interpret the forces that cause its revolutions. (11–12)

JEANNE-MARIE COUNTS HER SHEEP; told and pictured by Françoise. Scribner. 1951. $2.

Jeannie-Marie "counts her chickens (sheep) before they are hatched." (1–2)

ESKIMO BOY; illus. by I. V. Nyman, by Pipaluk Freuchen; translated from the Danish. Lothrop. 1951. $2.

The epic tale of Ivik the Fatherless, who killed a bear and became the provider for his family. (5–9)

FRANCIE, by Emily Hahn. Watts. 1951. $2.50.

Francie, a somewhat spoiled young American of seventeen, spends a year in an English boarding school, and grows in genuine understanding. (7–10)

HOME AT LAST: A STORY OF CHILDREN IN ISRAEL TODAY; written and illus. with photographs by Gloria Hoffman. McKay. 1951. $2.50.

How ten-year-old David, born in France and Dan, in Germany are rehabilitated and learn to become a part of Israeli life. (4–6)

GOZO'S WONDERFUL KITE; illus. by Lois Lignell, by W. R. Johnson. Crowell. 1951. $2.50.

A modern miracle happens to a devoted Japanese family and a famous painting. (2–5)

THE DEFENDER; illus. by Claire and George Louden, Jr., by Nicholas Kalashnikoff. Scribner. 1951. $2.

"Everywhere there is life, and everywhere there are warm human hearts." This is the essence of the story of a mountain shepherd and how he defended the wild rams. (5–9)

LISA AND LOTTIE; illus. by Walter Trier, by Erich Kastner; translated from the German by Cyrus Brooks. Little. 1951. $2.50.

Two little girls who look exactly alike meet at a summer camp. They discover that they are twins and how important they and all families are to each other. (4–6)

THE GROWING HUMAN FAMILY; illus. by C. G. H. Moorhouse, by Minoo Masani. Oxford. 1951. $2.50.

***How Peoples Work Together: The United Nations and the Specialized Agencies*, prepared by the Department of Public Information, United Nations, New York, December 1951, 2d edition, is a new publication distributed by Manhattan Publishing Co., 225 LaFayette St., New York 12, N. Y.—75 cents. It is a well-illustrated booklet of current material on the United Nations, designed to meet the needs and interests of the high school student.**

The story of man's efforts at learning to live with his neighbors. (7–12)

VOICE OF ASIA, by J. A. Michener. Random. 1951. $3.50.

The author traveled to Asia and talked with some 120 Asians of almost every conceivable calling. Though he found interests directly opposed to the interests of our country, he found them individual human beings, motivated by the same social, economic, political, and nationalistic drives that we are. (11–12)

THE STORY OF THE WORLD, A Brief Account of the Early Days of the Earth as Told in Letters to His Daughter; with sketches by Richard Albany, by Jawaharlal Nehru. Day. n. d. $2.25.

In a foreword the author says, ". . . But I hope that such of them as read these letters may gradually begin to think of this world of ours as a large family of nations." (6–10)

THE PICTURE STORY OF NORWAY; pictures by Ursula Koering, by Hester O'Neill. McKay. 1951. $2.50.

An interpretation of Norway and Norwegians with special stress on life of today. (4–7)

SEVEN THOUSAND ISLANDS: The Story of the Philippines; by Cornelia Spencer. Aladdin Bks. 1951. $2.

An introduction to the history of the Philippines with emphasis on the Battle of the Pacific when the people of the U. S. stood as brothers with the Filipinos in the fight for freedom. (7–12)

THE SAUCEPAN JOURNEY; illus. by Louis Slobodkin, by Edith Unnerstad. Macmillan. 1951. $2.50.

An amusing story of the Larsson family who go by caravan through Sweden selling "Peep saucepans." (5–9)

THE LAND OF THE ITALIAN PEOPLE; illus. from photographs, by Frances Winwar. Lippincott. 1951. (Portraits of the Nations Series) $2.50.

An introduction to the land and the history of Italy with special emphasis on the people and their spirit. (7–12)

There are additional titles in the mimeographed bibliography entitled *Books to Help Build International Understanding* selected for children and young people with special reference to the United Nations, available from the Office of Education, Federal Security Agency.

Graduates and Drop-Outs in Virginia

by Leonard M. Miller, Specialist for Counseling,
Pupil Personnel and Work Programs, Office of Education

This article is a review of a State-wide follow-up study conducted during 1948–49 of those students who were graduated or who dropped out of high school in Virginia during 1939–40. Because the study, as Dr. Miller points out in his summary statement, is "significantly different from other studies" for a number of reasons, and since it is another contribution to the program of life adjustment education for our Nation's secondary school young people, we are pleased to present the review to SCHOOL LIFE readers.

MOST STUDIES of school-leavers attempt to discover the reasons why pupils leave school. The Virginia study, however, had three objectives: to evaluate the effectiveness of the school as indicated by the accomplishments and pursuits of its students; to aid local schools to determine courses required to meet youth needs; to provide State-wide data pertinent to the program development and improvement of all Virginia High Schools.

During 1939–40 a total of 19,079 students (7,884 boys and 11,195 girls) were graduated from Virginia high schools, and an undetermined number dropped out. It is significant that, in 1939–40, 17.2 percent more girls than boys were graduated in Virginia but only 5.2 percent more girls than boys from all public and private high schools in United States.

A total of 22,190 questionnaires were sent to 1939–40 graduates and 3,111 of the drop-outs of all accredited public schools and to drop-outs only of junior high schools. These were distributed during the late months of the 1948–49 school term, with the request that the completed summary sheets be returned prior to November 1, 1949. Of the addressees, 9,269 or 41.8 percent responded, including 7,549 graduates and 1,720 drop-outs, or approximately 50 percent of the graduates and 25 percent of the drop-outs.

In returning questionnaires girl graduates beat the boys by 14 percent, although boy drop-outs beat the girls by 10 percent.

Training After High School

Of the 7,549 graduate respondents, 5,829 or 77.2 percent said they had taken or were taking, at the time of the study, some form of post-high-school training. Of these, 2,927 were males, or 91.1 percent of the male respondents, and 2,902 were females, or 67.5 percent. It is significant that 22.6 percent more of the male graduates than female graduates took some form of advanced training. Undoubtedly the large number of World War II veterans who used their educational benefits may account in part for this difference.

Of the 1,720 drop-outs who replied, 711 or 41.3 percent indicated they had taken or were taking some form of post-high-school training, including 6 percent who attended a college or university. Of these, 514 were males or 54.2 percent of the male respondents and 197 were females or 25.6 percent of the female respondents.

Of the 7,549 graduates, 2,705 males or 83.3 percent of the male graduate respondents and 178 females or 4.1 percent of the female graduate respondents served on active duty in the Armed Forces. In contrast, of the 1,720 drop-outs, 776 males or 81.8 percent of the male drop-out respondents and 26 females or 3.4 percent of the female respondents served in the Armed Forces.

Employment Status Ten Years After Leaving School

The male graduates were engaged as follows: 77 percent were employed full time; of these, 9 percent had their own business; 3 percent were working part time; 4 percent were in the Armed Forces; 15 percent were attending school, and 1 percent unemployed. Of the female graduates 40 percent were employed full time; of these, 1 percent had their own business; 53 percent did housework at home; 1 percent were attending school; 4 percent were employed part time; 2 percent were unemployed.

The employment status of male drop-outs was as follows: 79 percent were employed full time; of this number, 5 percent had their own business; 8 percent were in the Armed Forces; 5 percent were attending school; 4 percent were working part time; and 4 percent were unemployed. Of the

(Continued on page 93)

Occupational distribution by 1950 census categories

Major occupational group	Percent in United States [1]			Percent of Virginia Graduates			Percent of Virginia Drop-outs		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10
Professional and technical	7	13	9	16.1	20.2	18.3	1.3	6.0	2.7
Managerial and official	11	4	9	7.3	1.1	4.1	1.7	.9	1.5
Clerical and kindred	7	27	12	14.7	58.0	37.3	7.4	29.2	14.0
Sales and kindred	6	8	7	14.5	5.3	9.6	9.3	11.3	9.9
Service	6	21	10	6.8	5.9	6.4	8.1	28.6	14.4
Agriculture	16	4	12	10.8		5.1	12.1		8.4
Skilled and semiskilled	38	20	34	26.6	8.5	17.2	40.9	15.2	33.1
Unskilled and not reported	9	3	7	3.2	1.0	2.0	19.2	8.8	16.0
Total	100	100	100	100.0	100.0	100.0	100.0	100.0	100.0

[1] Reviewer inserted 1950 Census for all employed workers which were not available when the Virginia data were tabulated. See SCHOOL LIFE October 1951, page 5.

Effect of Televisio
School Ac

by Franklin Dunham, Chief of R

HOW do children who have television sets at home compare with other children in school achievement? Do children having sets at home do better school work when their parents closely control their televiewing?

Answers to these questions were found in a survey recently conducted by Xavier University, Cincinnati, Ohio. Nearly 1,000 children in the sixth and seventh grades of 16 public and parochial schools in the Cincinnati area participated in the study, which was conducted by Walter J. Clark, assistant professor of education. The data used included the child's mental age, his achievement in school subjects, and the parental control of his televiewing as measured by a specially designed scale.

This survey and report, which was produced under the direction of a committee headed up by Dr. Raymond McCoy, Dean of the Graduate School at Xavier University, with the cooperation of both the Bureau of Appraisal Services of the Cincinnati Public Schools and the Parochial Schools, brings out, for the first time, many salient facts hitherto undiscovered in children's listening and viewing habits. The Crosley Broadcasting Corporation provided a subvention of funds for the study.

In comparing the achievement of the televiewing children with that of the non-televiewing children, Mr. Clark reports that the study *revealed no significance—and that their learning was not much affected by the way their parents controlled the televiewing.*

"But," he cautioned, "it would be a gross misinterpretation of the data to hold that in the case of a given child his habits of watching television could not affect his school achievement. The data gathered in the study showed that poor television habits, lower IQ's, lower parental control and poorer school achievement tend to be found in the same child. Like most recreations, television can be used to excess which may result in damage to physical well-being and mental alertness."

"Startling" Data

The Xavier report indicates that this study dealt only with *recreational* television, and did not concern itself with programs designed specifically to aid learning. The data gathered were described as "startling. * * * While the evidence does not demonstrate that school achievement is suffering from the effects of television, the responses to the questionnaire used in classifying the children into high- and low-control groups have many implications for all social institutions, especially for the family, the school, and the television industry itself."

For example it was found that the child subjects—mostly 12- and 13-year olds—spent an average of 3.7 hours each school day in front of the television screen. Over the week, counting Saturdays and Sundays, they spent 30 hours watching television—as compared with the 25 hours they spend each week in school.

The report states that "an appalling percentage" of parents have no concern about what their children watch on television. Fifty-two percent of the children reported that they were permitted to watch any programs they chose.

The most popular television show with these preadolescents was Milton Berle; 86 out of every 100 watched him regularly. Next in popularity came three western pro-

The expressions of anticipation on the faces of these children seem to say, "That's swell,"—as they watch television in a Cincinnati parochial school after having prepared a lesson with the aid of supplementary printed materials.

on

vement of Children

vision, U. S. Office of Education

grams—*Six Gnn Theatre*, watched by 85 percent of the children; *Six Gnn Playhouse*, watched by 83 percent; and *Hopalong Cassidy*, by 70 percent. Next to the top-ranking westerns came *Captain Video*, watched by 78 percent; *Arthur Godfrey's Talent Scouts*, by 69 percent; *Stop the Mnsic*, by 62 percent; and *Twenty Qnestions*, by 56 percent.

Right behind the most popular shows came the mystery-crime programs. *Big Story* was watched by 60 percent of the children; *Lights Ont*, by 55 percent; *Big Town*, by 49 percent; *Plainclothes Man*, by 48 percent; *Man vs. Crime*, by 48 percent; *Martin Kane*, by 47 percent; *T-Men in Action*, by 45 percent; *The Web*, by 41 percent; *Hands of Mystery*, by 40 percent; *Snspense*, by 36 percent; *Famous Jury Trials*, by 29 percent; *Danger*, by 20 percent; and *Mystery Playhouse*, by 17 percent.

The Xavier survey found that the pattern of response to the mystery-crime programs was significant. The children tended to watch all or none. For example, the 17 percent who watched *Mystery Playhouse* on Sunday nights at 11:15 all tended to see *Plainclothes Man* at 9:30, *Hands of Mystery* at 10:00, and *Famons Jury Trials* at 10:30. In addition, the response of these children clearly revealed that the lower the child's IQ, the more likely he was to watch many mystery-crime programs.

TV wrestling also attracted the young children. Those who watched one wrestling program tended to watch all such programs offered, when not in bed. These shows, also, appeal to children in the lower IQ brackets.

Bedtime rules for children are changing, if the Xavier study is any indication: large numbers of children watched the late television shows. For example, 58 percent reported watching *Home Theatre* from 11:05 to well after midnight, at least once a week. Thirteen percent indicated that they watched these late shows at least five times a week. Another 11 percent stated that they watched the *Owl Theatre* or *Broadway Open Honse* four or five times a week at the same late hours. Six percent of the youngsters said that they regularly watched boxing at one o'clock on Sunday mornings.

"Surprising Number"

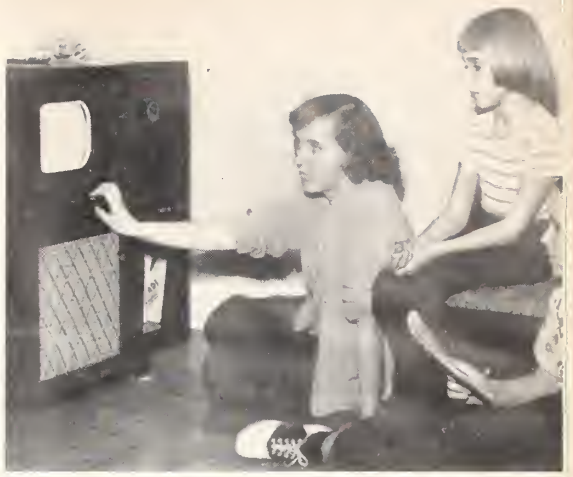
A "surprising number" of the children studied by Xavier watched the hour-long dramatic productions in the evenings. While these are programs intended for mature persons, over half of the children watched *TV Theatre* from 9:00 to 10:00 on Wednesday evenings, and 22 percent watched *Studio One* regularly from 10:00 to 11:00 on Monday evenings.

Children whose responses revealed that there was control of television in their homes were usually in the higher IQ brackets, and there was a pattern for the once-a-week programs they were allowed to watch.

These programs were: Monday, *Arthur Godfrey's Talent Scouts;* Tuesday, *Milton Berle* and *Cavalcade of Bands;* Wednesday, *Arthur Godfrey;* Thursday, *Stop the Music;* Friday, *Twenty Qnestions* or *We The People* or *Cavalcade of Stars;* Saturday, *Big Top, Show of Shows;* and Sunday, *Zoo Parade* and *Hopalong Cassidy*.

Mr. Clark concluded this study with the statement that it "is not offered as a final answer to the problem of television and its educational relationships. It is hoped, rather, that it will prove to be but one of a number of studies that may clarify various

(*Continued on page 91*)



TOP

Expectation!—Bringing up the picture. Young people are shown here at their favorite home pastime—viewing television. This scene was taken in the Cincinnati-Xavier Children's Program Study.

LOWER

The TV show is over. Four youngsters in a family group gather around the dining room table to do their homework.

ARNESS the tremendous potential of interest in-t in television is one of the problems of the r. The Cincinnati Study brings out the fact that rent and teacher have an obligation to guide the of children to programs heard and seen outside lass room. Simple criteria such as (1) Does the n possess anything of permanent value? Is it the recorded life of our Nation? (2) Does it give example? Will the action portrayed help give otivation in citizenship, family life, or choice of ions? (3) Does it have any spiritual lift? Do better for having spent your time listening to it? e are tests that any teacher or parent can give ns now current on the air. Xavier University has ed a great service by pointing out the facts at e. The next step is to build more programs for hool and home that encourage the homely virtues factory living.

Literacy and the National Welfare

by Harley M. Kilgore, Senator from West Virginia

I AM PLEASED to have the opportunity to express my views on the problem of illiteracy to the Nation through the columns of SCHOOL LIFE. My interest in the problem is of long standing. It goes back to the days when I. just out of the University of West Virginia. taught public school in my native State. Later. as Judge of the Criminal Court of Raleigh County, W. Va., I saw at first hand many of the tragic results of illiteracy.

It will be remembered that in 1948, I introduced a bill in the second session of the 80th Congress to assist the States in the removal of the blot from our Nation. I again introduced a similar bill in 1949 in the first session of the 81st Congress. And it is my intention to continue to do everything in my power to solve this problem until the Nation is aroused to its importance and the Congress assumes its responsibility in the matter. The reasons for my interest are fundamental, and may be stated very simply and directly.

This is the last of a series of four articles[1] on literacy education suggested by the Committee on Educational Rejectees of the Office of Education. It is planned to reprint them as a unit for general distribution.

Illiteracy Slows National Defense

Adult illiteracy is a serious problem to our Defense authorities. The loss in manpower because of illiteracy during the last war is well known. The number of men rejected by the Selective Service System would have made 40 army divisions. Even today, with our limited mobilization, the military could do a much more effective and speedy job of preparation if they did not have to contend with the illiterates. It is estimated that approximately 75,000 male youths who are functionally illiterate (had completed fewer than 5 years of schooling) reach registration age each year, and that the corresponding number of females is approximately 50,000. Unless means are provided to lift this mass of undereducated youth to a level of functional literacy, and if we face all-out mobilization, the Defense establishment will find itself saddled with the burden of training as was the case during the last war. To the extent to which this is necessary, it will, of course, divert the time and energies of the military from their primary task of defense.

Illiteracy Retards Economic Growth

Our economic strength is an important link in our defense program. The industrial and agricultural activities which are at the foundation of our economic strength are becoming highly mechanized, requiring an ever increasing amount of literacy. Lack of ability to read makes the illiterate a menace to himself and his fellows in industry and prevents the agricultural worker from benefiting fully from the services of Government bulletins, county agents, and other sources of helpfulness. The products of industry and farm are second only to manpower in our defense efforts. Anything, therefore, which impedes their flow, as does illiteracy, is an enemy within our ranks. It retards economic growth and development and should be stopped without delay.

Normally, when our economic establishment should be geared to the scientific and technological progress of our times, illiteracy is as much of a deterrent as in times of emergency. It is well known that industrial wages and farm income of individuals, communities and States rise in proportion to the rise in literacy. Retail sales also are closely related to literacy. The flow of interstate commerce, the interdependence of individuals and groups, and the elimination of geographical boundaries by modern transportation and communication facilities are more and more becoming matters of national concern. And anything which affects them, as does illiteracy, becomes a national responsibility.

Literacy Promotes Social Progress

Social progress is dependent upon individual progress. One of the most important ingredients of this progress is the ability to use effectively the tools of modern communication. The ability to function effectively as a worker, as a citizen, and as a member of a family is a powerful contributor to the general welfare of society. And the extent to which an individual can communicate with his fellows and understand the printed page, to that extent will he contribute to social advancement. In order to do these things. a command of the skills of communication is necessary. This includes not merely the ability to read and write, but also the ability to speak and listen with discrimination. The complexity and tempo of our civilization make these abilities mandatory. Employers do not want illiterates because they cannot meet the exacting requirements of the average job. The duties of a citizen in a modern community today call for competencies which illiterates do not possess. The relationships among the different members of the family today call for knowledge, skills, appreciations. and attitudes which are almost impossible for the illiterate to acquire. If, therefore, the Nation's progress and welfare depend on the efficiency of its workers, the competencies of its citizens, and the wholesomeness of the relationship of its families, it follows that anything that will contribute to the

[1] Caliver, Ambrose, "Illiteracy and Manpower Mobilization," SCHOOL LIFE, June 1951.

Kempfer, Homer, "State School Systems Can Create Manpower Through Literacy Education," SCHOOL LIFE, October 1951.

Wood, William R., "Community Responsibility for Literacy Education," SCHOOL LIFE, November 1951.

achievement of these goals—as does literacy—becomes an urgent responsibility of the Nation.

Illiteracy Endangers Democracy

Democracy, more than any other form of government, calls for a literate population. Our founding fathers recognized this, however, they did not specifically provide for its achievement in the organic law. Nevertheless, the principle has been so generally accepted that we have established the most comprehensive system of free universal compulsory education found anywhere in the world.

Despite this fact, we still have millions of adult citizens who are illiterate, whose lack of education is a handicap to themselves, and causes them to become a drag on society and a potential menace to our democratic way of life.

In order to function effectively in a democracy, citizens must possess facts about many things and people. If they are to exercise the kind of independent judgment which our representative form of government requires and are not to be unduly swayed by the rabble-rousers, and the bombardment of mass media, they must think clearly and discriminatingly about those things and people. They cannot think clearly and independently unless they can participate effectively in the arts and skills of communication which is functional literacy.

The extent to which the individual is the cornerstone of our democracy to that extent is it necessary that there be a high rate of literacy among all groups of our population, because, as I have often said, "talk about 'democracy' and 'our way of life' is largely unintelligible to illiterates."

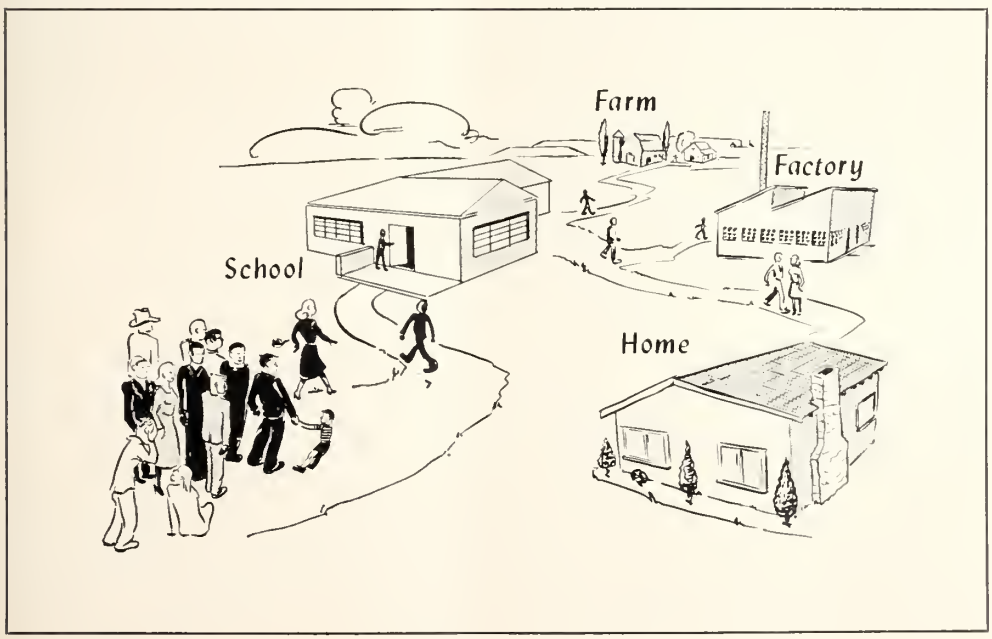
The 1950 census data on illiteracy are not yet available. But according to the 1940 data, and the estimates of the Census Bureau in 1947, the problem is extensive and widespread. As I pointed out in my speech in the Senate on June 3, 1948, "the men and women in the United States who are now in the darkness of functional illiteracy are not all foreigners or Negroes, or members of other underprivileged groups. * * * Educators have long known that a grim percentage of our native-born white citizens have had little or no schooling." I also emphasized in that speech a fact which is not generally known—namely, that illiteracy exists throughout the Nation.

Literacy Is a National Responsibility

A national program of action is needed for several reasons: (1) It is needed to equalize the burden of education because many States are not able to support an adequate program of education; (2) since each State must contribute its share to the security of the Nation, it is the responsibility of the Nation to assure the effectiveness of that contribution; and (3) the magnitude and complexity of the problem require a concerted, coordinated, and frontal attack.

A national program of action such as I have been advocating will not only serve our own national needs, but will also contribute directly and indirectly to the strengthening of our international relations.

In the speech referred to earlier, I called attention to our contributions to the UNESCO program. Since that time we have contributed huge sums through ECA and "Point 4." A national program to eradicate illiteracy in the United States could help furnish the "know-how" in attacking the problem throughout the world. It is conceivable that such a program would also enable us to supply the many requests that come to us from other lands for teachers and leaders. The significance of this possibility is realized when it is recalled that practically one-half of the population of the world is illiterate, and that communism is making a strong bid for leadership of those masses. If we could thus give a needed emphasis on the human and social aspects of our aid to the world, in addition to our present emphasis on economic and military assistance, I am confident that it would pay handsome dividends—namely, greater faith in our humanitarian and democratic motives.



EFFECT OF TELEVISION

(*Continued from page 89*)

points of view and lead to constructive action."

SOME OTHER TV-CHILDREN STUDIES

3D ANNUAL CENSUS—Children's Listening and Viewing TV. Cunningham and Welsh, Inc. June 1950.

ARTICLE. Thos. E. Coffin. Journal of Applied Psychology. Vol. 32. 1949. Children and TV.

STAMFORD (CONN.) SURVEY. Burdick Junior High School Clearing House. May 1950. Article by Gertrude Young.

PERTH AMBOY (N. J.) STUDY. Journal of Education. May 1950. Article by W. G. McGinnis.

EVANSTON TOWNSHIP H. S. STUDY. Conducted by G. W. A. Rutter. June 1950.

TELEVISION AND OUR CHILDREN. Longmans. New York. Book by Robert Louis Shayon. 1951.

SOUTH SHORE H. S. (CHICAGO) STUDY. Conducted by Philip Lewis, Assistant Principal. 1951.

TELEVISION AND THE EDUCATION PROCESS. School and Society. Article by Dr. Paul Witty. Northwestern University. December 15, 1951.

☆☆☆ Education for the Nation's Defense—XIV ☆☆☆

ON JANUARY 9, Selective Service Board Memorandum No. 43, "College Student Deferments," was mailed to local boards by National Headquarters, Selective Service System. In this memorandum, which appears below, attention is called particularly to:

1. Section 1, last sentence, and Section 3: the manner in which preprofessional and professional students of medicine, dentistry, veterinary medicine, and osteopathy are now considered for deferment and to the discontinuance of SSS Form 103 previously used for such students.

2. Section 2, paragraph b, last two sentences: an educational institution's right to appeal a registrant's classification in those cases in which the institution has requested the registrant's deferment.

3. Section 2, paragraph c: the notification to be given to the local board by an educational institution whenever one of its students for whom it has submitted a College Student Certificate (SSS Form 109) "either ceases to pursue his course of instruction in a manner which is satisfactory to the educational institution, or ceases to be a student at the institution."

Memorandum on College Student Deferments

Local Board Memorandum No. 43, issued December 31, 1951, is as follows:

1. *Eligibility of College Students for Consideration for Deferment.*—Sections 1622.15 and 1622.25 of the Selective Service Regulations now specify in detail the requirements which are necessary in order that registrants who are college students may be eligible for consideration for deferment because they are engaged in study both in cases of claims for statutory deferment in Class I–S and in cases of claims for deferment in Class II–S because of their activity in study being necessary to the maintenance of the national health, safety, or interest. Within the specified requirements prescribed in these regulations, students of the healing arts are to be considered for deferment in the same manner as students who are pursuing other undergraduate or graduate courses at colleges, universities, or similar institutions of learning.

2. *Furnishing Information to the Local Board.*—(a) The College Qualification Test Score Report (SSS Form No. 108) has been prescribed for use in furnishing to the local board the score attained by a registrant on the College Qualification Test.

(b) The College Student Certificate (SSS Form No. 109), as revised October 30, 1951, has been prescribed for the use of a college, university, or similar institution of learning in furnishing to the local board information regarding the status of the registrant as a student at such institution. Upon request of the registrant his educational institution should submit information on his status as a student in accordance with the instructions on the form. The filing with a local board by an educational institution of a completed SSS Form No. 109 does not constitute a request for the occupational deferment of the registrant. An educational institution or any person must file with the local board a specific written request for the registrant's occupational deferment in order to establish a right of appeal under Section 1626.2 of the regulations.

(c) Whenever an educational institution has submitted a College Student Certificate (SSS Form No. 109) for one of its students to a local board, the educational institution will advise the local board if the student at any time thereafter either ceases to pursue his course of instruction in a manner which is satisfactory to the educational institution, or ceases to be a student at the institution.

3. *SSS Form No. 103 Discontinued.*—The use of the Certification of Preprofessional and Professional Students of Medicine, Dentistry, Veterinary Medicine, and Osteopathy (SSS Form No. 103) previously provided for submitting evidence to the local board in support of claims for deferment of students of the healing arts has been discontinued. Deferments now in effect which have been made on the basis of information furnished on the SSS Form No. 103 may be continued for the remainder of the periods for which the student was deferred. Hereafter, every request for the occupational deferment of a college student must be supported by the submission of a completed SSS Form No. 109, as revised October 30, 1951.

Allotment of Critical Materials for Education Construction in the Second Quarter of 1952

On January 11 Ralph S. Trigg, Deputy Administrator for program and requirements, Defense Production Administration, announced allocations of steel, copper, and aluminum to the various claimant agencies for the second quarter of 1952. The Office of Education, Federal Security Agency, as claimant agency for schools, colleges, and libraries, will have available 128,000 tons of steel toward meeting second quarter construction requirements. This is an increase of approximately 15,000 tons over the amount of steel finally made available in the first quarter. The level of education construction to be supported by allocations for the second quarter 1952 is thus increased by 13.2 percent over first quarter. Of the 128,000-ton allocation, the DPA earmarked 110,000 tons for elementary and secondary school construction, and 18,000 tons for higher education and libraries.

In announcing second quarter allocations, Mr. Trigg stated: "Steel allotments are sufficient to support about 2,400 elementary and secondary schools now under construction, and about 500 new starts—perhaps more if aluminum wire can be substituted for copper wire. There is not sufficient material available to support projects designed to improve the standards in existing facilities or build all of the gymnasiums or administrative buildings requested. However, there is sufficient steel to cover all of the

requests for relief of over-crowded conditions if strict conservation measures are observed.

"The steel allotments will support about 241 projects now under way in the field of higher education and libraries, and will permit 19 new starts, primarily medical schools and research laboratories."

Pending applications will be processed as rapidly as possible and it is hoped that allotments can be issued on or before March 1 for all projects that can be approved for second quarter starts.

GRADUATES AND DROP-OUTS IN VIRGINIA

(*Continued from page 87*)

female drop-outs 28 percent were employed full time; of these, 1 percent had their own business: 59 percent did housework at home; 6 percent were employed part time; 1 percent were attending school; and 6 percent were unemployed.

Nearly 50 percent of the drop-outs were employed in skilled, semiskilled and unskilled fields as compared with 19.3 percent of the graduates working in these fields. Of all employed workers in the United States 41 percent were working at these levels. Relatively few drop-outs were employed in profcssional and managerial as compared to graduates. Marked contrasts occurred also in the clerical and service fields. Sales work is the only field in which there was a comparable number of workers.

Average Weekly Wages

Information concerning earnings of 7,159 respondents (5,963 graduates and 1,196 drop-outs), at the time of the study or in the last position held, is summarized in the following chart.

Weekly wages	Percent of graduates			Percent of drop-outs		
	Males (2,742)	Females (3,221)	Male and female (5,963)	Males (796)	Females (400)	Male and female (1,196)
1	2	3	4	5	6	7
$0 to $20	3.1	12.3	8.1	5.0	26.5	12.2
$21 to $40	13.6	37.8	26.7	27.4	45.8	33.5
$41 to $60	36.0	40.3	38.3	36.8	23.3	32.3
$61 to $80	30.6	8.4	18.6	22.7	4.0	16.5
Over $80	16.8	1.3	8.4	8.0	.5	5.5

The largest single group of graduates (38.3 percent) was in the $41 to $50 weekly income group while the largest group of drop-outs (34 percent) was in the $21 to $40 weekly income group.

How They Obtained Present Jobs

Of the graduates, 50.2 percent of the drop-outs indicated that they obtained their jobs through their own efforts. The comparable percentage for the drop-outs was 55.7 percent. There were 25.4 percent of the graduates and 27.2 percent of the drop-outs who indicated that they received their jobs through their family or a friend. The school was reported as helpful to only 8.5 percent of the graduates and 2.5 percent of the drop-outs.

Extent That High School Training Helped in Their Present Jobs

Of the graduates, 9.2 percent and of the drop-outs, 23.5 percent reported that high school training was no help at all. A large percent of the graduates, 75.2 percent and 63.6 percent of the drop-outs said it provided a general background, while 15.7 percent of the graduates and 12.9 percent of the drop-outs said it provided specific preparation.

Helpfulness of Job Information in High School

Twenty-two and three-tenths percent of graduates and 17.3 percent of drop-outs claimed that the job information was extremely helpful; 36.5 percent of graduates and 41.4 percent of drop-outs indicated it was of some help. Among the graduates 7.9 percent, and 12.4 percent of drop-outs thought it was of very little help. A considerable number of graduates, 29.9 percent, and 25.1 percent drop-outs indicated that no help was received.

A group of tenth grade pupils use the occupational file of guidance at the library of the Fairmont Senior High School, Fairmont, W. Va. Over 40 percent of students indicated that the school should have given them more assistance in learning about jobs.

Former Students Owning or Buying Homes

A comparable percentage of the graduates, 29.9 percent, and 30.0 percent of the drop-outs reported they owned or were buying their own homes.

Success in First Year of College

Colleges reported that graduates passed 91.6 percent of the subjects taken, and the drop-outs who went on to college passed 88.1 percent. The graduates failed 8.4 percent and the drop-outs failed 11.9 percent of all subjects started.

What Employers Think the Schools Should Emphasize

One thousand one hundred and fifty-seven employers who employed graduates and 388 employers who employed drop-outs were interviewed, and completed special questionnaires.

These employers listed desirable "Personal Characteristics" as most important in employment, "Training" second, and "Previous Work Experience" third in importance.

Most desirable personal characteristics were listed in the following order of importance: (1) Reliability, (2) cooperativeness, (3) truthfulness, (4) ability to use figures accurately and rapidly, (5) punctuality, (6) courtesy, and (7) ability to write plainly and correctly.

Courses most desired were listed in the following order: (1) Business subjects, (2) English, (3) mathematics, (4) industrial arts, and (5) personnel management.

Implications for Evaluating and Improving the High School Program

As stated in the beginning, a major purpose of the study was to secure information which would aid local high schools in improving their high school programs.

1. Curriculum Implications

Since college officials throughout the Nation, in submitting information concerning 3,310 high school graduates and drop-outs indicated that 92 percent of the freshman subjects taken had been passed, this study reflects credit upon the quality of the

college preparatory curriculum of the State's high schools.

As to preparing for specific vocational fields 24 percent of the drop-outs and 9 percent of the graduates considered their high school training to be of *no help at all* vocationally.

More than 9,000 graduates and drop-outs and more than 1,500 business and industrial employers in Virginia have defined what they consider to be the "fundamentals" of public secondary education in the following courses. These "fundamentals," however, are expressed in terms not too clearly defined, neither are they entirely in line with accepted goals of secondary education.

a. *Business subjects* was the leading response by graduates, drop-outs and employers, stressing shorthand, typewriting, business methods, commercial, business administration, office practice, bookkeeping, accounting, salesmanship, distributive education, and business machines.

b. *English* was the second leading response by each of the three groups, stressing grammar, composition, literature, reading, writing, speech, public speaking, journalism, spelling, letter-writing, and business English. A particularly large number of former students and employers specified spelling and speech.

c. *Mathematics* was third, stressing subjects in the order of arithmetic, algebra, plane geometry, solid geometry, trigonometry, general mathematics, practical mathematics, and business arithmetic.

d. *Home Economics* was a leading choice by the two separate groups of women—graduates and drop-outs—in this order: sewing, cooking, clothing, foods, consumer education, home management, home nursing, and child care.

e. *Industrial and Trade Courses* was the fourth leading response of employers and male drop-outs and the fifth leading response of male graduates under headings of industrial arts, diversified occupations, and trade courses such as woodwork, metalwork, electricity, photography, welding, printing, mining, radio, bricklaying, automobile mechanics, drafting, mechanical drawing, blue-print reading, cosmetology, and tailoring.

f. *Natural Sciences* was the fourth leading response of all graduates and sixth of all drop-outs classified under general science, biology, chemistry, and physics.

g. *Social Sciences* was eighth choice of all drop-outs classified under history, civics, government, world affairs, current events, political science, economics, sociology, geography, and psychology.

h. *Fine Arts* was sixth choice of all graduates and eighth choice of all drop-outs under headings of music, art, and drama.

i. Other subjects appearing most frequently included foreign languages; sex, marriage, and family relations; and agriculture. Employers ranked courses in personnel management and administration in fifth place.

j. More work experience and better understanding of how to secure and hold a job were listed by employers and over 60 percent of graduates and drop-outs as important factors which have not been adequately provided. More emphasis upon supervised work experience and its application to certain subject matter fields was implied in a number of responses.

2. Guidance Services

Approximately 53 percent of the former students revealed they have been given very little or no help in understanding what conditions they would encounter in the world of work or job information through the high schools. Twelve percent considered their total high school training was of *no help at all* from the point of view of present occupational orientation and adjustment.

A majority of students claimed they received very little help on how to secure and hold a job, knowledge of job opportunities, employer-employee relationships, marriage and family life.

Employers of former students placed higher value upon acquiring desirable personality and character traits than they did upon training in subject matter fields.

A number of students inserted comments revealing they wished they could have had "better vocational guidance," "occupational information," "guidance courses," and "individual counseling."

Summary and Recommendations

There are several features of this follow-up study which are significantly different from other studies. According to records on file in the Office of Education this is the first time a State-wide follow-up study of such magnitude, including both graduates and drop-outs, has been made. The 10-year range also added importance to the study. The inclusion of a college report form and an employer-interview form supplied information and opinions which greatly enlarged the scope of the findings. The painstaking efforts to make the findings accurate and representative contributed to the meaning of the results.

The absence of certain data makes it difficult to identify specific causes for students dropping out of school and make comparisons with other follow-up studies. For example, no information was secured on the grade in which pupils were enrolled when they left school; age of leaving was not tabulated; specific reasons for leaving school were not requested; no clear distinction was made between "transfers" and "drop-outs;" data on general intelligence of graduates and drop-outs were not recorded; nor was economic status indicated.

Fortunately most of these shortcomings have been recognized by those responsible for the continuation of this program. Specific steps have been recommended to correct these omissions, and schedules for regular time intervals for repeating follow-up studies are under consideration now. One example is the suggestion that in order to secure more clear-cut occupational categories every principal has been encouraged to use the services of the nearest Virginia Employment Service.

The burden of tabulating all returns was placed upon the State department of education. In the future, consideration should be given to attaining possible economies by having local schools use well prepared manuals of instruction; by having more tabulations completed by the local schools; and by informing students before they graduate or leave school about the nature and purpose of a follow-up study.

It will not escape notice that this follow-up study reveals that graduates as a group have achieved certain advantages over drop-outs. Among these are wages earned and the level of employment attained. It would be easy to adopt an oft-repeated conclusion: Each year in school results in an economic advantage to the student and, therefore, retention in school—any school—is good for all students.

On the other hand, this study also reveals that drop-outs who enter college reached practically the same degree of success in college as graduates. Moreover, an equal percentage of graduates and drop-outs at the time of the study owned their own homes,

and only 1.2 percent fewer drop-outs owned their own businesses.

It is apparent that some factors, such as native ability, economic status, and personality, were operating regardless of the time school was attended. The common conclusion, therefore, that each year spent in school *per se* works directly to the advantage of students must be viewed with caution. The question, for instance, as to whether the extra years spent in school by those who did graduate served to their greatest advantage is not answered. It would appear that the real utility of a follow-up study is to reveal the extent to which the school has met the needs of the individual rather than to buttress a belief that extra years in school are in themselves, without the adaptability just hinted at, an advantage to pupils.

Since the Virginia State department of education is encouraging its schools to make follow-up studies a current practice, it is hoped that more factors related to personality, growth and development, home and family adjustment, and the school's ability to aid pupils in meeting economic needs, will be included in the items upon which school-leavers will be asked to give their opinions.

Does It Make Any Difference?

SCHOOL LIFE thinks it does make a difference, and therefore republishes this statement from the Bulletin to the Schools issued by The University of the State of New York, The State Education Department. The statement, published in the October 1951 issue of the Bulletin, is taken from the chapter on School Buildings by W. K. Wilson in the Buffalo, N. Y., School Survey Report.

MUCH has been said about finding enough space but little has been said about the kind of space or quality of the space that should be provided.

Does it really make any difference what kind of buildings the children of America are "educated" in, so long as they have seats to sit in and roofs to cover them?"

Can American cities talk bravely of slum clearance of residential housing for the sake of social betterment—and continue to foster the slums of educational housing that are all too prevalent in those cities?

Does it make any difference in the fight against juvenile delinquency whether school buildings are drab and ugly, or attractive: whether they are hemmed in by factories, slums, and businesses of questionable character, or located on sites of several acres of well-developed grounds, with landscaping of trees and shrubbery around the boundaries to shut out the unattractive environment?

Does it many any difference in the fight against crime, poverty, and immorality whether the toilets in school buildings are located in dark basements, sometimes two or three stories away from the classrooms; whether there is an attractive playground *as a part of the school site* where boys and girls can learn the rules of fair play under the guidance of good teachers; whether there are clean gymnasiums for indoor play and recreation, attractive assembly rooms for dramatics, music, and other group activities; well-stocked libraries to encourage reading and the appreciation of good literature?

And finally, does it make any difference in the learning processes themselves whether the classrooms are dingy, poorly lighted, poorly decorated without color or attractive pictures, poorly equipped with fixed seats, no storage, little or no display space for children's work?

These questions may be summarized: Will the majority of American children grow up into good, clean, healthy, well-balanced, thinking citizens regardless of their childhood environment in the home and in the school?

If the answers to these questions are negative, then the entire problem of school housing is relatively simple: any kind of space in any kind of building in any kind of environment. But if the answers are positive, and the city officials, the civic leaders, and the citizens themselves are interested sincerely in building a public school system whose chief aim is to aid in the development of worth-while citizens, then many American communities have a monumental project ahead of them.

PUBLICATIONS PROJECT

(*Continued from page 82*)

and makes them available as loan packets to colleges and teacher educational institutions.

The Office of Education values this project because, first, it informs all State and Territorial departments of education about new publications. Secondly, it enables all States systematically to examine and study these publications. Because of this planned sharing of published reports dealing with educational research, local experiences, and promising practices, the impact for improved education can be tremendous.

Posters Provide Potent Boost for Better Schools

Through the Nation's car card and outdoor poster industries, hundreds of thousands of dollars worth of car cards and outdoor poster space will be contributed this year to promote the cause of better schools. Nearly 100 thousand car cards will be displayed in trains, buses, streetcars and subways throughout the country. Four thousand posters will appear on highway billboards in metropolitan areas in every State in the Union. This is part of the Nation-wide advertising campaign being conducted in behalf of better schools by the Advertising Council in cooperation with the U. S. Office of Education and the National Citizens Committee for the Public Schools. The concerted effort should produce gratifying results.

New Books and Pamphlets

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

Raising Small Animals for Pleasure and Profit. By Frank G. Ashbrook. New York. D. Van Nostrand Company, Inc., 1951. 260 p. Illus. $4.00.

Curriculum Development as Re-Education of the Teacher. By George Sharp. New York, Bureau of Publications, Teachers College, Columbia University. 1951. 132 p. $3.00.

Educational Supervision. By Chester T. McNerney. New York, McGraw-Hill Book Company, Inc.. 1951. 341 p. (McGraw-Hill Series in Education) $4.00.

Guide For Resource-Use Education Workshops. By the Committee on Southern Regional Studies and Education. Washington, D. C., American Council on Education. 1951. 45 p. 50 cents.

School Safety Patrols. Standard Rules for Street and Bus Patrols in Virginia. State Department of Education, Department of State Police, Governor's Highway Safety Committee. Adopted by Virginia Association of Chiefs of Police. Richmond, 1951. 15 p. Illus.

Student Councils for Our Times, Principles and Practices. By Joe Smith. New York, Bureau of Publications, Teachers College, Columbia University, 1951. 110 p. $2.00.

Techniques of Discussion with Teen-Agers. By W. Russell Shull. Chicago, National Forum Inc., 1951. 32 p. Illus. $0.50.

The Three R's Hold Their Own At The Midcentury. A Summary of Research Studies Prepared with the Assistance of Directors of Research in City-School Systems. Washington, D. C., National Education Association of the United States, Research Division, 1951. 28 p. $0.15.

Words For Work. Handbook of Trade Terms for a Tutoring Program for New Americans. Boston. Jewish Vocational Service of Greater Boston, 1951. 140 p. $0.60. single copy.

You Can Read Better. By Paul Witty and Harry Bricker. Chicago, Science Research Associates, Inc., 1951. 40 p. Illus. (Junior Life Adjustment Booklet). $0.40.

Your Child of Eight to Twelve: Grand Rapids, Third Through Sixth Grades. Prepared by Grand Rapids Public School Teachers. Grand Rapids, Mich., Board of Education. 1951. 30 p. Illus.

How To Choose That College. A Guide for Students and Parents, by Clarence Clifford Dunsmoor and Oliver C. Davis. Boston, Bellman Publishing Company, Inc., 1951. 52 p. Illus. $0.90.

Selected Theses in Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the Federal Security Agency Library, where they are available for interlibrary loan.

Legal Aspects of Tort Liability in School Districts as Indicated by Recent Court Decisions. By Ted J. Satterfield. Doctor's, 1949. Temple University. 129 p. ms.

The Organization and Administration of a County Audio-Visual Center. By Albert J. Kuhn. Master's, 1950. Indiana State Teachers College. 89 p. ms.

State Responsibility for the Organization and Administration of Public School Transportation. By Alva D. Abbott. Doctor's, 1951. University of Colorado. 420 p. ms.

An Art Guide for First Grade Teachers. By Alberta S. Wardlaw. Master's, 1951. University of Cincinnati. 110 p. ms.

Methods for Purchasing School Supplies in Class "B" Schools in Michigan. By Allan R. Kerr. Master's, 1951. University of Michigan. 102 p. ms.

Relation of Merit Rating of Teachers to Salary Schedules, 1938–1950. By Dorothy Reinicke. Master's, 1951. University of Cincinnati. 77 p. ms.

The School Administrator and Subversive Activities. . A Study of the Administration of Restraints on Alleged Subversive Activities of Public School Personnel. By E. Edmund Reutter, Jr. Doctor's, 1950. Teachers College, Columbia University. 136 p.

Speech Education in Mexico, D. F. By Virgil G. Logan. Doctor's, 1951. University of Wisconsin. 347 p. ms.

The Philosophy of German Education from 1794–1940. By *Father* William Trummer. Master's, 1951. University of Cincinnati. 166 p. ms.

Science and Science Education in Egyptian Society. By Yusef S. E. Kotb. Doctor's, 1950. Teachers College, Columbia University. 250 p.

Selling Performance and Contentment in Relation to School Background. By Albert C. Mossin. Doctor's, 1949. Teachers College. Columbia University. 166 p.

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EDUCATIONAL AIDS from Your Government

HOW TO ORDER

Free publications listed on this page are available in limited supply only 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., unless otherwise indicated.

Office of Education

Education in Rural and City School Systems: Some Statistical Indices for 1947–48. By Rose Marie Smith. Circular No. 329. November 1951. 15 cents.

1951 Fall Enrollment in Higher Educational Institutions. By Robert C. Story. Circular No. 328. November 25, 1951. Free.

Finances in Higher Education: Statistical Summary for 1949–50. By Maude Farr. Circular No. 332. December 1951. Free.

The Financing of State Departments of Education. With 48 statements on financial practices prepared by the departments. By Fred F. Beach and Clayton D. Hutchins, in cooperation with the Study Commission of the National Council of Chief State School Officers. Miscellany No. 15. 1951. 45 cents.

State Provisions for Financing Public-School Capital Outlay Programs. By Erick L. Lindman and Clayton D. Hutchins of the Office of Education and Edgar L. Morphet and Theodore L. Reller of the University of California. Office of Education Bulletin 1951, No. 6. 40 cents.

School Life Reprints

Single copies free

The Community College—A Challenging Concept for You. June and November 1950.

The Elementary School Library in Today's Educational Scene. April 1950.

Help Wanted—Teachers. October 1949.

Helping the Handicapped—An Investment in the Nation's Future Manpower. May 1951.

Secondary School Curriculum Adjustments for the National Emergency. November 1951.

Some Implications of Scientific Methods for Secondary Education. July 1948.

What Are Good Teachers Like? June 1948.

World Understanding in Elementary Schools. October 1950.

Youth Is Served by Public Libraries. March 1950.

Federal Security Agency

What to Know About Drug Addiction. Public Health Service Publication No. 94. 1951. 20 cents.

What You Should Know About Alcoholism. Public Health Service Publication No. 93. 1951. 15 cents.

Read the Label. Food and Drug Administration. 1951. 15 cents.

Other Government Agencies

Department of State

A Junior High School Looks At UNESCO. U. S. National Commission for UNESCO. 15 cents.

Discussion Guide, the United Nations and Collective Action Against Aggression. UNESCO Relations Staff. Department of State Publication 4287, International Organization and Conference Series III, 69. 1951. 20 cents.

Point Four Pioneers, Reports from a New Frontier. Department of State Publication 4279 Economic Cooperation Series 28. 1951. 20 cents.

In Quest of Peace and Security. Selected Documents on American Foreign Policy, 1941–51. Department of State Publication 4245, General Foreign Policy Series 53. 1951. 55 cents.

United States Policy in the Korean Conflict, July 1950–February 1951. Department of State Publication 4263 Far Eastern Series 44. 1951. 20 cents.

Department of the Treasury

The United States School Savings Program is a part of the national Savings Bond Program. It is fundamentally an educational program, aimed at the teaching of thrift and good personal money management, and it provides boys and girls with the opportunity to buy United States Savings Stamps and Bonds each week at school, thus making saving easy and habitual. The following materials, prepared by the Education Section of the U. S. Savings Bonds Division, Treasury Department, are distributed free to teachers who request them. (*Free also from State Savings Bonds Offices*)

Budgeting Through School Savings. For grades 6–12.

Get Set to Save. A play for high schools.

High School Clipsheet. For editors of high school papers.

How to Manage Your School Savings Program. For all grades.

Lessons in Arithmetic Through School Savings. For elementary grades.

Look at Tomorrow. A play for grades 4–9.

Songs for Your School Savings Program. For all grades.

Teaching Mathematics Through School Savings. For grades 7–9.

We Are Learning to Save. A radio script for elementary grades.

Economic Stabilization Agency

Price Stabilization to October 1951. Summary of operations of the Office of Price Stabilization from its origin to October 1, 1951. 10 cents.

Executive Office of the President

The Administration of Foreign Affairs and Overseas Operations. Prepared by the Brookings Institution for the Bureau of the Budget. 1951. $1.00.

Government Printing Office

Transparent Proofs From Type Forms. June 1951. 30 cents.

Housing and Home Finance Agency

1950 Housing Situation in Charts. Based on Preliminary Results of 1950 Census of Housing. 1951. 25 cents.

How Big Is the Housing Job? How the Figures Are Arrived at and What They Mean. 1951. 15 cents.

Library of Congress

American History and Civilization. A list of guides and annotated or selective bibliographies. Second (revised) edition. 1951. 25 cents from the Card Division.

Manchuria: An Annotated Bibliography. 1951. $1.30 from the Card Division.

Motion Pictures, 1912–1939. More than 50,000 motion pictures registered in the Copyright Office from 1912 through 1939 are listed with descriptive information on each. 1951. $18 a copy from the Copyright Office, Library of Congress.

Compiled by Edna K. Cave
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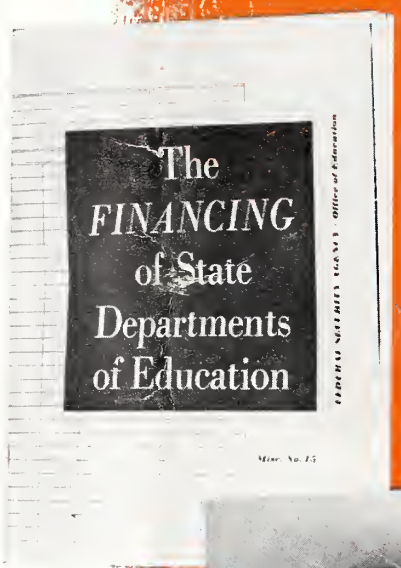
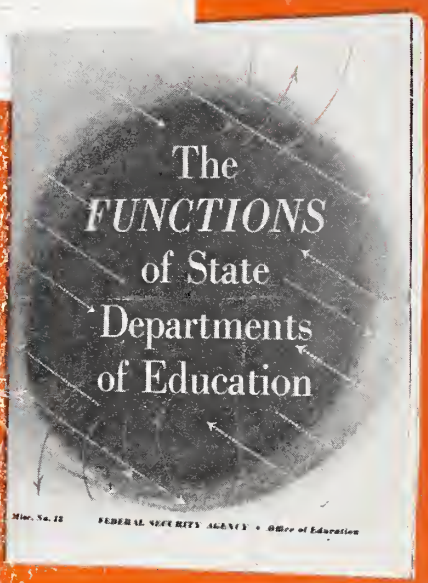
State Departments of Education





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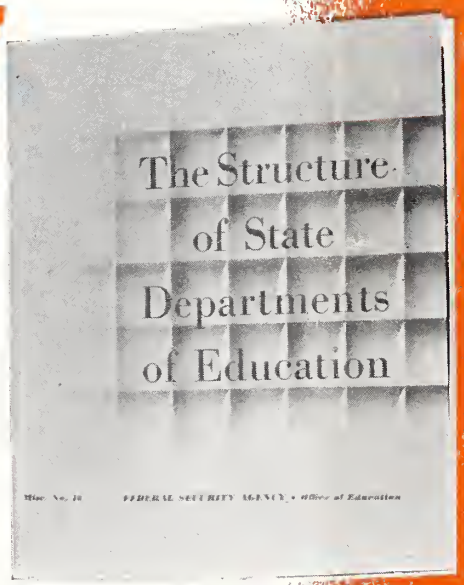

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CONTENTS FOR April 1952

Volume 34 Number 7

The cover illustration: Children wash and disinfect hands before touching books in the Diet Library, Tokyo, Japan. A sign directs all comers to purify their hands before reading. The basins are labeled "water" and "disinfectant." (Photo used by special permission from the National Geographic Magazine.)

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

". . . Research has struck effective blows at the dogma of 'formal discipline' . . ." p. 97

★ ★ ★

". . . Talk the customer's language; use terms he understands and approves; if necessary, sacrifice a certain degree of technical accuracy . . ."_____ p. 98

★ ★ ★

". . . The need for civil defense and the nature of civil defense must be explained and defined to the large segment of society which our schools serve directly . . ." p. 99

★ ★ ★

". . . educators should, as rapidly as possible, develop a more thorough understanding of some of the common elements of a 'program for democratic living'. . ."_ p. 101

★ ★ ★

". . . Radio can no more teach of and by itself than can a blackboard or a map . . ."_____ p. 104

★ ★ ★

". . . To eliminate illiteracy and its attendant evils UNESCO has launched a two-pronged drive . . ."_____ p. 106

★ ★ ★

". . . There are few communities today . . . where all homemakers are giving full time to homemaking . . ."_____ p. 111

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."

Research—Education's Gibraltar

by Herbert S. Conrad, Chief

Research and Statistical Standards, Office of Education

IT MAY be profitable to review a few of the advances in education that are based at least in part on research.

1. At the head of the list, I should say, is the recognition and emphasis given by educational research to individual differences among pupils. In an educational system serving millions, individual differences represent a very inconvenient and expensive fact. Educational research has helped to prevent individual differences from being swamped by demands for economy, and by the specious rationalization of "equal" treatment for all.

2. Research has struck effective blows at the dogma of "formal discipline." There still remain some adherents of the view that a hard subject, unrelated to the child's interests, and unpleasantly taught, will stiffen the child's moral fibre and produce a love of learning. But research has helped to soften the impact of this dogma.

3. Recognizing the fact of individual differences and the fallacy of "formal discipline," research has led to diversification and adaptation of the curriculum. The curriculum is, of course, the very heart of education; and the importance of curriculum development in the last 30 or 40 years can scarcely be overemphasized.

4. Research has led to definite improvements in teaching methods and teaching aids. At least in some instructional areas, pupils are definitely learning faster; they are learning more pleasantly; and they apply their learning more widely and intelligently. These benefits have extended, to some extent, even to the college level.

5. Research has led to improvements in school organization. These improvements are manifold; but one outstanding gain is the development of larger administrative units and the growth of the consolidated rural school.

6. Research has led to improvements in school construction, giving us better built, better arranged, better lighted, more economically maintained, and safer buildings than we have had in the past.

7. Research in school finance has led to improved financial support for local school districts—in part through the organization of larger administrative units, but principally through State aid.

8. Finally, in this short list, must be mentioned improved methods in educational research itself.

We may take great pride in these achievements of educational research.

Nevertheless, all of us know that research is far from adequate for many of the problems confronting education. The question we should consider is: *How can educational research be strengthened so as to increase its contribution to educational policy and practice?* One answer that is often given—and I think it is a good one—is to make educational research *more practical.* Just what does this mean?

To me, practicality in educational research embodies many virtues:

This article is an adaptation of an address originally made by Doctor Conrad before the Third Annual State Conference on Educational Research at Santa Barbara, Calif., late in 1951. The conference was sponsored by the California State Advisory Council on Educational Research and the California State Teachers Association. It is believed that SCHOOL LIFE readers will welcome Doctor Conrad's summarization of educational advances traceable to past research, and will note with interest his broad outline of a program of *practical* educational research.

1. The problems studied in practical educational research are not primarily theoretical or academic; *they have their origin in actual educational operations*—in the classroom, in practical administration, in problems of financing the schools, in school construction, in public relations, etc.

2. Practical educational research looks toward application of its findings. This affects the technique of research itself; it means that the researcher must, so far as possible, obtain *participation* in the plan and program of research *by the persons who will first apply* the research.

3. Practical research gives emphasis to the question of *how to do it.* For example, having established a need for adapting a school to individual differences, the question is, *how to do it*—by homogeneous grouping? by a diversified curriculum? by broader extra-curricular or co-curricular opportunities? Each of these possible methods has a contribution to make, both individually and as part of a coordinated, balanced program; but each, on the other hand, has certain operating hurdles to overcome. Practical research increases the proportion of successful applications, by study of *how to do it.*

4. Practical research does not ignore any highly significant element of a problem. It aims to be as comprehensive and complete as possible; and it recognizes incompleteness as a prime source of invalidity. All kinds of factors require consideration in practical research: for example, the delayed or permanent effect, if any, of a proposed change; the cost; and the reaction of a host of persons whom the school administrator must take into account—namely, the pupils; the teachers; the school board; the parents; the public at large; publicists (reporters, editors, radio commentators, etc.); and a whole variety of more or less interested and powerful pressure groups. No research, of course, can be entirely complete. There

are degrees of completeness; but surely, on a scale of completeness, the typically fragmentary and uncoordinated research of university students does not rate very high. Practical research in general requires a programmatic, coordinated, cooperative attack. We have too little of this at the present time.

5. Practical research *disseminates its findings*. The function of research is to illuminate. Research that stays buried in library archives does not accomplish this purpose.

6. One type of research attempts to discover something *new*, to extend the frontiers of our basic knowledge and understanding. There is another type of research—more humble, but often equally valuable—that may be called "operations research." Here the aim is simply to evaluate the success of an operation, or of some particular aspect of the operation. In this type of research, the emphasis is upon measurement or fact-finding. Usually, of course, the facts are somewhat less than perfectly satisfying. This may lead to proposals for a change in operations: whereupon there again arises a need for research and fact-finding.

A Practical Type

Unfortunately, the operations type of research has not received its fair share of emphasis or respect. This type of research is eminently practical: for the most successful management of a school system, it is indispensable. I cannot help wondering, for example, whether the disturbing "Pasadena story" might have ended more happily had it been possible to employ modern polling methods to gauge the temper of the public in advance of curricular changes.

7. Practical educational research recognizes that education takes place in a social matrix. Thus, in studying the effectiveness of vocational guidance, it is necessary to recognize that the child's home may support or oppose the philosophy underlying the guidance offered by the school. A study of teacher-morale must take into account numerous factors, including: teachers' salaries and expenses, compared to those of other governmental and nongovernmental employees; the trend in teachers' salaries versus the trend in the Consumers' Price Index; supply and demand factors in teaching and in other professions or occupations; the relation between the teachers' social background and present social pressures or demands; etc. Similarly, in educational finance, it would be essential to consider not only the distribution of taxable property and income, but also the extent of noneducational claims on public funds (defense, war pensions, roads, social security, etc.). Both in its planning, in its interpretation of results, and in its recommendations for action, practical research recognizes the complex interlacing of educational and socio-economic elements. Unfortunately, the typical university thesis or dissertation often fails to do this, partly because the departmental organizational of the university commonly fails to encourage a truly broad, interdisciplinary approach.

8. Finally, practical research must proceed with due regard to existing limitations. Thus, practical research must proceed with recognition of limitations that may be imposed by law—laws, in general, are not easily or quickly changed. Similarly, practical research must proceed with due regard to the existing school plant and facilities. Again, practical research must take into account the pertinent capacity or training of the current teaching staff, and the degree of understanding and enlightenment of the public. Finally, practical research must proceed with due regard to limitations of funds—and especially the funds available to prosecute the research: in general, it is foolhardy to undertake a $25.000 research program on a $5.000 budget.

Goals of Practical Research

So much for the methods of practical research. The goal of practical research is application. Application can take many forms. The net results, however, are perhaps classifiable under four heads: (1) Greater economy: practical research can make the educational dollar go farther; (2) the extension of education: more education for more persons; (3) the improvement of education: better education to persons at all levels; and (4) the protection of educational gains already achieved. This last is a *defensive* goal of practical research, but not for that reason any the less important. In certain leading educational communities education is now actually in a defensive position, suffering vicious attacks. These attacks require that the superintendent be able to point to *currently proved* facts which demonstrate the basic soundness and economy of his system. Too few boards of education and superintendents have been willing to spend enough of the scarce educational dollar for operations research: as a consequence, when they are exposed to attaek, they find themselves without the hard facts needed for effective defense or counterattack.

Funds for Research

A practical diseussion of research requires attention to the problem of *funds* for research. The proportion of educational funds going to research in the field of education is extremely small. How can the proportion be increased? This question is so important that almost any one's suggestions may be worth consideration. My suggestions can be summarized under five heads:

1. *Start with the customers.* Find out what the customers know, or think they know, about education; find out (as specfically as may be useful) what they want from education; and if these wants are based on misinformation or misconceptions, set about aggressively to supply the pertinent facts. Talk the customer's language; use terms he understands and approves; if necessary, sacrifice a certain degree of technical accuracy and brevity for the sake of better comprehension. The term "core curriculum," for example, carries little popular punch or meaning ("combined courses" might be more understandable); and the term "current expenditures," while brief, is not nearly so vivid as its component elements (namely, teachers' salaries, textbooks, maintenance and operation of school plant, etc.).

Who are the "customers" or final authorities that I am talking about? They are numerous and varied. Included first of all are the pupils—whose opinions and accomplishments directly or indirectly, immediately or ultimately, influence all other groups. Also included, of course, are the parents of pupils, and other persons in the general (voting) public. More closely authoritative, normally, is the school board—and sometimes, also, the town council and the mayor. Finally there are the various organized groups: the PTA, the League of Women Voters, the service organizations, the labor unions, the employers' councils, the tax leagues, and still other groups which from time to time display interest and exert influence. Not each of these various groups or "customers," of course, is equally im-

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Civil Defense and the Schools

by Clyde W. Meredith, Chief,

Schools Branch, Federal Civil Defense Administration

Once again the schools and the teachers of the Nation are called upon to undertake a new task. It is an urgent task, directly involving the daily personal safety and security of more than one-fifth of our total population; that fifth is the *dependent* fifth. Our future as a free people may well be determined by the skill and promptness with which our system of education is able to respond to the conditions that make necessary the development of civil defense education.

—William Ransom Wood, Liaison for Civil Defense, U. S. Office of Education.

IT IS no longer a question whether or not we shall teach civil defense, but rather one of how and to what extent it shall be taught in our schools. Concepts of civil defense now form a part of our way of life, made necessary by the persistent international tensions and the knowledge of atomic warfare now held by our enemies.

In any future large-scale conflict, the whole world would become a war front. Americans, for the first time, must realistically consider the possibility of their front yards being a part of the battlefield. As a leading power, our nation would unavoidably be involved, both as a participant in open hostilities, and as a part of vulnerable territory.

In order to provide as realistically as possible for the present and future defense of American homes, families and properties, Congress enacted the law that brought the Federal Civil Defense Administration into existence. The problem now confronting our teachers pertains to the role they are to play in order to assure our young citizens an adequate preparation for the responsibilities this age has thrust upon them. In this, as usual, the teacher assumes a key role. To carry out that role, and to discharge the obligations it entails, the teacher is required to interpret a complex situation in a manner that will help children, youth and adults to cope with the demands of an atomic age with its scientific potentials for mass destruction.

The Federal Civil Service Defense Agency has the responsibility of providing guidance and consultative services to the schools as they develop their local civil defense programs. The need for civil defense and the nature of civil defense must be explained and defined to the large segment of society which our schools serve directly. It is to the schools that the Federal Civil Defense Administration looks for assistance in planning a long-range education program which will obtain so long as international tensions persist.

The Federal Civil Defense Administration seeks to enlist the leadership of the schools in working out the curriculum revisions and the necessary adaptation of courses to achieve the essential understanding that will lead to the maximum protection of people. We can conceive of certain guiding principles which may form a basis for a sound program of education in civil defense in the schools. Such principles were evolved from a conference held last fall in the conference room of the National Education Association in Washington, participated in by representatives of the U. S. Office of Education, the American Council on Education, the National Commission on Safety Education, the National Catholic Education Association, the Association for Childhood Education International, the American Association of University Professors, the Association of American Colleges, representatives from the Federal Civil Defense Administration, and Executives of the National Education Association.

As a result of that conference the following guiding principles are cited as among those that were agreed upon as a basis for planning civil defense education:

1. The entire program shall be based upon recognized and established educational principles accepted by educational leadership. These basic principles rule out immediately any program based on fear propaganda. The concepts of the new atomic era, while presenting a vast reservoir to be explored, should be discovered, interpreted, and apprehended, through the regular learning processes. Positive motivation is the keynote. Motivation by fear should not be introduced as a technique.

To dramatize the story of civil defense, 3 convoys of 10 trucks each, carrying exhibit material for display in armories and auditoriums, left Washington after a preview showing. They are touring the country, coast to coast, and expect to cover the principal cities of 36 States by June.

2. The educational phase of the civil defense program should be presented through the recognized channels of U. S. education. Civil defense education is a problem for all educational leaders. Consequently, the Federal agency responsible for its direction should enlist the assistance of all educational organizations as associates in meeting the problem.

3. Civil defense education should be conceived both as an immediate need involving emergency features for schools relative to the saving and preservation of life, and also as a long-term program involving the reorientation educational program for the new atomic era demanding a new way of life.

4. Civil Defense officials in planning the educational aspects of its program should at every step involve representatives who are active in the field of education as consultants. On the school level, teachers should participate in developing programs and materials.

5. In the development of materials to be used in civil defense education, care should be taken to orient the content toward the local level and its educational problems.

6. A plan should be followed to help all school people in whatever communities they may be located understand the civil defense role which they may be expected to play.

7. Present facilities and curriculum in the schools and colleges of the nation can serve as an established framework through which civil defense education may be introduced.

8. There should be stress on the importance of civil defense planning as a part of our Nation's strength in preserving peace, and of our ability to wage war if attacked.

9. Educational institutions of the Nation should be used to build wide public support for civil defense activities in the community, State and Nation.

10. Projects involving parents should be utilized by teachers as an effective way of educating parents in civil defense.

These principles have been studied in various conferences and workshops with State and city superintendents. From them a strong program of civil defense education can be developed. It is hoped that educators in all parts of the country will become increasingly interested in this new phase of education.

C. A. P. Educational Scholarships

For the first time Civil Air Patrol, which is a civilian auxiliary of the United States Air Force, has announced a plan whereby an anticipated 100 teacher scholarships are to be made available by the C. A. P. wings in each State. The University of Colorado is to be the center of an Aviation Education Workshop from July 23 to August 26, 1952, which these scholarship teachers will attend.

The purpose of the workshop is to interest teachers in learning how to use aviation in the school curriculum. This workshop will also develop key persons in many parts of the country who will know the aims, content, and methods of the C. A. P.—High School Coordinated Program, and be prepared to cooperate with it.

A capable faculty has been arranged, and the C. A. P. has announced that other teachers may attend this workshop by paying a nominal tuition fee. Preliminary enrollment has already reached the hundred mark, assuring the operation of this Aviation Education Workshop.

A POSTER FOR CIVIL DEFENSE

Flash Reviews —of New Office of Education Publications

All of these publications are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Scholarships and Fellowships Available at Institutions of Higher Education. By Theresa Birch Wilkins. Office of Education Bulletin 1951, No. 16. 248 pages, 55 cents. Since the last publication of *Scholarships and Fellowships Available at Institutions of Higher Education* by the Office of Education as Bulletin 1936, No. 10, innumerable requests for current information have been received from school and college officials, parents, high-schol and college students, and other persons interested in extending college opportunities to greater numbers of capable students. This bulletin reports information about financial aids for undergraduate and graduate study available at and administered by colleges and universities throughout the country. The information will be helpful to a vast number of students who may be eligible to receive scholarships or fellowships.

The Financing of State Departments of Education. By Fred F. Beach and Clayton D. Hutchins. Office of Education Miscellany No. 15. 83 pages. 1951. 45 cents. Prepared with the cooperation of the Study Commission of the National Council of Chief State School Officers. It constitutes the third publication in the State department of education series. Two already issued are: *The Structure of State Departments of Education*, 1949 (50 cents), and *The Functions of State Departments of Education*, 1950 (40 cents).

The Financing of State Departments of Education provides basic information on current practices for all States, analyzes common elements of development, and sets forth basic issues which are yet unresolved. No comprehensive study of the financing of State departments of education has previously been made. This study should be helpful to State legislators, members of State boards of education, chief State school officers and their staffs, students of admin-

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Notes on a Conference—

Improving Education for Children

by the Staff of the Elementary Schools Section, Division of State and Local School Systems, Office of Education

AS PART of its program of Improving Education for Children* the Elementary School Section of the Office of Education sponsored a three-day conference which was attended by representatives of 23 State Departments of Education. The conference, held in Washington on February 4, 5, and 6, provided an opportunity for these State Consultants in Elementary Education to exchange views, information, and plans concerning some of the important problems in elementary education. The following States were represented: California, Colorado, Connecticut, Delaware, Georgia, Kansas, Kentucky, Louisiana, Maryland, Michigan, Missouri, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oregon, South Carolina, Tennessee, Texas, Virginia, West Virginia, and Wisconsin.

A program for Improving Education for Children on a national scale is necessarily broad in scope. Three days is a short period. Consequently, only five important problems were selected by the group for consideration. These problems were concerned with teaching of the 3 R's, acquainting parents and others with the work of the schools, developing a sound program of emergency activities, improving the education of children of migrant farm workers, and providing a more effective education for children in 7th and 8th grades.

The detailed deliberations of the conference will be issued in report form to those present, but since the problems are of general interest to all persons in education, the Elementary Section Staff presents here a summary of the discussion of each of the major problems.

The 3 R's

What are the current problems involved in teaching the three R's?

Admittedly in a 2-hour session, a discussion can only scratch the surface of a problem so involved as this. It was the consensus of the group that one important problem involved here is that of helping everyone concerned—the public as well as teachers and administrators—to be better informed about the changes in philosophy of teaching, as well as the changes in conditions under which learning takes place. They must realize that today's schools are different from those of yesterday, that we are today attempting to teach *all* of the children instead of a selected few, that research findings have indicated the importance of a change in methods of instruction and that our knowledge of child growth and development has given us greater insight into how learning takes place. It is important that we help people to see that achievement in the three R's is indeed consistent with the factors involved. It is also essential that we increase our ability to back this statement up with wider observation and extended research.

The conference stressed the importance of relating school practices, especially those concerned with teaching and learning the three R's, to a sound philosophy of education. In this connection educators should, as rapidly as possible, develop a more thorough understanding of some of the common elements of a "program for democratic living." Even though children who live in different places need different programs, in some respects, there are important things that all children everywhere need.

Despite the fact that we teach the skills better than ever, we must emphasize the fact that this is but one function of the schools and that we, at the same time, must concentrate on a broad program of educa-

While their mothers are employed away from home these children attend a day care center where there are opportunities for group work and play. The care of such children presents many problems which are being dealt with through point planning by State Departments of Health, Welfare, and Education.

*See SCHOOL LIFE, Vol. 34, No. 4, January 1952, *Improving Education for Children*, a description of the general plan.

tion for children. In connection with this emphasis, the conference members stressed repeatedly, the importance of "learning to communicate about school problems in everyday words, so that we will be understood by lay people and nonteaching professional groups and so that among ourselves as professional educators we will have a clearer picture of our problems and how to solve them."

More Careful Planning

Emphasis was also placed on the importance of more careful planning with lay people and non-teaching professional groups both to help discover more clearly what we ought to teach and at the same time help all individuals concerned to gain a clearer understanding of the school program and the philosophy under which it operates. The conference concluded also that, "We should find more ways of using the findings of research to improve teaching and learning. We should develop a continuous program for the elementary school and the high school and so smooth out the break between the two and eliminate gaps in learning. We should make it possible for teachers of all levels to plan together and thus educate themselves as they teach." Although this statement was being thought of in connection with the teaching of the three R's, it was emphasized as important to all teaching. This illustrates the overlapping that existed in the discussion of all of the problems of the conference.

The Schools and the Public

Another problem of the conference was: *How can parents and other citizens be more effectively acquainted with the aims, methods and results of our school program?* The importance of including parents and other citizens as partners in education was recognized as a challenge to educators in every community of the Nation. Many of the difficulties which arise in the relations between parents and other laymen in the community stem from lack of information and understanding of the aims and methods used in the modern school today. How to build effective public relations is a problem which must be solved if schools are to hold the confidence and support of the public.

Further deliberation emphasized the following ideas: "When much criticism is leveled at the schools, educators need to meet it with a receptive ear rather than become defensive. Often the criticism of parents and citizen groups indicates a desire on the part of the public to know more about the schools. Their interest needs to be turned into constructive channels lest the schools find the energies of these groups exerted against them."

Looking at some of the problems which have created the need for better relations with parents and citizen groups, the conference listed such things as: the large number of teachers who are holding emergency certificates and are poorly prepared for teaching: the tremendous expansion of the school population; the large number of parents who have moved into new communities and expect to find schools just like the ones they left; the dissatisfaction of parents with children in crowded classrooms or on double sessions.

Working to Reduce Tensions

Some schools have already discovered helpful ways of working which reduce the tensions and bring about better understanding between citizens and the school. One important phase of this problem centers on making communication between school and parents a two-way street. Parents need information about schools. Likewise schools need information from parents. Schools need better procedures which help them to learn what parents think. Frequently, the language used in communicating with parents is a pedaguese of educators which is not understood and fails to communicate. This situation needs attention.

It is essential that programs be planned to involve long-term parent and citizen participation in order to bring about basic understanding and to secure the best permanent results. It is necessary also to reach *all* the public as well as parents. A variety of media, such as the radio, newspapers, television, pictorial bulletins, can and do reach many types of audiences. However, the conference emphasized that we must never lose sight of the fact that children are our best public relations contacts. What happens to them is of utmost importance to everyone. The conference stressed the importance of parents and teachers working together to improve education for children and indicated this as a focal point on which schools can center study with citizens groups.

The need was indicated for developing good leadership from both parents and teachers. This, many persons indicated is one of the serious blocks schools face in solving their public relations problems. Taking people where they are and helping them to see, understand, and cooperate in change was a principle underlined, as affecting all work with adults. Resistance to change can be found on two sides of the fence, both among school staff and parents. More and more we must create a bridge between research and practice. This research forms a base for moving on to new practices. Its interpretation is essential for better understanding as we work with parents and citizens groups.

Defense Activities and Schools

One of the most urgent of the problems discussed was: *What constitutes an educationally sound program of emergency activities and where does the responsibility for its establishment rest?*

Among the topics discussed here some have a direct bearing on our present defense period, others have a close relationship to it, still others are currently more pronounced but are actually long-term problems. These conditions affecting children were identified by the participants as: population growth, the increasing mobility of population, unemployment in certain areas, downward extension of schools because of working mothers, increased length of school year, difficulties in staffing schools adequately, school drop-outs, juvenile delinquency, use of narcotics, civil defense problems and the possibility of universal military training. All of these conditions need to be met in some way for they definitely affect children in and out of school.

The problem of education for civil defense was discussed from the point of view of making appropriate phases of it a regular part of the curriculum rather than a separate added-on item. Consultants from some States reported ways in which they are cooperating with civil defense committees in writing bulletins, giving information to pupils and parents, and taking inventories of school busses and cafeteria facilities.

It was agreed that children should be helped to have the kind of competencies needed for living today rather than always looking ahead to future contingencies. This means being able to meet emergencies as they arise with courage and adequate

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The Family—A School Responsibility for the Nation's Defense

by Druzilla Kent,* and Beulah I. Coon, Agent for Studies and Research in Home Economics Education

WE ARE NOW IN a period dedicated to defense. The program for defense, designed to protect the way of life which we cherish, requires the cooperation of every man, woman, and child in the Nation. Our basic social institutions, through close cooperation, can facilitate the contributions of these individuals.

Production Must Be Increased

The program for defense demands tremendous increases in the production of goods for military and civilian needs. Increases in production demands increases in the labor force. Women constitute the major labor reserve in the Nation and over four-fifths of the women in the labor reserve are classified as homemakers. The number of women in the labor force with responsibilities for homemaking will certainly increase in the years ahead.

Homemakers Needed in the Labor Force

At present, there are more married than single women in the labor force. The median age of women workers is 37 years. Over 4 million women workers, in 1949, had children younger than 18 years of age and 1½ million of these had children who were below school age. The great proportion of these working mothers came from married women living with their husbands and not from the ranks of the widowed, divorced, or separated. Considerably more than one-half, probably as many as two-thirds, of all women who are employed in full-time work today, can be assumed to be carrying the responsibilities not only of adequate and satisfactory performance on the job but also of maintaining a home for themselves and other members of their families.

*Home Economics Education Service, U. S. Office of Education.

No nation has ever before faced a long-time period wherein women, the majority of whom are married and many of whom are mothers of children under 17 years of age, will constitute a significant part of the labor force. It cannot be stressed too emphatically that this situation is not to be regarded as an emergency affecting a small number of women for a short period of time. On the other hand, it is one which conservative leaders estimate may persist through a full generation and in which, based upon present trends, will be involved well over one-third of all the women over 14 years of age as well as one-fifth of the mothers of children under 12 years of age in this country.

Families are facing the necessity for making some very fundamental adjustments. Fundamental changes in one basic social institution create needs for changes in others closely associated with it. This is especially true of the home and the school.

The school is a logical source of information and preparation for boys and girls who must assume home responsibilities when parents are employed.

Home Life and Family Efficiency

There is a definite relationship between a satisfying home life and the efficiency of family members. The success of homemakers who are employed full-time outside of the home will be reflected in our entire social and economic order. Society cannot afford to leave this success to chance. Nor can society afford to delay the development of plans to safeguard success until corrective measures are required. The problems facing these women and their families are such that they cannot be solved by independent family units.

The schools, production plants, and the families themselves are the groups most immediately concerned with any loss of efficiency on the part of women attempting to serve as workers and homemakers. Inefficiency in the home is likely to be reflected almost immediately by the quality of work of children in the school. Children whose meals are nutritionally inadequate or served at irregular hours, whose rest is insufficient, whose home situation is not conducive to study in the evening, whose families lack the time to provide the guidance they need, usually fail to make satisfactory progress in school.

Responsibility of the Public Schools

The public school is the one local agency which is most likely to be in touch with all of the families in the community; certainly with those families where the mother is employed full-time outside of the home. The community has entrusted to the public school the responsibility of supplementing the efforts of the family in preparing the citizens of tomorrow. The school must be sensitive to any conditions that threaten to interfere with the family in the discharge of its functions and lay plans to help them deal with the situation before the threat is fulfilled.

The experiences of those communities where efforts have been made to aid employed homemakers to function more efficiently in their homes would indicate that the problems tend to fall into two major categories. Some of the problems are related to the physical environment of the home and the community, others to attitudes toward changing conditions. In either case, education is the key to the solution of the problems. Education is a continuous process and we acquire the ways

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Here are suggestions for increasing the effectiveness of radio and recordings as teaching tools—by means of correlated activities which precede and follow the programs.

Radio an as Aids to T

by Gertrude G. Broderick, Radio-TV

IN CONSIDERING the use of radio and recordings as teaching tools, the modern teacher realizes that she must do more than merely interrupt a class period to listen to a program and leave the rest to the broadcast. Radio can no more teach of and by itself than can a blackboard or a map. But in the hands of a skillful teacher, a broadcast can serve as the basis for a stimulating and memorable experience. It can arouse an interest, influence an attitude, or impart an emotional context to a group of facts.

It can be all these things because the students are predisposed in favor of the loudspeaker even before a sound issues from it. A large percentage of their after-school time is devoted, as numerous studies have established, to radio listening. They are ready to enjoy the program, and they expect to be interested.

But what precedes the broadcast and what follows it will determine the educational effectiveness of what they hear. They must be prepared for the program, usually by a class discussion which will enable them to correlate the content of the program with some aspect of the work they have been doing. Their listening should be given direction so that they will listen not only for pleasure, but with an ear open to recognize valuable information. They may take notes or not—and some will "doodle" inevitably, just as they do at home. On the whole, everything that can be done to support their absorption and concentration, their wholehearted attention to what is coming from the loudspeaker, should be encouraged.

A double purpose is served if the broadcast is utilized as a stimulus for other class activities, and these in turn knit the radio program more closely into the basic course of study.

This will include a quiet room in which to listen, a good receiver tuned to the correct station some minutes before the beginning of the actual broadcast. Once the radio is properly tuned and the class is ready to listen, then there is need for an attitude of interest and absorption on the part of the teacher herself, even as she quietly takes the notes she will need to lead the activity that follows the broadcast.

There can be little value in listening to a broadcast unless the experience becomes part of the student's life through his own response and activity. There are scores of suggested activities prior to listening to a program, but some of the most important are:

1. Having students summarize what they know of the topic;
2. Listing things the class wants to know about the topic;
3. Looking at maps, specimens, models or articles related to the topic;
4. Studying the broadcast manual and attempting to carry out its suggestions.

During the broadcast, the teacher's role may include noting the children's reactions; listing unobtrusively on a side blackboard or on paper any difficulties in understanding revealed by puzzled faces or by questions; determining new aspects of discussion or new approaches to the subject which may occur to her; manifesting at all times an attitude of interest and enthusiasm.

Follow-up activities are an essential part of classroom listening. Post-broadcast treatment, while tremendously varied in nature depending on the subject, requires

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Specialist, Office of Education

As a supplementary teaching device, student performance before the microphone emphasizes the value of good diction, the use of correct speech, vocabulary selection, correct pronunciation, and pleasing voice.

l planning and an avoidance of tion of the same technique or ap- h, week after week. If the follow-up d is used simply to test or drill the s on the facts they have acquired. siasm is blunted and nothing new is buted. The procedure of testing ren on the subject matter of the broad- is not recommended. If, however, the technique, particularly after programs employing that format;

2. Written résumé by pupils of the meaning the broadcast has had for them and questions which it has raised in their minds;

3. Taking excursions to places suggested by the broadcast;

4. Creative manual activities, such as drawing and construction of scenes or places

iet room in which to listen, and a good receiver tuned to the correct station, will do much to insure rption and concentration on the part of teacher and students.

lcast is utilized as a stimulus for other activities, and these in turn knit the program more closely into the basic e of study, a double purpose has been d.

llow-up activities which have proved ble to many teachers include:

Oral discussion, whether in simple oom style or in simulated radio forum

mentioned in the broadcast; clay-modeling or puppet-making to re-create characters;

5. Supplementary reading suggested by the program, to further pupil's insight into the subject matter;

6. Writing original stories or poems based on the program or related areas;

7. Writing "additional scripts" for the series, along the lines of those heard, and producing them in class;

8. Making scrap-books for the series, illustrated by both original drawings and magazine clippings;

9. Dramatic interpretation of similar or related stories, either in the form of radio broadcasts or of classroom plays;

10. Collecting items for a hobby show related to the broadcast;

11. Organizing an assembly program on a subject related to the broadcast which will involve writing to guests, conducting interviews, etc.

Numerous other activities will suggest themselves as the teacher continues to use broadcasts in the classroom.

An important by-product of class listening is improvement of taste and development of discrimination. Pupils can be led gradually to listen more critically to the programs they hear at home. The teacher may well ask herself what observable influence radio—in school and out—is having on her pupils' lives, as well as on such types of classroom performance as reading, speaking ability and vocabulary, leisure time activities, work and study.

What has been said of radio as an aid to teaching applies equally well to recordings. By using recordings, the teacher has the added advantage of being able to use them precisely when she needs them. For the high school teacher particularly this resolves the conflict between the rigid class schedule, on the one hand, and the equally inflexible schedules of radio broadcasts on the other. Secondly, a teacher may prestudy their content, maturity level, and general suitability, thus insuring proper conditioning of her students for the utmost in listening experience. She likewise may

(*Continued on page 108*)

Schools for Survival*

by Earl James McGrath, U. S. Commissioner of Education

THE PEOPLES of the world yearn for peace—for peace means survival. Wherever one travels in foreign lands, and in our own as well, one senses an atmosphere of tension and insecurity. Yet many hope that there may still be time to find a common basis on which the family of nations can live together in friendship and mutual help. The channeling of the energy which flows from this hope into concrete projects to increase international understanding is the most urgent task of our time.

Those who think the United States can isolate itself from the problems of the rest of the world are wrong. In a world in which one can eat breakfast one morning in Cairo or Buenos Aires and the next in New York no one can be unconcerned about the conditions of life and the activities of peoples in distant lands. The same planes which carry human beings can also carry epidemics, revolutionary thoughts, and—I regret to say—bombs.

Rapid communication and travel have stirred up the thoughts and the emotions of men in underdeveloped areas. Even those with little or no education, the severely underprivileged, are now realizing that they can enjoy a fuller life. This vision may cause peace, or widespread disturbance, or war. For if those who seek the better life can be given the education they need to realize their goals through the orderly means of social improvement rather than through violence, an era of peace and a richer life for all is in view. If their energies are damned up in frustration and dismay, or misguided by ignorance, the result will surely be aggression and destruction.

The United Nations, through its several branches, is energetically trying to improve the lot of men everywhere. The World Health Organization is helping underdeveloped nations to attack their health problems. The Food and Agriculture Organization assists in the improvement of farming methods and in the better distribution of food. Other agencies supply technical assistance to spread the benefits of modern technology.

Without education, however, many of these activities must be futile. Hence, the United Nations Educational, Scientific, and Cultural Organization, UNESCO, is devoting a major part of its resources and its energy to raising the level of education throughout the world. More than half of the human beings alive today are illiterate. As long as such a large part of the earth's population can neither read nor write, the possibility of building a permanent peace is doubtful. Eventually all peoples everywhere must be capable of carrying on their own development in their own way, but with the recognition of their place in the whole international community. This will require universal basic education.

A Two-Pronged Drive

To eliminate illiteracy and its attendant evils UNESCO has launched a two-pronged drive. One will try to establish universal compulsory, free education for children at least at the elementary level. The other will attack illiteracy among adults. The two must go forward together. For we cannot wait fifty years for the compulsory system of education of children to produce a literate adult population. At Geneva, Switzerland, in July of 1951, representatives of 43 nations saw the need for universal compulsory education. They pledged the efforts of their respective governments to establish compulsory, free schooling at least in the early grades. Nations like the United States and the United Kingdom, already having a basic compulsory education, agreed that efforts should be made in their countries to extend educational opportunities into the higher age brackets. (Plans were laid for the working out of this project over a period of years, with continuing talks among the educators of the countries represented at the conference.)

The task of educating the adults of these countries is in many ways more difficult—and yet more dramatic. Here steps have also been taken under the auspices of UNESCO. Six, or possibly more, centers are planned in various regions of the globe where teachers from many lands can learn how to teach adults, and to prepare special materials for this purpose. One such center is already in operation at Patzcuaro, Mexico. Another has been decided upon in Egypt. In Patzcuaro men and women teachers from many Latin American countries are working and living together for a year or more while they cooperatively develop programs of fundamental education for adults in their own countries. This is truly a school for survival. The project approaches literacy training through the problems which people find in their own communities. A local approach to local problems may be said to be the motto of the Patzcuaro school. For example, the students in this school are working with the people of the neighborhood in improving sanitation by helping them build sewage facilities. Or they find that the village needs a new schoolhouse and proceed to enlist the villagers cooperatively in building it. Tied in with this practical work to improve the life of the community is instruction in reading and writing. The immediate goal of this instruction will be to give each person these basic skills of communication so that he can become a better worker, a better parent, a better citizen. But the long-run effect will be to provide that broad basis of understanding without which millions of men and women must walk through life in intellectual darkness. In their ignorance they can neither see nor grasp the story of the United Nations and its noble objective of peace for all men. All Americans must support these efforts to improve the lot of mankind generally through education. For these schools, and others to be established in the years immediately ahead, are truly schools for survival—for our own survival as well as that of our fellow men in other lands.

*Broadcast by Dr. McGrath, New York City, January 27, 1952, over Columbia Broadcasting System.

Counseling High School and College Students During the Defense Period

by Willard W. Blaesser[1] and Leonard M. Miller[2]

THIS defense "era," generating new challenges and responsibilities for all, particularly the youth of the Nation, has made imperative the expansion and improvement of counseling programs in schools and colleges. Many institutions have taken important steps to this end. There is need, however, for more authoritative information concerning the military, educational, vocational, and other phases of service in the Armed Forces. Also, there is need for materials directed toward the further improvement and adaptation of counseling programs in high schools and colleges.

Commissioner Earl J. McGrath suggested, therefore, to the Secretary of Defense that the Information and Education Division of the Department of Defense and the Office of Education of the Federal Security Agency collaborate in the publication of certain materials. It was agreed that the Office of Education should take primary responsibility for the preparation of two bulletins—one for use at the college level and the other at the secondary level. It was decided that the Information and Education Division of the Department of Defense should take primary responsibility for the preparation of the source book containing detailed information about the five branches of the Armed Forces.

Specific Writing Assignments

To make sure that the problems considered were those actually being faced by youth in these times, the Commissioner provided two advisory committees drawn from persons actually dealing with young people in colleges and high schools. Each group met in Washington, D. C., for 2-day sessions during June 1951. Each of the above writers was given specific writing assignments. Mr. Blaesser prepared the bulletin for use with college students, in collaboration with Mr. E. H. Hopkins, Associate Dean of Faculties, Washington University, St. Louis, Mo. Mr. Miller prepared the bulletin for use with high-school students.

The College Bulletin

Although the college bulletin attempts to provide information which may enable most college administrators, faculties and personnel workers to be of increasing assistance to students, it is designed particularly for those faculty members who have responsibility for the counseling of students. It is felt that the potentialities of faculty members for widening educational service to students beyond the classroom are great, and that there is urgent need now to utilize more members of the college staff in assisting students in coping constructively with the demanding problems of these times.

Before the Bulletin was written Commissioner McGrath invited professional personnel and guidance associations and other interested national organizations on the college level to appoint representatives to serve on an Advisory Committee. These representatives, participating in a two day conference, provided first-hand information on the problems of college students and made recommendations concerning both structure and content of the bulletin. Later, each member of the Committee critically reviewed a tentative draft of the bulletin and suggested revisions.

The college bulletin stresses first that the principles, techniques, and objectives of student counseling are essentially the same during a period of national defense as during any other period. It indicates, however, that there are some differences in emphasis and in setting, and then reviews some of the significant military, economic, and psychological pressures of these times. Despite the uncertainty of the times, it is urged that certain clear-cut assumptions be made, including the assumption that "thoroughly trained persons are most useful both to their country and to themselves, and that everyone should work to obtain the maximum education to prepare him for the most effective service."

An early section of the bulletin outlines a number of the policies of the armed services of particular concern to students and to members of college faculties. These include the role of the individual in a military organization, classification and other personnel policies, the off-duty educational and information programs.

Services Are Recommended

The major part of the bulletin deals with the specific problems of students during a period of national defense and with a number of recommended institutional services and procedures. Illustrative sketches of actual student problems are incorporated; counseling emphases are suggested; and reference is made to certain related problems of women students. Suggestions for institutional adaptation are largely a compilation of recommendations made by administrators, faculty members, and personnel workers who have been dealing directly with students on campuses throughout the nation. It is emphasized that local circumstances will determine the appropriateness of any suggestion for a given college or university.

[1] Specialist for Student Personnel Programs, Division of Higher Education.

[2] Specialist, Counseling, Pupil Personnel and Work Programs, Guidance and Personnel Branch, Division of Vocational Education.

The high school bulletin presents first an overview of the nature of these times. It reviews the long-term military and defense production demands; some implications of the proposed National Security Training Corps; and long term civilian needs in education, manpower, and citizenship.

The second part concerns itself with the impact of these times on youth of high school age. It stresses the need for long-range planning, especially as it affects the educational, vocational, military, social, civic, and moral aspects of each student's life.

Specific suggestions are offered on how the high school may assist youth in adjusting to the situations and problems peculiar to these times. Topics of the following types related to the defense period are presented:

How to provide timely and accurate information about careers and educational services within the armed forces and in relation to civilian occupations;

How to assist students in acquiring pertinent information about themselves to be used in induction, classification, and training procedures;

Need for and ways of extending time and opportunity for counseling by counselors on a full-time or part-time basis;

Ways of coordinating and supervising placement services for full-time and part-time employment;

Implications for curriculum flexibility;

How to secure teamwork among youth serving agencies;

Suggestions for school staff meetings in carrying out their respective assignments related to the defense effort.

Since this bulletin is intended to indicate how local schools can assist pupils in solving their individual problems and answer pertinent questions, a question-and-answer section is included with questions of fact and judgment chosen from the proceedings of the Advisory Committee composed of selected representatives of counselors and school administrators dealing with high-school students.

The section on selected references includes not only books, bulletins, and periodicals but also films. Each reference is annotated. A special effort was made to include one or more references related to every major problem area students face in these times.

The materials and suggestions in this bulletin are those which every high school, small or large, should be able to use. Special care was taken to emphasize projects which small high schools can put into practice without employing full-time specialists. The school administrators, after careful study of this bulletin, should, therefore, be able to assign to the most competent staff members various duties which are best suited to their interests and abilities.

The Source Book

The Source Book entitled, "Students and the Armed Forces" will be distributed initially with both the college and high school bulletins. This is an authoritative compilation of information about the five Armed Forces—the Air Force, Army, Coast Guard, Marine Corps, and the Navy. It was prepared for use by the students, teachers, counselors, and administrators of the Nation's secondary schools and colleges. Although it does not cover all phases of military training in each of the Services, it does go into those parts dealing with the academic and occupational training opportunities. It also explains the Selective Service and enlistment procedures, and the religious, moral, recreational, and welfare programs. A bibliography of pertinent material is included. The specific areas covered are Selective Service procedures, enlistment procedures, personnel procedures, occupational training opportunities, educational opportunities—as part of occupational training, educational opportunities—voluntary, off-duty programs; opportunities for officer commissions, academic credit for service experiences, religious and moral guidance programs, and recreational and welfare programs.

Although printing costs and schedules have delayed the publication of these materials, it is hoped distribution will be made this Spring. A packet containing the high school bulletin and source book will be sent free-of-charge to every high school. State superintendent of schools, State supervisor of guidance, and counselor trainer. A packet containing a free copy of the college bulletin and the source book will be sent to one or more administrative officials in each college and university.

Additional quantities of each bulletin may be purchased from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. The nominal cost of these bulletins should make it possible for secondary schools and colleges to provide many of their teachers and counselors with individual copies.

RADIO AND RECORDINGS

(*Continued from page 105*)

plan carefully for the post-broadcast listening discussion period.

There was a time when suitable recorded materials were not easily obtainable for classroom use, but today that situation has changed notably. Perhaps one of the largest libraries of educational recordings in the country is to be found in the Office of Education, and operated in cooperation with the Federal Radio Education Committee (FREC). The current catalog and supplement lists about 400 recorded programs which are suitable for use in a wide range of subject areas. A few of them are available only through purchase, but the majority of them may be borrowed for periods of two weeks without expense except for the return postage. All are 16-inch disks requiring special playback equipment with a turntable speed of 33⅓ revolutions per minute.

Program materials in script form are described in the catalog of more than 1,400 scripts which are available on loan to teachers, radio stations, and civic organizations. Scripts, likewise, cover a wide range of subject areas and they may be borrowed without expense except for the return postage.

The Radio-TV Services of the Office of Education also assumes responsibility for keeping abreast of program materials as they are developed through the country and a list of sources of recorded materials is available on request. It is gratifying to note that a growing number of organizations are developing recordings particularly with a view to their suitability for classroom use.

As more teachers acquire skills in radio programming and utilization, new and better programs designed to fit the curriculum are bound to be developed. We are, in fact, limited only by our ambitions and creativeness—our ingenuity and sincerity.

Our Foreign Policy—1952

A pamphlet titled *Our Foreign Policy 1952*, Department of State publication 4466, General Foreign Policy Series 56, is an objective statement concerning our foreign policy. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 25 cents.

FLASH REVIEWS

(*Continued from page 100*)

istration, and others concerned with State financial administration.

STATE PROVISIONS FOR FINANCING PUBLIC-SCHOOL CAPITAL OUTLAY PROGRAMS. By Erick L. Lindman and Clayton D. Hutchins of the Office of Education, and Edgar L. Morphet and Theodore L. Reller of the University of California. Office of Education Bulletin 1951, No. 6. 170 pages. 40 cents. Constitutes the first comprehensive effort to analyze existing policies and practices of 19 States which participate in the financing of local schoolhouse construction. It presents evidence pointing to the need for properly developed State programs of financial support for capital outlay and summarizes some of the significant developments in this area. The Office of Education report of the study also explains the plans now in operation, analyzes those plans to show some of the strong and weak points, and presents some of the criteria that can safely be followed on the basis of experience and evidence collected to date. Attention is centered primarily on the financing of public-school plant programs.

RESEARCH—EDUCATION'S GIBRALTAR

(*Continued from page 98*)

portant in all places or at all times; obviously, discretion is required in the distribution of one's efforts. But *until we establish better contact and understanding with our customers, we can hardly expect them to exhibit great interest in supplying the funds so badly needed for educational research.*

2. Organize research more effectively, in the interest both of validity and economy. There is, of course, room for the individualist's project in educational research; but there is more room for the large-scale, cooperative, coordinated project, that generally yields a greater volume of valid and applicable findings per dollar invested.

3. Provide effective *demonstrations* of improved practice. This probably requires, first, the concentration of effort in a few centers where favorable conditions can be obtained and maintained. Extension to other schools should be made *carefully*, and without undue haste—recognizing the fact that, in practice, many "bugs" are likely to be encountered in connection with a proposed change; and these "bugs" require time for elimination.

4. Disseminate and promote the findings. Unless the findings of which *you* are aware are made plain to *others*, how much hope can we have for financial support from these others? Educators need to devote more time to educating their various publics or customers—truthfully, but energetically.

5. Finally, let us establish a closer liaison between research on the one hand and application on the other. Granted that application is best left in the hands of the "practicing school man" rather than the research team. Nevertheless, new research findings require "servicing" in their application, just as new and complicated machinery requires servicing by the manufacturer. A closer liaison between those versed in research and those versed in application should improve both research and application, to the great benefit of each other.

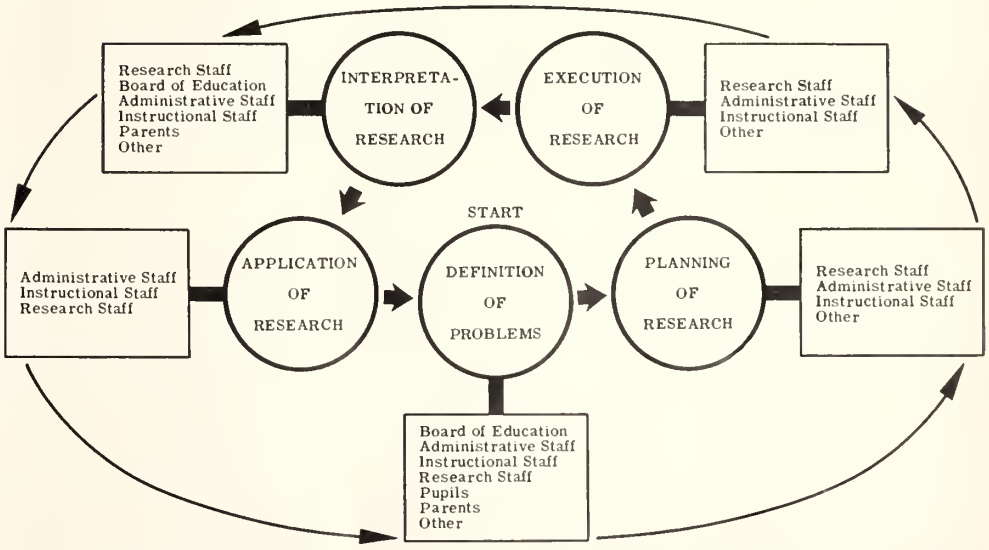
Great Gains Are Possible

What I have been saying, in effect, is that educational research, to obtain more funds, must *earn* it, by greater efficiency and by more effective presentation. If research is to become, to a greater extent than it now is, the bulwark of education, it needs to make gains—large gains—in funds, in organization, in practicality of content, in validity, in applicability, in the skill with which findings and conclusions are disseminated and "sold," in servicing the applications, and above all in recognition of what the customers want and believe.

All these gains are possible. Some lie wholly within ourselves to accomplish; e. g., we can work on what will satisfy the customers and the ultimate authorities, rather than on what will gratify our own intellectual curiosity, or our students' degree requirements; we can improve the validity of our work; we can take more time to "follow through" with consultation and advice on applications; we can—more than we have—coordinate our efforts and cooperate more fully. Other gains lie beyond our direct powers; but if we make the gains that we *can* make, we may expect others to respond to our needs with heightened interest and increased funds.

Ultimately, of course, the burgeoning of research and education depends not only on our own merits, but also on the Nation's productivity, and the proportion of that productivity which goes into the weapons of war versus the arts of peace. Assuming some success for our diplomacy, however, and an eventual rapprochement with Russia, further basic gains in education will depend largely on the wisdom and energy of those who are close both to education and to practical educational research. Let us remember—there is a good deal of ground to be gained.

The Cycle of Research*



*Educational research is a continuous process. Practical educational research achieves greatest effectiveness when it elicits the interest and participation of all constructive groups.

Cyril F. Klinefelter

Dr. Cyril Faivre Klinefelter, Consultant in Supervisory Training in Industry in the Vocational Education Division, Office of Education, since 1948, and formerly Administrative Assistant to the United States Commissioner of Education, died suddenly in the Federal Security Building while at work Monday afternoon (February 4). He suffered a heart attack.

Dr. Klinefelter entered Federal Government service in 1920. From a position as Assistant State Supervisor of Trade and Industrial Education in the Ohio State Department of Education, he joined the staff of the Federal Board for Vocational Education to serve as an agent for trade and industrial education in 12 of the central States. In 1927 he was named agent for States in the southern region. During the next 4 years he established a national reputation in special field service in the areas of foremanship and teacher training.

In the early 1930's Dr. Klinefelter was assigned full time to the staff of the Federal Emergency Relief Administration. He served as Assistant Director of the FERA Education Division. In this position he handled detailed administration of all phases of the programs of adult education, nursery school education, including responsibility for the budget of the Education Division and relief grants to the States for emergency education, rural school continuation, and college student aid.

In 1937 he was appointed to the position of Administrative Assistant to Dr. John W. Studebaker, then United States Commissioner of Education, and has served as Consultant, Supervisory Training in Industry for the Office of Education since 1948.

The College of Puget Sound in Tacoma, Wash., in June 1936, conferred an honorary degree of Doctorate of Science in Education upon Dr. Klinefelter in recognition of his leadership not only in vocational education but in general adult education as well. He was graduated from Ohio State University with a bachelor of arts degree in 1912, held a teacher's diploma in secondary education from Cincinnati University Teachers College, 1916, and was granted a bachelor of science degree in Education by Ohio State University in 1917.

IMPROVING EDUCATION FOR CHILDREN

(Continued from page 102)

knowledge and skill. Knowledge can aid in dispelling fear.

The belief was expressed that the schools cannot leave it to chance that other agencies will protect the mental health and meet the other needs of our children during the present time. While cooperating with other agencies, the schools should assume the major responsibility for preparing children for meeting emergencies.

Discussion of the effects of the defense impact on children pointed up some of the pressing problems which confront educators as schools for children under six mushroom in many communities. Reports of these developments raised many questions which could not be discussed because of time limits. Interest in these problems prompted the scheduling of a special session for discussion of services for children under six.

Among the issues raised, the role of State Departments of Education in relation to nursery schools, child care centers and cooperatives was explored and clarified. Since standards for these privately operated groups include the certification of teachers, an educational program, adequate financing, housing, safety and sanitation standards, these problems often cut across the functions of State Departments of Health, Welfare, and Education and thus call for joint planning and interdepartmental decisions at the State level. It is important for State Departments of Education to seek discussion regarding their responsibilities in connection with the operation of good programs for young children. As some experiences for young children often condition the child adversely for entrance to school, the importance of providing wholesome group experiences for young children before entrance to first grade cannot be ignored.

Children of Migrant Workers

During the second day of the Conference, the group directed its attention to: *What are the most urgent problems concerning education and other needs of the children of migrant farm workers and how can these problems be dealt with most effectively?* That the problem is one of general concern was indicated at the outset. All States except West Virginia and Vermont have migrant workers. Texas alone has approximately 200,000 of which some 70,000 migrate at some period each year to other States. It is the education of the children of these workers that concerns all State Departments of Education.

The group agreed that one of the important problems was to determine the nature of educational programs that would meet the needs of these children in regard to appropriate experiences, adequate facilities, effective teaching, well-trained teachers, and extended educational resources including recreation and cultural opportunities and the like.

The second problem identified was the urgent need for finding the facts relating to the migrant workers—the need for specific information such as, what is the total number in each State? Where do they go? Where do they come from? What are the age and grade levels generally involved?

The need to determine effective techniques through which to assemble such information was the third important problem presented by the group.

Recognition of the interstate nature of the overall problem and of the need for coordinate, nation-wide effort in collecting data, led to the group's approval of the Office of Education's plans for presenting the problem to the Chief State School Officers and for holding several regional conferences to consider these problems as starting points in a continuing project. Qualified representatives from the several States will attend these conferences and assist in assembling data and in giving specific suggestions for developing an educational program to meet the needs of the children of migrant farm workers. As one phase of its program for improving education for children the Elementary Section is participating in a project on education of the children of migrant workers, details of which will appear in a future issue of *School Life*.

Interestingly enough, the analysis of the problem led the group to the conclusion that the steps taken to improve educational opportunities for children of migrant farm workers would directly or indirectly help to meet the needs of *all* children—another example of the overlapping that existed in all of the problems discussed.

The 7th and 8th Grades

Another conference session dealt with: *What problems must be solved to provide*

a more effective education for children in the 7th and 8th grades and what plans should be worked out to improve the education of these pupils?

Much has been written and said about the characteristics of the 7th and 8th grades.

There was general feeling that while promising practices do exist in some places. the problem of meeting the special needs of this group has not been satisfactorily solved. Many educational programs for this group are "watered-down" high school programs. Buildings are often not designed to meet the needs. Equipment is inadequate. There is great need for taking the existing research. adding to it and using the findings to improve the following three phases of education at this level: (1) More adequate, appropriate and functional guidance from experts. teachers and parents. (2) Better school organizational set-up with regard to integrating these groups since bringing large numbers of the same age pupils together may sometimes create more problems than it solves. (3) Improved curriculum patterns by perhaps combining subject areas to avoid the great number of different teachers and subjects presently involved. by making it possible for pupils to remain with the same teachers over a longer period of time than one year. by providing a home-room teacher to act in the capacity of counselor or by other adaptations more nearly to meet the special needs, interests. aptitudes and other characteristics of these groups.

It was indicated that in order to accomplish these goals, more adequate teacher training, both pre-service and in-service. is essential; more careful selection of teachers is highly desirable; more research is needed to identify and describe good practices and better leadership training for those who administer and supervise the program is also greatly to be desired.

It is believed that the results of these discussions of various aspects of Improving Education for Children may be far-reaching.

THE FAMILY—A SCHOOL RESPONSIBILITY

(Continued from page 103)

of behaving essential to successful adjustment to a new situation through learning.

Neither the family nor the school can solve all of the complex problems facing them by working alone or by working together; the entire community must understand and work toward the solution of these problems. The development of an educational program designed to relieve conditions may be dependent upon the attitudes of the community toward women entering employment outside of the home.

The public school can render a service to the community it serves during the years ahead by keeping the community informed concerning (1) the extent to which homemakers are being employed outside of the home: (2) the problems facing these families, and (3) organizing educational programs designed to aid in the solution of these problems.

Through the instructional programs for day-school and adult students, the school can help in developing understandings in regard to changes taking place in our society. Youth and adults need to understand why homemakers are entering full-time employment outside of the home. They need to understand the demands created by the defense program and the facts about the manpower situation. They need to understand the relation of the community to the efficiency of this growing group of workers and the relation of the efficiency of these workers to the welfare of the community. They need to understand that production schedules cannot be maintained without the services of these women: that no amount of streamlining of production plants will compensate for the loss of efficiency of these workers resulting from worry over conditions in the home. They need to realize that ways must be found for helping homemakers function effectively in our production plants and. at the same time. maintain satisfying home situations. They need to explore the possibility for redistributing some of the household tasks usually regarded as the homemaker's responsibility among other members of the family. They need to explore the possibility. too. that other members of the family may need help in developing the abilities which will enable them to take over some of the household tasks.

The school can help communities in which large numbers of homemakers are entering full-time employment outside of the home realize the importance for developing some systematic means for (1) maintaining a continuous evaluation of the efficiency of this group of workers in either or both of their roles, (2) identifying those problems which seem to be interfering most seriously with their efficiency, and (3) aiding in bringing about those changes which would seem most essential to any increase in their efficiency.

Questions To Be Considered

The very existence of some of the problems interfering with the successful functioning of the employed homemaker may be inherent in the community. Most facilities and services designed to aid homemakers. for example, have been developed upon the basis of an assumption that homemakers would devote full time to the job of homemaking. It has been assumed that she would usually be in the home. that she would be free to shop during certain hours. that she could devote the early morning hours to getting the children ready for school and adult members of the family off to work and that she would be there ready to receive them at the close of the day. In homes where the entire family is away from home all day and the homemaker is working 8 hours daily in industry. the established services and their hours of operation may no longer be satisfactory. Such questions as the following may need to be studied by school and community representatives: Should schools and stores adjust their hours for opening and closing? Are community facilities for child care adequate? Do these families understand how to maintain adequate nutrition? Can the school and community groups help establish priorities for home equipment needed by employed homemakers in order to reduce time and energy required for doing household tasks, etc.?

Adjustments of Services

A community-wide organization of agencies working with representatives of the women themselves, of labor and of management can do much toward bringing about any necessary adjustments of services or in providing new services needed by this group of homemakers.

The extent to which homemakers in our communities enter into full-time employment outside of the home will vary. There are few communities today. however. where all homemakers are giving full time to homemaking. Schools need to reexamine their programs in terms of the situation in their own community and. in the light of the findings, make those adjustments which will contribute to the more effective functioning of both school and family.

New Books and Pamphlets

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

Adventures in Aviation Education. A Research Report for the Use of Teachers and School Administrators. Prepared under the Guidance of the Committee on Aviation Education of the American Council on Education for and in cooperation with the Civil Aeronautics Administration. H. E. Mehrens, Director and Editor. Washington, D. C., American Council on Education in Cooperation with the Civil Aeronautics Administration, 1951. 401 p. Illus. $3.50.

Children and Youth At Work in 1951. Annual Report of the National Child Labor Committee for the Year Ending September 30, 1951. Gertrude Folks Zimand, General Secretary. New York, National Child Labor Committee, 1951. 23 p. (Publication No. 407.)

Clubs Are Fun. By Mildred C. Letton and Adele M. Ries, Marie F. Peters, Editor. Chicago, Science Research Associates, Inc., 1952. 40 p. Illus. (Junior Life Adjustment Booklet.) 40 cents.

Making An Inexpensive Sound Film (A Group Project). By Richard G. Decker. Hamilton, N. Y., Published by the New York State English Council, 1951. 16 p. (Monograph Number II). Processed. 15 cents. (Order from: Richard G. Decker, Mont Pleasant High School, Forest Road, Schenectady 3, N. Y.)

The Modern Rural School. By Julian E. Butterworth and Howard A. Dawson. First Edition. New York, McGraw-Hill Book Company, Inc., 1952. 476 p. (McGraw-Hill Series in Education.) $5.

The Principal at Work. Revised Edition. By George C. Kyte. Boston, Ginn and Company, 1952. 531 p. $4.50.

Red Letter Day Series. (Monthly Suggestions for Planning Educational Activities for Special Days). By Nellie Zetta Thompson. Washington, D. C., Marketing Research Services Incorporated, 1952. 16 p. pamphlets. 35 cents each or any three for $1. (Order from: Marketing Research Services, Inc., The Windsor Park, Suite 619, 2300 Connecticut Avenue NW., Washington 8, D. C.)

Education and National Security. By the Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators, and the Executive Committee of the American Council on Education. Washington, Published Jointly by the Educational Policies Commission and the American Council on Education, 1951. 60 p. 50 cents single copy.

Recent Theses in Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the Federal Security Agency Library, where they are available for interlibrary loan.

An Experimental Study of Two Methods of Long Division. By Kenneth G. Fuller. Doctor's, 1949. Teachers College, Columbia University. 76 p.

A Study of the Attitudes of the Parents of Vine Street School Children With Respect to Conferences and Report Cards. By Raymond J. Tomaszewski. Master's, 1951. University of Michigan. 57 p. ms.

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An Investigation of the Values of Some Factors Influencing Student Achievement. By William W. McBeth, *jr.* Master's, 1951. Indiana State Teachers College. 33 p. ms.

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Office of Education

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Constitution of the United States. Pocket Edition. 1951. 10 cents.

Earned Degrees Conferred by Higher Educational Institutions, 1950–51. Summary Report. By Robert C. Story. Circular No. 333a. December 1951. Free.

Education Directory 1951–52—Part 3, Higher Education. By Theresa Wilkins. 1952. 45 cents.

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General Catalogs of Educational Films. A list. January 1952. Free.

Homemakers in the Defense Program. Implications for education in home economics, by Druzilla Kent. Misc. 3403. January 1952. Free.

Index, Biennial Survey of Education in the United States, 1946–48. 1951. Free.

Office of Education Publications Related to Elementary Education. Selected References No. 2. Revised November 1951. Free.

A Selected Bibliography for Teaching About the United Nations. Prepared by Helen Dwight Reid. September 1951. Free.

Teaching About the United Nations in the Schools and Colleges of the United States, Covering the Period January 1, 1950 to December 31, 1951. Report of the United States to the United Nations on the Implementation of Resolution 137 of the Second Session of the General Assembly. 1952. Free.

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Federal Security Agency

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Industrial Health and Medical Programs. Public Health Service Publication No. 15. 1951. $1.

Public Health Reports. Monthly journal of the Public Health Service—an amalgamation of the former weekly *Public Health Reports* with the monthly *Tuberculosis Control Issue* of *Public Health Reports*, the monthly *Journal of Venereal Disease Information*, and the monthly *CDC Bulletin*. Single copy, 55 cents. Subscription price per year: $4.25, domestic; $5, foreign.

The Public Health Service Today. Public Health Service Publication No. 165. 1951. Free.

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Trials of War Criminals Before the Nuernberg Military Tribunals, Volume 12, "The Ministeries Case." 1951. Cloth, $4.50.

United States Army in World War II. 1951. Volume I, Cloth, $3.50; Volume II, Cloth, $3.25.

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United States Government Organization Manual, 1951–52. Official handbook of the Federal Government. 1951. $1.

National Science Foundation

National Science Foundation, First Annual Report, 1950–51. 20 cents.

Office of Defense Mobilization

Battle for Production. Fourth Quarterly Report to the President by the Director of Defense Mobilization, January 1, 1952. 35 cents.

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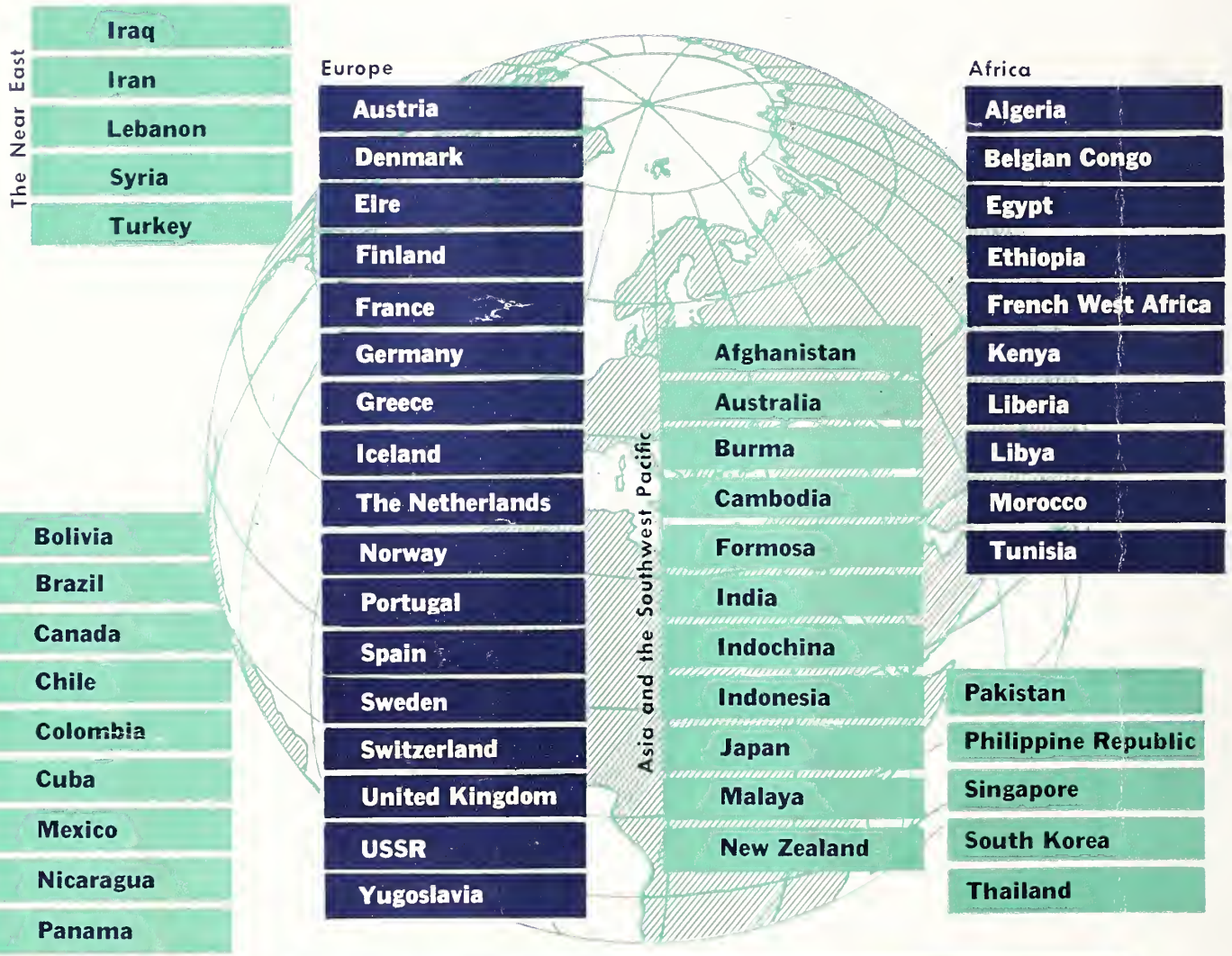

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Volume 34 Number 8

The cover illustration: One of the rare views which thousands of school children visiting the Nation's Capital see each Spring. To help make their Washington stay more educational and meaningful, and to give those pupils who cannot come to Washington a better understanding of their Federal Government, the Office of Education has published a bulletin titled "Know Your Capital City." This publication is available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 20 cents a copy.

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JOHN H. LLOYD..... Managing Editor of SCHOOL LIFE

Address all SCHOOL LIFE inquiries to the Director, Reports and Publications Branch, 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 Face New Problems in Meeting Children's Needs

Prepared by the Staff of the Elementary School Section, Division of State and Local School Systems, Office of Education

MOBILIZATION for national defense calls for many adjustments in meeting our military and industrial needs. Schools located in critical housing or labor market areas of the Nation are meeting new and pressing problems. These problems and others frequently descend upon a community without much warning. And frequently they must become very acute before any help is forthcoming. In planning for national defense, States and localities have been encouraged to use their own resources to solve their problems as far as possible, though many of the needs arising in communities have their origin in federally connected activities. When all community resources have been tapped and the community is unable to meet its defense problems, it is possible then to turn to the Federal Government for some financial assistance. Schools are presently receiving some help to enable them to meet the increased demands for facilities due to heavy immigration of new families to these areas.

Families on the Move

What effect mobilization will have on the education of children and youth is a matter of concern to all educators as it should be to all parents. For as families move to new defense plants or military installations, children are called upon to change schools and to make sudden adjustments which are sometimes very disturbing to them. If they have been uprooted, their needs require that schools give special attention in helping them to get acquainted in a new school-community. Understanding and encouragement on the part of the school staff to help these children feel welcome, to aid them in making new friends, and to see that they have a happy time at school are some of the ways the school may assist them in feeling at home in a new environment.

Planning for Children New to the Community

Some children are able to make changes easily; others less mature, resist new situations and find them disturbing. Add to children's misgivings by placing them in a school which expects them to fall into line immediately and they are likely to show up later as misfits who require special study. Schools need to recognize the importance of planning for children who enter during the school year, traveling in the stream of immigrants to defense communities. Teachers, pupils, and parents by planning together may help make adjustments in school programs to better serve these children affected by their transplanting to a new school and community.

One of the serious lacks in most communities affected by defense activities is space. Homes are crowded. Families have had to double-up. Space for children to play is extremely limited. yet it is an essential for growing children. In these areas, the school building may not only serve children during the regular school day; it may need to be kept open in the after-school hours, on Saturdays, and during the summer. As a community center, the school should make its facilities available whenever they can be of service.

Since the things children learn outside the classroom play an important role in their education, schools are interested to see that children have worthwhile things to do outside the classroom. Parents and teachers know that a busy child rarely gets into mischief. He is also a happy child. When school and home are partners in meeting children's leisure-time needs many children profit from this planning. As schools make their buildings centers for children's use after school hours and during vacation, the values of such a service are noted in several respects: a reduction in juvenile delinquency, less destruction of property, and fewer behavior problems.

Schools, especially in crowded areas, should be alert to children's needs for play space and guidance during their free hours. Frequently the efforts of the school are dissipated when children have nothing to do during their free hours and spend long periods in boredom. While their learning goes right on, it is not likely to take a constructive course unless parents and teachers guide them to use their opportunities and to see that the experiences contribute to the child's healthy development.

Evidence of Neglect of Children

Neglect of children in many defense communities is noted not only in meeting their recreational needs but in reports of malnutrition and illness. These problems are common to children who are living under the present tensions and distressing home conditions. A school nurse in one of the seriously affected defense communities recently described the kinds of ailments of children she encountered in the course of a morning at school. There were many who came without breakfast; some complained of headaches and other discomforts. Some had been up late the night before and appeared fatigued and highly excited. Another problem with which the school had to cope was the number of children whose parents gave them money to buy their noon lunch. Since this school did not have facilities for school lunches,

the children went to the nearest store to purchase candy bars and cokes.

The above-mentioned evidence of neglect of children is likely to bring criticism down on the heads of parents. Even though some parents are failing to take their responsibility, the situation is not likely to improve by continuing to blame them. They need help in facing their problems and working them out with the school. It may be that the school will be more understanding as the reasons for parents' difficulties are explored.

Responsibility of the School

The school's job is education, some may say. Whether the incidents just described in this defense community are the school's task is open to question. The point on which there may be agreement among educators is that children do not learn when they are hungry or sleepy or depressed in spirit. These barriers must be removed before a child can profit from his school experience. Education must be concerned with everyday problems of living, and the school must give these priority if it is to serve human needs.

This discussion has dealt mainly with children living in areas of defense impact. Yet the special needs described are not peculiar to these communities only. Many of these problems will be found to some degree in many other school neighborhoods. They have arisen with changing social and economic conditions, crowded housing, new family patterns, and poor community planning. The circumstances families face are often too complex for individual solution. Schools must find ways to enlist the help of all interested community agencies in exploring and finding answers to children's needs.

Experiments With Year-Round Programs

Experience is accumulating from schools which have experimented with a variety of types of extended school programs. A number are reported as outdoor education, day camps, camping, after-school services and neighborhood play centers for children. A recent publication of the National Council of State Consultants in Elementary Education, *Year-Round Programs for Children*,* presents actual accounts of the ways schools have organized and are conducting these services. Teachers initiating extended school services say they contribute in many ways to children's learning and provide growth of experiences which enrich and add meaning to activities in the classroom.

*Available from: Elsa Schneider, 1711 Massachusetts Avenue NW., Washington 6, D. C. Price 50 cents.

Schools for Children Under Six

While the services for school-age children move in the direction of a year-round program, educational needs of an ever-growing segment of our population, the children under six, are pressing for attention. A survey of any large city will uncover a large number of privately operated nursery schools, child-care centers, play grounds, far beyond expectations. This extension of education downward has reached such proportions as to call for legislative enactments mainly to safeguard the children and parents using these services and to insure the educational opportunities sought.

The root of the trouble lies in the fact that these groups for children under six have sprung up like Topsy, often outside and apart from the regular school system. Thus many a community that prides itself on splendid school facilities provided for children over six has often taken no responsibility for the schools which serve the youngest children and lays the foundation for their later school adjustment. Many educators have maintained a hands-off policy on the ground that these are only *care* centers, implying that only custodial service is given.

Children learn to express themselves in color and line through brush and paints. (San Diego Public Schools.)

A look into the activities of nursery schools and child care centers might raise for the school administrator some cause for concern. For example, there are any number of nursery schools which include instruction in reading and writing as part of their curriculum. Though our better public schools delay this kind of instruction until children of six are more mature, some nursery schools include it for even young children. Not all schools for children under six should be criticized so severely, but the schools which are adequately housed and staffed with teachers specially prepared in early childhood education often leave much to be desired.

State Standards and Regulations Needed

Well-meaning parents are frequently lured to place their children in private groups for young children which attract clientele under a story book name, a gleaming bus to transport children, advertising literature with pretty photographs which disguise the nature of the service offered. They offer all sorts of terms, by the day, by the week, with lunch or without; and fees are gaged to the hours the child is kept. Parents can often arrange by telephone to have their children picked up without ever going near the so-called school.

Few States have set up any standards or developed a plan of registration to make these schools for young children worthy of the name. Only a few States have requirements for certification of early childhood education teachers. More often schools for young children operate outside legal jurisdiction, are never inspected, and if a health and sanitary code is on the statutes, it frequently has loopholes which block any legal action, should conditions warrant closing a group care center. Those States with legislation authorizing certification of any group for young children desiring to be known as a school have made definite progress in eliminating the poor nursery schools and raising standards to bring about acceptable educational programs.

First Steps for Public Schools

Some educators when questioned about the need to eliminate malpractices in the

(*Continued on page 126*)

The High Cost of Illiteracy

by B. Carroll Reece, United States Representative from Tennessee

IN the four preceding articles in this series, illiteracy was discussed in relation to (1) the present emergency, (2) the States' responsibility, (3) the local community responsibility, and (4) the national welfare. The facts and conclusions presented in these articles are impressive, and may be summarized thus: That our military forces can ill afford to lose the manpower resulting from illiteracy; that it is the responsibility of each State and local community to do what it can to solve this problem and to prevent its recurrence; and that, since it is a national problem, it is in the national interest that the Federal Government assist the States and local communities in meeting the problem. After studying this subject and observing the effects of illiteracy, I am forced to agree with these conclusions.

My training and experience impels me to look first at the economic aspect of any problem that is of national concern and that is what I propose to do in this instance. As I view the situation, illiteracy is costing the Nation dearly. Its high cost is seen in practically every phase of life—on the farms and in the cities—economically, socially, and culturally.

Illiteracy Affects Farm Production

In spite of the tremendous progress made in agriculture during the past, I am certain that much greater progress could have been achieved if our farm population had not been burdened with such a large proportion of illiterates. Studies have shown that mechanization of farm life has greatly reduced the amount of labor required to produce a given crop. For example: "Around 1880, our farmers produced a bushel of corn and a bale of cotton with little more than half the labor that had been used in 1800, and the time devoted to a bushel of wheat was cut to 40 percent. By 1940, about 190 hours were required to produce a bale of cotton, compared with the 300 hours some 60 years earlier." [1] This and similar progress in the production of other crops that could be cited was due largely to the increased use of highly technical and complicated farm machinery.

Now, in order to achieve the maximum benefit from these modern machines, there must be intelligent use and care, which requires education and technical training. It seems clear, therefore, that in spite of the progress indicated, it would have been much greater if education had been more widespread. It will be remembered that about one-fifth of our adult rural-farm population was functionally illiterate as late as 1940. Since further farm mechanization is predicted, and if we are to increase the production per farm worker, and per hour of work commensurate with the possibilities, illiteracy must be greatly reduced. The technological advances which undoubtedly will continue to be made by researchers, engineers, plant and animal breeders, chemists, agronomists, and others may be lessened and in some cases nullified by the use of poor, worn-out or unsuitable hand tools, and poorly arranged buildings and feeding devices, conditions which are characteristic among workers with little or no education.

Illiteracy Hastens Displacement of Farm Workers

According to predictions of students of the subject, the mechanization of farms and the technological developments mentioned above will cause millions of persons to leave rural areas and migrate to the cities. The impact of this movement will probably affect the least educated most severely. Those who remain will find it increasingly difficult to engage in the highly mechanized farm processes and activities. Hence, they will become less and less able to support themselves and their families, thus creating the conditions that make for rural slums.

A majority of those who are pushed from the farms into the cities will probably be the undereducated who will have found it difficult to adjust to the new and complicated requirements of farm life. As they migrate to urban centers, they will face an even more difficult situation than they left in the rural areas. The social service agencies, which are already overburdened, will be swamped with these new recruits, who, because of their lack of education and

[1] Cooper, Martin R., and others, "Progress of Farm Mechanization," Washington, D. C. U. S. Department of Agriculture, 1947, p. 2.

training, will find city life complex, confusing, and frustrating. These functionally illiterates will be vulnerable to a multiplicity of unwholesome influences, as well as to ideologies foreign to our democratic way of life.

If we permit this high rate of illiteracy to continue, or even decrease at its former slow rate, we shall be doing so at a very great risk and at very high cost.

The Illiterate Faces Low-Grade Employment and Low Wages

One does not need an array of statistics to prove that the undereducated have little chance of securing high-grade and high-paying jobs. However, in order to document a common observation, data are presented in Tables 1 and 2 bearing on this point. It will be noted from Table 1 that 94 percent of the youth who had not gone beyond the fifth grade were employed in unskilled, semiskilled, domestic, and personal service jobs. Table 2 shows that a preponderance of persons with little or no schooling received annual incomes of less than $1,000.

A study made by the U. S. Chamber of Commerce in 1944 corroborates these earlier findings. This study showed that persons "limited to a grade-school education are found to predominate in the lower income brackets; they decrease in proportion as the higher income brackets are reached." [2]

In a 1950 report of a Congressional Committee, it was found that lack of education is an important cause of low earning power. It was found that "only 38 percent of the heads of families with incomes of less than $2.000 had gone beyond elementary school." [3]

The Committee "found that about 2,500,000 of the families having incomes of less than $2,000 in 1948 were headed by service workers, laborers, or operative occupations which require relatively little skill or education, and which usually provide small assurance of continuous employment." [4]

Illiteracy Lowers Living Standards

The U. S. Chamber of Commerce study referred to above indicates a close relation between level of education and living standards measured by several indices. It showed that the areas of higher per capita retail sales throughout the Nation follow closely the areas of higher educational level. Thirty-one States held the same group positions in both the level of education and per capita sales. This same type of relation was found in metropolitan districts as well as on a State-wide basis.

A close relation was also found between education and magazine circulation and the number of telephones in use. It showed that in general, States which ranked high in educational level also ranked high in magazine circulation and in the number of telephones in use.

Another living standard index is rent paid or rental value of owned homes. This same U. S. Chamber of Commerce study showed that higher rents generally are paid by persons with higher education. Persons with eighth grade education or less are found predominantly in the low rental groups.

Dr. L. R. Wilson, in a study of the Geography of Reading,[5] found the same close correlation indicated above between educational level and cultural and living standards. He presented an extensive array of data which showed that States which had a high rate of illiteracy among their adult population also tended to have an unfavorable showing with respect to the following indices of cultural and living standards: per capita income, percent of population filing income tax returns, mean annual manufacturing wage, savings deposits per capita, life insurance per capita, mean value per farm or farm products, farms operated by tenants, and retail sales per capita. This same relationship was found with respect to cost of government per capita, postal receipts per capita, per capita receipts of places of amusements, per capita tax paying ability of the States, and physicians, dentists, and nurses per 10,000 population. Thus establishing a clear relationship between educational level and living standards.

In a study made for the U. S. Chamber of Commerce by Dr. Harold F. Clark,[6] it was found that this same close relationship between educational level and cultural and living standards existed among entire countries and nations as well as among smaller governmental units. It was shown that such countries as Colombia, Mexico, Brazil, Yugoslavia and Romania, all of which had from fair to great natural resources and a high illiteracy rate, also had a low income and a low standard of living. On the other hand, Denmark, Norway and Switzerland which had poor natural resources, nevertheless, had a high income and a high stand-

[2] Committee on Education, "Education—An Investment in People," Washington, D. C., U. S. Chamber of Commerce, 1944.

[3] U. S. Congress, Joint Committee on the Economic Stability, "Low-Income Families and Economic Stability, Report of the Subcommittee on Low-Income Families." 1950.

[4] U. S. Congress, Joint Committee on the Economic Report, Subcommittee on Low-Income Families, "Low-Income Families and Economic Stability." 1950.

[5] Wilson, Louis R., "The Geography of Reading," Chicago, University of Chicago Press, 1938.

[6] Clark, Harold F., "Education Steps Up Living Standards," Chamber of Commerce of the United States, 1945.

(*Continued on page 123*)

Table I.—OCCUPATIONAL DISTRIBUTION OF EMPLOYED YOUTH, ACCORDING TO THE GRADES THEY HAD COMPLETED IN SCHOOL [1]

Grade completed	Percentage of youth in each grade group	
	Occupation group A [2]	Occupation group B [3]
Less than 6th grade	1.3	94.2
6th grade	6.5	86.8
7th grade	6.6	82.8
8th grade	14.4	76.8
9th grade	25.3	65.9
10th or 11th grade—not graduate	29.9	59.4
11th grade—graduate	50.2	40.1
12th grade—graduate	52.9	39.4
1 year beyond high-school graduation	73.8	19.2
2 or 3 years beyond graduation	80.2	12.2
4 or more years beyond graduation	82.5	4.7

[1] Bell, Howard M., Youth Tell Their Story. Washington, D. C., American Council on Education, 1938, p. 95.
[2] Includes professional-technical, office, and sales workers.
[3] Includes unskilled, semiskilled, domestic, and personal workers.

Elementary art class students get ready for Easter by making and painting novelties. The work is related to a study of birds in a science course.

We Return, Pictorially, to Coffeyville

by Ellsworth Tompkins, Specialist for Large High Schools

DO YOU remember *Cooperation in Coffeyville,* the article that appeared in the December 1951 issue of School Life? It didn't mention that the Coffeyville, Kansas. public schools contributed to *Keystones of Good Staff Relationships,* U. S. Office of Education publication, Miscellany No. 13, 1951 (price, 15 cents). It did, however, describe how satisfactorily the Coffeyville school personnel and the entire civic community get along together.

Here are a few Coffeyville school "angles" which may help explain the harmonious relationship and understanding . . .

"Our principal is a strategist; he helps us to see and clarify our accomplishments, blocks, failures, and values in democratic group action; he activates democratic processes by helping us to experience democratic goals in everyday situations." and . . .

"Our staff is, in many ways, like a group of children; we want to be doing, exploring. discovering; we want to take an active part in the affairs of daily living."

In a letter to the Office of Education the Superintendent of Schools in Newport, R. I., stated that, as a result of reading the Coffeyville article, a plan was presented to that city's Board of Education to hold regular meetings to discuss activities similar to those pursued in Coffeyville. Pictures on this page illustrate a few of those activities.

The teacher-training students of Coffeyville College, a unit of the public school system, exhibit their projects for use in elementary classroom work.

Interest in a recently inaugurated elementary science program in all grades of elementary schools is manifest in the collection here being shown.

Coffeyville kindergarten students find outlet for structural urge by building a house—"prefabricated," of course.

REPORT ON EDUCATION—1951

by Earl James McGrath, U. S. Commissioner of Education

FISCAL 1951 was a year of armed conflict in Korea, and education quickly felt the effect of the accelerating program for defense mobilization. The diversion to defense industries of large quantities of basic materials in short supply threatened the important school-building construction program. The program was further threatened by the rise in construction costs.

Many tensions were reflected in the classroom. Rising prices brought into sharp focus the whole problem of teachers' salaries, and teachers began to leave the profession in increasing numbers to take better paying jobs elsewhere. Colleges and universities anticipated a sharp drop in enrollments, and fears arose that it would be necessary, in many cases, to slash the teaching staffs.

In the meantime, the main business of education went forward. Elementary and secondary school enrollments, public and private, set a new record of 29,828,000. College and university enrollments, however, declined slightly to a level of about 2,500,000, chiefly because of the smaller number of students entering colleges under the GI Bill of Rights. The shortage of teachers, particularly in the elementary schools, and the schoolhouse shortage, became acute.

In meeting the impact of the problems created by the international emergency, the Office of Education assumed the responsibility (a) to explore the total educational resources of the Nation and to help channel them, wherever possible, into the immediate defense effort, and (b) to work toward safeguarding and improving present educational standards to the end that education may continue to make its basic contribution to the strength and well-being of the Nation during the critical years ahead.

In September 1950, the Office began a series of bulletins to provide information on, and interpret developments in the over-all defense mobilization programs as they related to education. By June 30, 47 of these bulletins had been published. These bulletins were mailed to more than 2,600 school and college officials throughout the country.

Claimant Agency Function Under National Production Authority

Early in the fiscal year it was apparent that, under the pressures of the defense production program, a tightening market would develop in basic materials. There were widespread fears among educators that the requirements of the defense industries would be so overriding that those of new schoolhouse construction and maintenance would be virtually disregarded.

It was of vital importance not only to plan for the amount of defense production necessary to build our armed forces to the necessary levels, but it was also important to maintain our civilian economy at the highest level possible and to make no needless sacrifices that would weaken the Nation's essential strength.

Under Regulation 1, dated September 18, 1950, the National Production Authority established controls over some 100 materials in short supply to prevent the excessive accumulation of inventories. The immediate focus, however, was on the shortages in copper, steel, and aluminum. At the request of the NPA, the Office prepared a full-scale survey of all educational needs of the country—elementary and high schools, colleges, and libraries—in respect to these basic materials over the 1951 and 1952 calendar years. The survey, submitted March 1, covered 278 items of supplies and equipment in the field of new school construction and maintenance, and constituted the basis on which the DPA made its later determinations of the amount of materials in short supply to be set aside for education.

In the meantime, a great number of school authorities were having difficulty in procuring materials and equipment needed for the construction projects already begun. Many of them turned to the Office of Education for help, and in consequence a program of emergency assistance for hardship cases was inaugurated. From February through June some 8,500 requests for assistance were received, and in the great majority of instances the Office, working with the NPA, was able to secure the needed materials. At the suggestion of the Office, a special "set aside" in steel, for the month of June, was made by the NPA to meet hardship cases in the field of education.

The principal beneficiaries under this program were school authorities in small towns and the smaller colleges. The Office did, however, aid many of the larger colleges and universities in securing hard-to-get items of equipment, such as scientific and technical instruments and multiple switch gears.

College Students Under Selective Service

Under the Selective Service Act of 1948, college and university students, ordered to report for induction, were permitted to finish their academic year if their work continued to be satisfactory. The Korean crisis opened the question of deferment or postponement of service. The nub of the ques-

tion was the extent to which specially qualified students were to be permitted to finish their full college courses before going into the armed services, and on what basis the selection was to be made.

In educational circles there were profound differences of opinion on the matter. Proposals, differing widely, were set forth by individuals and by educational institutions. The matter was explored at committee hearings of the House and Senate. Under the law enacted, the new Selective Service regulations permit the postponement of induction into the armed services, over the succeeding school year (1951–52) for students in certain specified categories.

Defense Training Programs

On September 9, 1950, the President approved a memorandum of the Director of the Bureau of the Budget, which provided that the Federal Security Agency, through the Office of Education, would "develop plans and programs for the education and training, in groups or classes under organized auspices, of personnel needed for work in occupations essential to the national defense."

The Office then undertook a survey of the plant research and instructional facilities of about 1,900 colleges and universities. The task was to assemble and analyze all pertinent information, and make it available to the Department of Defense and other Federal agencies requesting it.

A Nation-wide program for the training of defense workers was drawn up, covering (1) *training for immediate production needs*, and (2) *training for longer range needs.*

Defense training of less-than-college grade was to be carried on, under the direction of the Office of Education, by State Boards for Vocational Education, and by State and local vocational schools. Defense training of college grade was to be carried on, under the direction of the Office, by institutions of higher education.

School Life here publishes highlights of the annual report by the U. S. Commissioner of Education, for the fiscal year 1950–51. The full text of this report is published in a pamphlet, "Annual Report of the Federal Security Agency, Office of Education." It is available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Price 20 cents.

Assistance to Federally Affected Areas

The heavy influx of civilian and military personnel into military installations and bases created imperative problems since, in most instances, there were few school facilities for the children of the families moving into these areas. Many of these children were sent to schools in the surrounding communities, which swamped classrooms already overcrowded. In nearly 1,000 communities local school authorities were faced with the task of providing adequate classroom facilities for a suddenly expanded school population.

Legislation enacted by the Congress provided for various forms of Federal aid for new schoolhouse construction in communities struggling with the problems. In the fiscal year 1951, $96.5 million was appropriated or authorized under Public Law 815, and $23 million was appropriated under Public Law 874.

By the end of the fiscal year, 865 applications for new school construction had been received, involving an estimated 540,000 children. This was far in excess of the amount appropriated by the Congress. The Commissioner of Education was forced to determine the relative urgency of need for school facilities.

National Scientific Register

In 1950, as part of the over-all manpower program, the National Scientific Register was established in the Office of Education, as a special project of the National Security Resources Board. Its primary responsibility is to develop a selective, analytical inventory of the Nation's specially trained scientists and technologists in the physical, natural, and engineering sciences. It also provides the machinery necessary for full utilization of scientific skills in event of total mobilization.

The Schoolhouse Shortage

Among the most insistent problems is the appalling lack of adequate classroom facilities to house our rapidly increasing school population. Funds were appropriated by Congress to finance a State-by-State, Nation-wide survey of school facilities. The sum, $3 million, was allotted among the States on the basis of each State's proportionate school-age population, with the States matching the Federal payment. This project will enable the States to "inventory existing facilities, to survey the need of additional facilities in relation to the distribution of school population, to develop State plans for school construction programs, and to study the adequacy of State and local resources available to meet school facility requirements." The Commissioner of Education serves as coordinator of the survey.

The Teacher in America

During 1950–51 spiraling consumer prices cut sharply into the wages of salaried persons. And all teachers work on salary. By January 1951 the cost of living had risen 9 percent over pre-Korean levels. This meant a 9-percent salary cut for every teacher.

School authorities were given the right to raise teachers' salaries at their own discretion, providing the increase did not exceed the 10 percent over January 1950 levels permitted to industrial workers and other segments of the Nation's labor force.

A full analysis of these increases has not been completed, but the buying power of the 1950–51 salary level, for the entire country, will probably show a sharp drop.

The current year saw a record of 123,600 normal school or college graduates prepared for elementary or secondary school teaching, but this was still well below the number needed.

Vocational Training

No segment of secondary school curriculums provides education in more "practical" terms than does our program for vocational training. In its growth and development, the Office of Education has been a highly constructive force, working in close association with State Boards of Vocational Education throughout the country.

During 1950–51 the Office of Education was active in administering the Smith-Hughes and George-Barden Acts under which approximately $26,000,000 of Federal funds were allotted to the States for the promotion and further development of vocational education and for which an additional amount of approximately $100,000,000 of State and local funds were used.

(Continued on page 122)

How to obtain U. S. G

by Seerley Reid, Chief, Visual Educ

THE following chart explains how to borrow, rent, and p ernment which were available for public use in the U agencies with fewer than 10 such films have been omitted i

U. S. Government Agency	Kind of Films	How to Borrow or Rent Films	How to Purchase Films	For Further Information Write to
Department of Agriculture.	185 motion pictures and 160 filmstrips on agriculture, conservation, forestry, home economics, and other subjects.	Borrow from State extension services, regional offices of the Department, and USDA film depositories. Rent from some 16-mm. film libraries.	Purchase motion pictures from United World Films, Inc., 1445 Park Ave., New York 29, N. Y.; filmstrips from Photo Lab., 3825 Georgia Ave., Washington 11, D. C.	U. S. Department of Agriculture, Office of Information, Motion Picture Service, Washington 25, D. C.
Department of the Air Force.	116 motion pictures and 68 filmstrips on the Air Force, aviation, and related subjects.	Borrow public relations films from Air Force, training films from CAA. Rent some of the films from 16-mm. film libraries.	Purchase 53 motion pictures and 30 filmstrips from UWF. Other films not for sale.	U. S. Department of Defense, Office of Public Information, Washington 25, D. C.
Department of the Army.	346 motion pictures and 29 filmstrips—information, public relations, and training.	Borrow public relations films from Army. Rent some of the films from 16-mm. film libraries.	Purchase 306 motion pictures and 27 filmstrips from UWF. Other films not for sale.	U. S. Department of Defense, Office of Public Information, Washington 25, D. C.
Civil Aeronautics Administration (Department of Commerce).	10 motion pictures and 11 filmstrips on aviation subjects.	Borrow from Washington and regional offices of CAA. Rent some films from 16-mm. film libraries.	Purchase 2 motion pictures and 6 filmstrips from UWF. Other films not for sale.	U. S. Department of Commerce, Civil Aeronautics Administration, Washington 25, D. C.
Coast Guard (Treasury Department).	39 motion pictures and 46 filmstrips—information, public relations, and training.	Borrow public relations films from Washington and district offices of Coast Guard. Rent training films from some 16-mm. film libraries.	Purchase 26 motion pictures and 46 filmstrips from UWF. Other films not for sale.	U. S. Coast Guard, Office of Public Information, Washington 25, D. C.
Office of Education (Federal Security Agency).	467 motion pictures and 432 filmstrips for vocational and industrial training.	Not for loan. Rent from some 16-mm. film libraries.	Purchase from UWF.	Federal Security Agency, Office of Education, Washington 25, D. C.
Corps of Engineers (Department of the Army).	27 motion pictures on rivers and harbors, flood control, and hydro-electric power.	Borrow from district offices of Corps of Engineers.	Not for sale.	Corps of Engineers, Department of the Army, Washington 25, D. C.
Fish and Wildlife Service (Department of the Interior).	25 motion pictures on commercial fisheries, and on wildlife conservation.	Borrow from Fish and Wildlife Service or from USFWS film depositories.	Purchase 6 films from UWF. Other films not for sale.	U. S. Department of the Interior, Fish and Wildlife Service, P. O. Box 128, College Park, Md.
Bureau of Indian Affairs (Department of the Interior).	18 motion pictures about Indians and Indian life.	Not for loan. Rent from some 16-mm. film libraries.	Purchase from U. S. Indian School, Educational Film Laboratory, Santa Fe, N. Mex.	U. S. Department of the Interior, Bureau of Indian Affairs, Washington 25, D. C.
Institute of Inter-American Affairs (Department of State).	45 motion pictures on health and agriculture.	Not for loan. Rent from some 16-mm. film libraries.	Purchase from IIAA.	Institute of Inter-American Affairs, Washington 25, D. C.
Office of Coordinator of Inter-American Affairs (Department of State).	111 motion pictures on Latin America; 5 on Ohio.	Not for loan. Rent from some 16-mm. film libraries	Purchase 68 films from UWF; 48 films from IIAA.	U, S. Department of State, Division of Public Liaison, Washington 25, D. C.

vernment Films, 1952

rvice, U. S. Office of Education

hose motion pictures and filmstrips of the U. S. Gov-
es on March 15, 1952. Because of space limitations,
chart.

U. S. Government Agency	Kind of Films	How to Borrow or Rent Films	How to Purchase Films	For Further Information Write to
Corps (Department Navy).	19 motion pictures for public information and recruiting.	Borrow films from Marine Corps.	Not for sale.	U. S. Marine Corps, Office of Public Information, Washington 25, D. C.
of Mines ment of the r).	84 motion pictures on mining and metallurgical industries and natural resources of various States.	Borrow from Bureau of Mines, 4800 Forbes St., Pittsburgh 13, Pa., or from USBM film depositories.	Not for sale.	U. S. Department of the Interior, Bureau of Mines, Office of Mineral Reports, Washington 25, D. C.
Security	60 motion pictures about recovery in European countries.	Borrow from A. F. Films, Inc., 1600 Broadway, New York, N. Y.	Not for sale.	A. F. Films, Inc.
ment of the	513 motion pictures and 220 filmstrips—information, public relations, and training.	Borrow public relations films from Navy; aviation training films from CAA. Rent some of the films from 16-mm. film libraries.	Purchase 437 motion pictures and 180 filmstrips from UWF. Other films not for sale.	U. S. Department of Defense, Office of Public Information, Washington 25, D. C.
l Advisory ttee for Aeronau-	16 motion pictures—highly technical in nature.	Borrow from NACA.	Obtain authorization from NACA.	National Advisory Committee for Aeronautics, Washington 25, D. C.
Health Service l Security Agency).	47 motion pictures and 123 filmstrips on health, medicine, sanitation, and communicable diseases.	Borrow films from State and local health departments. Rent some films from 16-mm. film libraries.	Purchase 40 motion pictures and 4 filmstrips from UWF. Other films not for sale.	Federal Security Agency, Public Health Service, Washington 25, D. C.
see Valley ity.	16 motion pictures on the activities of the TVA.	Borrow from TVA. Rent from some 16-mm. film libraries.	Obtain authorization from TVA.	Tennessee Valley Authority, Film Services, Knoxville, Tenn.
s' Administration.	39 motion pictures and 2 filmstrips on veterans' activities and programs.	Borrow from VA.	Purchase 10 motion pictures from UWF. Other films not for sale.	Veterans Administration, VA Central Film Library, Washington 25, D. C.
f War Information, ic Branch.	32 motion pictures on World War II programs.	Not for loan. Rent from some 16-mm. film libraries.	Purchase from UWF.	Federal Security Agency, Office of Education, Washington 25, D. C.
f War Information, s Branch.	13 motion pictures on American life (produced for overseas use).	Not for loan. Rent from some 16-mm. film libraries.	Purchase from UWF.	U. S. Department of State, Division of Public Liaison, Washington 25, D. C.
ment of State.	19 motion pictures on American life (produced for overseas use).	Not for loan. Rent from some 16-mm. film libraries.	Purchase from UWF.	U. S. Department of State, Division of Public Liaison, Washington 25, D. C.

lso "3,434 U. S. Government Films," Bulletin 1951: No. 21, compiled by the USOE Visual Education Service and distributed by Superintendent of Documents, U. S. Government Printing shington 25, D. C. Price: 70 cents.
"A Directory of 2,002 16-mm. Film Libraries," Bulletin 1951: No. 11, compiled by the USOE Visual Education Service and distributed by Superintendent of Documents, U. S. Government ffice, Washington 25, D. C. Price: 30 cents.

REPORT ON EDUCATION

(*Continued from page 119*)

Life Adjustment Education

Another area where effective leadership can be, and should be, applied is in curricular reorganization in the secondary schools. Most alert school authorities are conscious that some of the subjects taught, and in the way they are taught, offer little of real value in helping prepare a youngster to meet his own individual problems of living in the second half of the twentieth century.

A recent study shows that out of every 100 children entering the fifth grade together, fewer than half graduate from high school. The highest record set was in 1948 with a percentage of 48.1. Furthermore there is a sharp drop in high school enrollment from about 93 percent in the 14–15 age group to approximately 66 percent in the 16–17 age group. Without question, economic pressures are a large factor in these "drop-outs." During the past 4 years, Nation-wide interest in this problem has been stimulated by the Office of Education.

The Chance To Go to College

Undoubtedly, one of the major matters which education must deal with during the coming years is the lack of opportunity afforded the qualified student to secure a college education. With 1,858 institutions of higher learning and an enrollment of some 2,500,000 young men and women, it would seem that we were making definite progress. In a very real sense, of course, we are. Statistics indicate that 38 out of every 100 high school graduates are currently entering college.

Nevertheless, for every young man or woman who enters college it is estimated that there is another—equally qualified and probably equally anxious to secure a college education—who is denied the opportunity. For the most part the economic factor is crucial since the great majority of the young people, denied their chance, come from families in the lower-income brackets.

The Office of Education has urged the provision, by State and Federal grants, of financial aid to able and needy students in higher education. In part, this aid might take the form of self-liquidating loans, guaranteed by the Federal Government. A legislative proposal entitled, "The Student Aid Act of 1950" was introduced with the President's approval in both Houses of the Eighty-first Congress, but no action was taken, due to the outbreak of the Korean conflict. The proposal is now being revised in the light of the new situation.

The Korean crisis makes all the more urgent the need for our youth to have a better understanding of the world they live in. To assist students in acquiring the ability to relate newspaper headlines to the undercurrents of international relationships should be one of the important objectives of elementary, secondary, and higher education. An understanding of conditions in other countries—how people live, what social and economic problems they face—is also an essential. Moreover, it is only as children begin to get a sense of all these things that they can understand the basic conflict which exists between democratic and totalitarian ideologies.

Over the past several years the Office of Education has worked closely with State boards in developing teaching methods and materials for this instruction. In particular, students are learning about the United Nations Educational, Scientific and Cultural Organization (UNESCO): what this organization is trying to accomplish; what it is accomplishing; and how its basic objectives are related to their future and the welfare of the people of all nations.

Under the Cultural Exchange Program for Occupied Areas, sponsored by the Departments of State and of the Army, the Office, during the fiscal year, planned and supervised the visits of 257 teachers and educational leaders from Germany, Austria, Japan, and the Ryukyu Islands. It also received and planned itineraries for some 100 other foreign visitors who came to this country to observe American educational methods and institutions.

The Challenge of Television

No invention of recent years offers a greater potentiality than television for the development of new and effective methods of teaching. Yet it is only within the past year that any official determination has been made as to the allocation of TV frequencies for educational use. From November 15, 1950, to March 1951, public hearings on the matter were held before the Federal Communications Commission. The Commissioner of Education, together with a number of representatives of the educational organizations and public spirited citizens, was asked to testify at these hearings.

He strongly urged that, wherever all available channels in the present very high frequency band have not already been assigned, one should be reserved in each broadcast area for exclusive assignment to educational station applicants; and that for channels in the ultra high frequency band (none of which had then been assigned) similar protection be afforded.

The FCC's rulings on these points have been encouraging. Of the 2,000 TV stations—VHF and UHF—which the Commission proposes to authorize, 209 have been tentatively reserved for educational use.

State and Local School Systems

During the fiscal year the Office of Education continued its work on basic problems connected with the administration of State and local school systems. Another in the series of studies on State departments of education, entitled *The Financing of State Departments of Education*, was completed, as were two studies on the financing of schools. In the field of elementary education, the Office continued to focus on improving teaching practices and techniques. Staff members visited 35 school systems for research material.

Higher Education

During 1950–51 the Office completed a major survey, begun the previous year, and the findings were published under the title, *Report of the Study of the Structures of the Tax-Supported System of Higher Education in Illinois*. Another area of research was the improvement of the quality of instruction in colleges and universities. In December 1950, a conference of 100 college teachers and administrators on The Improvement of College Faculties was co-sponsored by the Office and the American Council on Education. The report of the proceedings, prepared by the Office, was published by the Council.

Research and Statistical Standards

Activities of the Office included the preparation of the *Biennial Survey of Education in the United States*—a continuous statistical program of the Office begun in 1870. The 1948–50 survey will include the four regular chapters covering the Statitisical Summary of all education, State (elementary and secondary) School Systems, City School Systems, and Institutions of Higher

Education. It will also include a national Summary of Offerings and Enrollments in High-School Subjects for 1948–49, covering enrollments in 274 subjects; and Statistics of Public Libraries.

In addition, the annual statistical reports were made for Land-Grant Colleges and Universities; for the Fall Enrollment and Degrees Granted in Higher Education; for Enrollments and Degrees in Schools of Engineering; and for Expenditures Per Pupil in City School Systems. Work was begun on an annual study of Finances of State Colleges and Universities in cooperation with the Bureau of the Census, U. S. Department of Labor. And a pilot study on the Economic Status of Teachers was made in cooperation with the Department of Labor.

Field consulting service on more uniform records and accounts was continued with the directors of school finance of the 17 Southern States in Atlanta, Ga., and with the National Association of School Business Officials in Chicago, the Alabama Association of School Administrators at Auburn, Ala., and the Association of College Registrars and Administration Officers at Houston, Tex. Work with the State Departments of Education in Minnesota and Michigan and the City Department of Education in Boston resulted in 2 new State Manuals of School Accounting and a greatly simplified revised school budget for Boston.

COST OF ILLITERACY

(Continued from page 116)

ard of living as a result of high levels of education and technical training. This study reveals impressive evidence "that education is a causal factor as far as income is concerned," and "that education raises the level of production of a people."

Illiteracy Slows Technological Progress

Our industrialized society is comprised of a vast network of rapidly moving, delicate, and complex machines and scientific apparatus. It requires for its efficient and effective operation, not only many educated and highly trained experts, but also a vast army of helpers who have an understanding of the relation of these machines and processes and who can read directions and carry out instructions. This requires a good command of the skills of communication—often referred to as functional literacy. Military life, for example, has become so mechanized that only the functionally literate persons can be used. Industrial and commercial establishments are reluctant to take illiterates, and when they do some are beginning to provide instruction so as to bring them to a state of functional literacy as quickly as possible. I pointed out earlier how the rapid mechanization of farms was causing the illiterate to be a misfit. In fact, the time is rapidly approaching when hardly a job can be found among the thousands listed by the Census Bureau that can be successfully performed by an illiterate.

I wish to close this discussion by emphasizing the fact that the high cost we are now paying as a result of illiteracy among millions of our citizens may be measured in terms of low income, lessened production, inefficiency, inferior products, high accident and sickness rates, not to mention lowered living and cultural standards. This is a tremendous price to pay; and is infinitely higher than would be the cost of eradicating this malady.

Increased literacy is absolutely necessary to our expanding economy and technological growth. It will broaden the understanding, widen the horizon, and increase the flexibility of our workers. It will facilitate the adjustments and retraining made necessary by technological unemployment and by the lengthened period of retirement. It will open up new vistas and give new hope to that rapidly growing group of older people in our population; and will give impetus to the habit of life-long learning, thus help to "keep the mind limber that tends to become inflexible with age." Finally, a vigorous, national, and concerted attack on raising the educational level of our adult population will release talents and tap human resources the value of which cannot be calculated, not only in the economic, but also in the social, cultural, and spiritual realms.

I believe this so thoroughly that I have introduced and plan to work for the passage of a bill in the House of Representatives for the purpose of providing Federal assistance to the States and communities in their efforts to attack the problem of illiteracy. I am determined to do what I can individually and in cooperation with others to wipe out this blot from our Nation. The cost will be slight in comparison to the high cost of having millions of our citizens handicapped and the Nation burdened by illiteracy.

Table II.—PERCENT DISTRIBUTION BY CUMULATIVE INCOME CLASSES IN SELECTED EDUCATION GROUPS OF NATIVE WHITE AND NEGRO MALES 25 TO 64 YEARS OLD WITHOUT OTHER INCOME IN 1939, FOR THE UNITED STATES: 1940 [1]

Wage or Salary Income in 1939	Native White					Negro				
	Total	Years of school completed				Total	Years of school completed			
		None	Grade school, 7 and 8 years	High school, 4 years	College, 4 years or more		None	Grade school, 7 and 8 years	High school, 4 years	College, 4 years or more
1	2	3	4	5	6	7	8	9	10	11
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than $500	16.7	52.9	18.6	8.1	3.7	48.5	68.6	36.7	25.4	12.7
Less than $1,000	39.7	79.9	44.8	26.3	12.3	85.2	93.9	79.3	70.1	47.5
Less than $1,500	63.4	91.3	69.8	52.4	27.9	96.6	99.1	95.7	90.4	73.8
$1,500 and over	36.6	8.7	30.2	47.6	72.1	3.4	.9	4.3	9.6	26.2
$2,000 and over	18.6	3.3	13.3	25.3	51.6	1.1	.2	1.0	4.5	13.1
$2,500 and over	9.0	1.5	5.4	12.3	34.0	.2	.1	.2	.6	3.9

[1] 1940 Census, Population—Special Reports, Series P–46, No. 5, June 18, 1946, p. 1.

Editor's note: It was announced that the article by Senator Harley M. Kilgore, which appeared in the March issue of School Life, would be the last in a series of four articles on literacy education. Because of the interest, however, which the preceding articles aroused, it was decided to invite Representative Reece to write this fifth article in the series. As previously stated, it is planned to reprint the entire series as a unit.

Report of Nation's 1951 School-building Status and Needs

A REPORT of the first comprehensive survey of the Nation's public elementary and secondary school plant facilities ever attempted has just been submitted to the Congress by the Office of Education, Federal Security Agency.

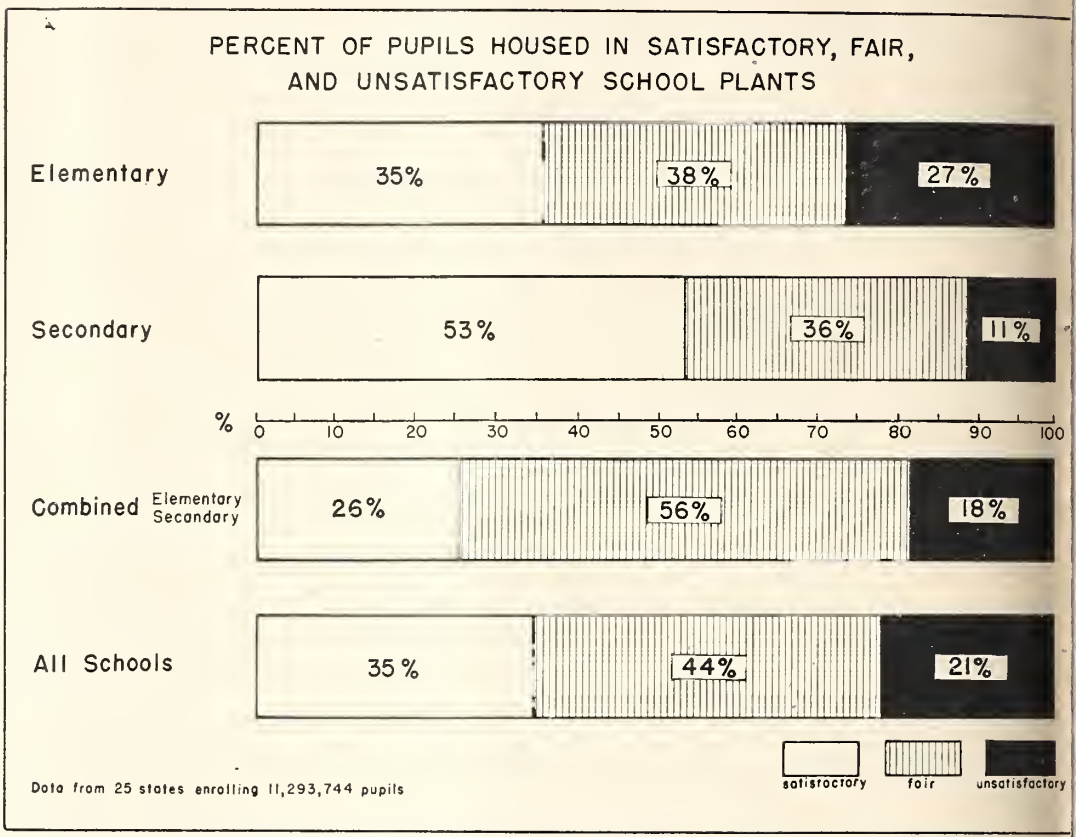
The Nation-wide school facilities survey, authorized by Public Law 815 of the Eighty-first Congress, is being made under immediate supervision of the respective State educational agencies in cooperation with the Office of Education.

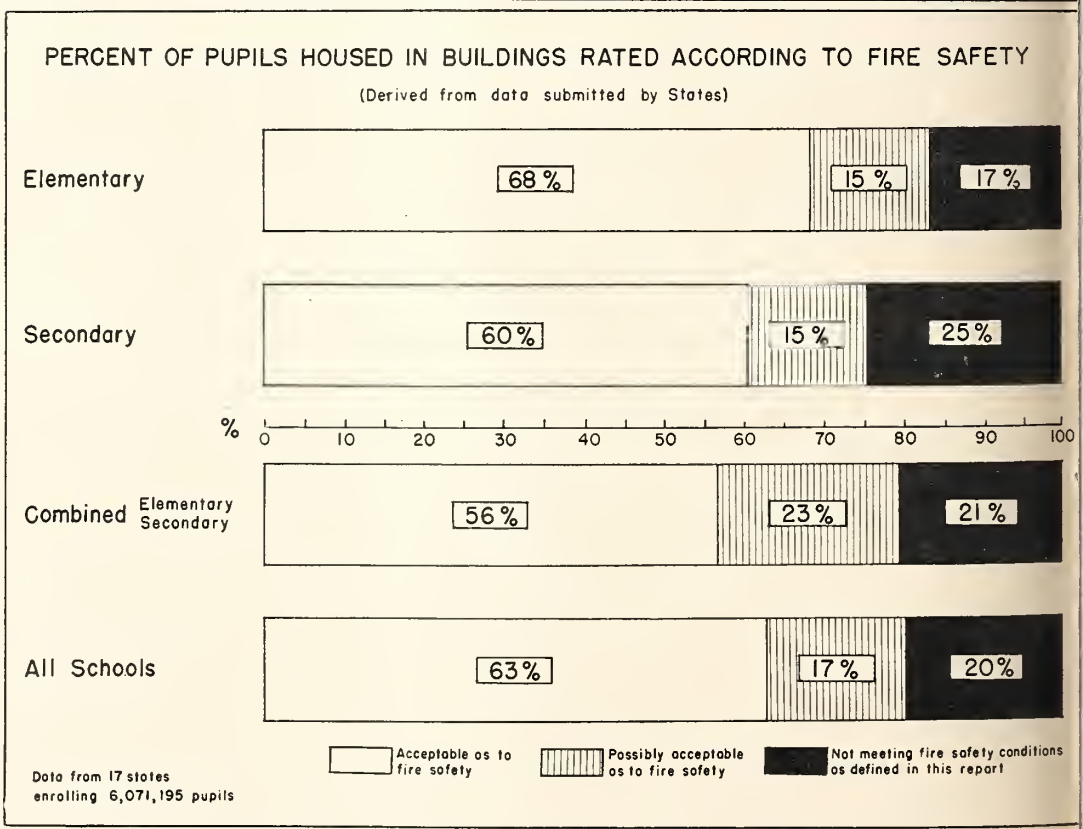
Principal purpose of the survey is to determine steps necessary to meet the Nation's schoolhousing needs.

Commissioner of Education Earl James McGrath, in transmitting the first progress report of the survey to Congress, said, "We are talking not merely about dollars, but about what those dollars mean to the immediate and the long-run future of this Nation. We are talking about firetraps, dilapidation, overcrowding, part-time schooling on two or three shifts per day, and what these things mean in educational ineffectiveness. We are talking about the difference between an enlightened and intelligent Nation and one in which ignorance and functional illiteracy prevail. We are asking whether the

Scope of Report

The 25 States whose survey reports are included in this progress report represent 11,293,744, or 44.06 percent of the 25,629,698 public-school pupils enrolled in the Continental United States and in the territories included in this survey during the school year 1949–50 as reported to the Research and Statistical Service Section of the Office of Education by the several States.



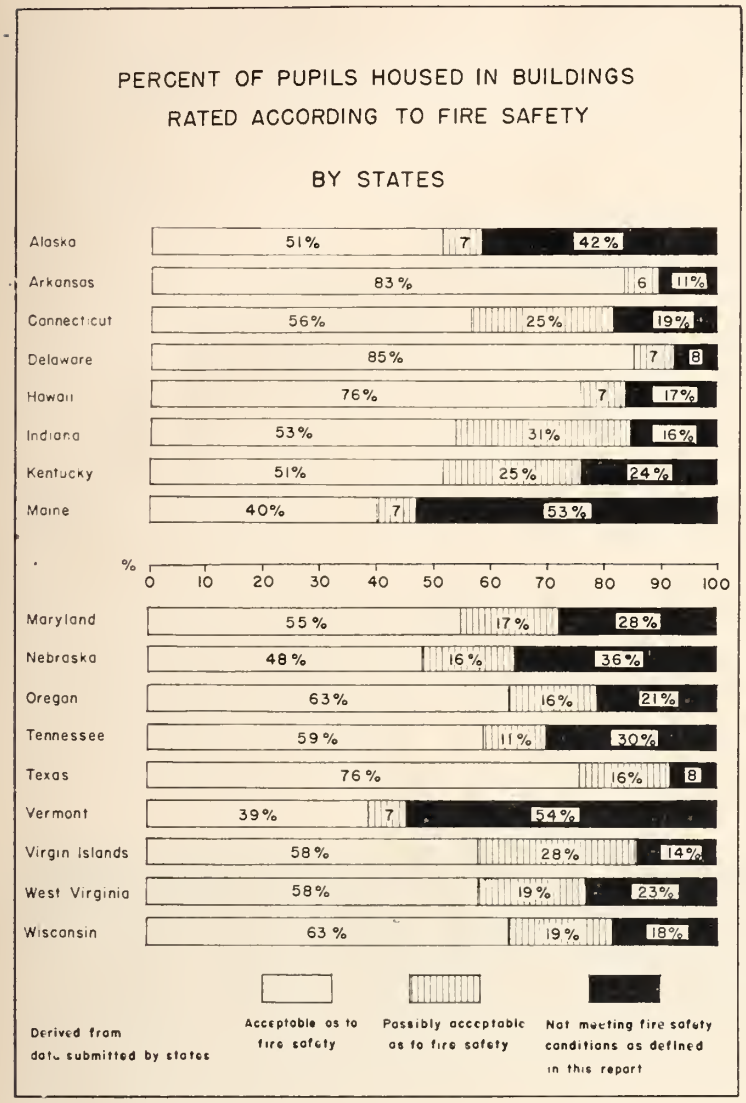


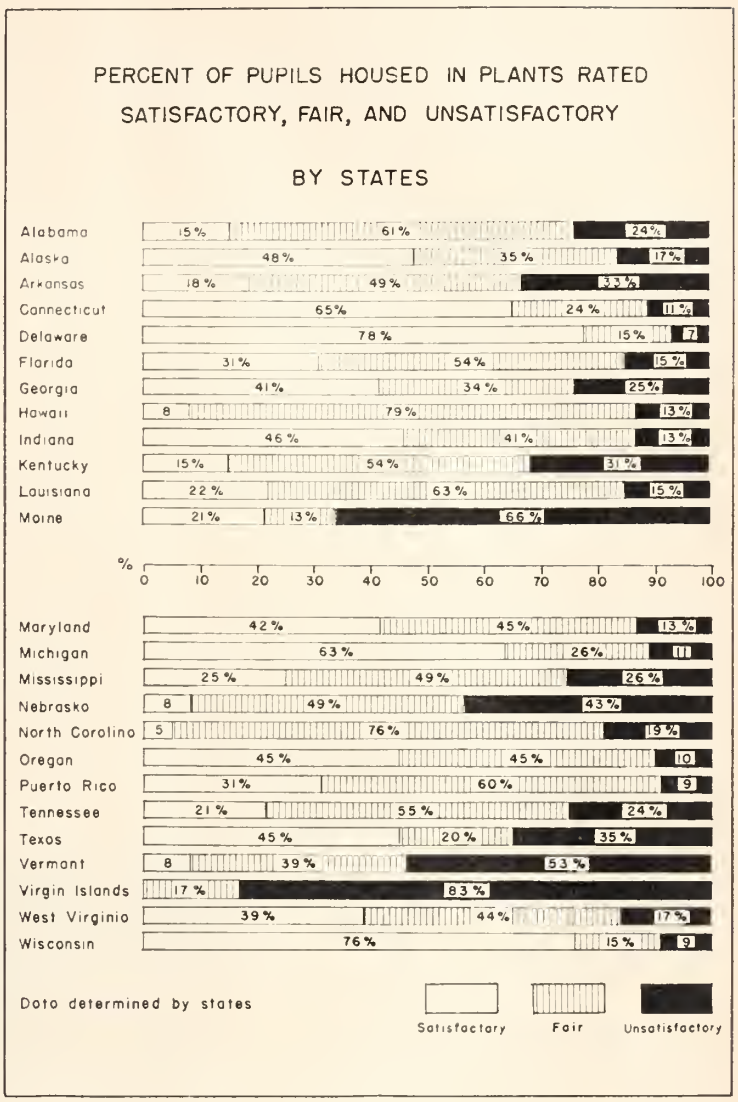
How old are the school buildings our children attend?

How many pupils attend school in buildings not meeting fire safety conditions?

What are the results of inadequate facilities for our children's education?

How many do not provide essential facilities?





United States of America is going to be content while some of its children are denied their educational birthright."

"It is a disquieting picture, deeply disquieting to anyone who has the educational welfare of America's children at heart. This very disquietude should energize us in immediate and decisive action. If we fail our children now, the Nation, through the inadequacy of the children's education, will be irreparably damaged. But if we rise to the challenge which the present schoolhouse shortage presents, our democracy will be strengthened and the well-being of our people enhanced."

Twenty-five States have completed Part A of the first phase of the survey. The first progress report, from which the charts appearing on these pages of SCHOOL LIFE have been taken, includes only the inventory portion of the first phase of the School Facilities Survey in these 25 States.

Ray L. Hamon, Chief of the School Housing Section, Office of Education, is serving as survey coordinator at the Federal level.

Copies of the "First Progress Report of the School Facilities Survey" are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. The single copy price is 40 cents. Mats of four of the charts which appear in the Report have been prepared for publication purposes, and may be obtained without charge from the Office of Education, Federal Security Agency.

SCHOOLS FACE NEW PROBLEMS

(*Continued from page 114*)

profession immediately say that until kindergartens are provided for all five-year-olds at public expense, schools cannot possibly hope to include nursery schools as an integral part of the public school system. Unfortunately, this goal is far from a reality today with only one out of four children receiving this opportunity. But is it really necessary to wait until all five-year-old children are in school before schools consider the educational needs of younger children?

What steps have schools taken in attempting to meet this pressing educational problem? Some schools have recognized that parents need help in guiding the learning of young children. They seek to be enlightened on the recent research findings on child growth in order to be better parents. Also they want things for their child which an individual home cannot provide—playmates, a variety of play materials, guidance of a teacher, and experiences in group life. Parents from varied social and economic circumstances, whether employed or not, are among those asking for nursery school experiences for their three- and four-year-old children.

School systems in a few communities have established a nursery school on a demonstration plan, to give parents an opportunity to observe how young children's needs are met. Some schools have encouraged play groups to meet at selected schools as a part of a parent education program. Another step in this direction has been the cooperative nursery school operated by parents, with facilities and supervision furnished by the Board of Education. A nursery school set-up for observation of high school students studying human relations has been another type of public school pilot study of early childhood education. These beginnings are significant for they lay the groundwork for future developments on a wider scale.

Leadership Needed From State Departments of Education

Adequate leadership should be provided for early childhood education services at the State level. Action is needed to guide the movement to increase educational opportunities for young children. As State Departments of Education employ a trained staff member in early childhood education to give counsel to local schools and parent groups, more schools would be encouraged to provide nursery school services in communities ready to go ahead.

Before legislation can be passed to bring nursery schools and child care centers under desirable regulations, an inventory of all groups presently operating in the State will need to be made. Such information is helpful for legislative efforts and to discover the number of children served by these facilities. Assistance can then be given by the State staff member in early childhood education in developing State standards and establishing criteria for the registration of all groups desiring to be known as schools. By working with the teachers in preschools for young children, the State leader can help these workers improve the services they offer and stimulate their professional growth.

Another area of effort lies in working out with the teacher education institutions and colleges programs to adequately prepare teachers in the early childhood education field. Narrow specialization in the nursery school or kindergarten field has been a drawback to many teachers in securing positions. It has also limited the teacher's effectiveness in guiding children over a longer age span. The setting-up of certification requirements which embody a broader preparation in childhood education calls for joint thinking and planning of teacher education institutions and the State Department of Education staff. Some beginnings have been made toward these goals in a few States, but State leadership is needed to move ahead.

The Goal—A Good Start in Life

Though the need for nursery schools and child care centers has sometimes been argued on grounds of the number of mothers of young children who are in the labor market—approximately 1⅔ million—the case for developing programs for children under six should rest not on the services needed by employed women, but what it takes to give children a good start in life.

Schools have a stake in helping to guide the early educational experiences of children, for these experiences condition the child's later progress in school. Much is done to shape personality for good or bad before the usual entrance age to school. Hence, education on an organized basis should begin with parents and children in these early years.

While parents clamor for more educational opportunities for their young children, educators debate the issue as to when nursery schools should be made a part of public education. At the same time the mushroom growth of private nursery groups and cooperatives, initiated by parents, continues to increase. Education at this level is very real and practical. Good nursery schools have contributed much to our un-

Children like natural play. Here they find a cut tree a good object to explore and climb on.

derstanding of child guidance. Fusion of nursery schools with the elementary schools may well bring about a desirable emphasis on child growth and development and favorably influence education for older children.

More and more school people are asking what the school's responsibility should be for the development of an extended program for school children and for children under six. The need of these services often arises as conditions change under which families must rear their children. When schools become aware of the new problems parents face and are willing to experiment, they will render better service to children in the whole community.

Local Survey of School Building Safety

"Safety in schools can best be effected and sustained when the teachers and pupils and the public understand the importance of safe practices and the board practices and regulations developed to maintain safe conditions."

This quotation appears in a letter addressed to the Board of Education, Kirkwood Public Schools, Kirkwood, Mo., by members of a committee who made a study of safety conditions in and at each of the Kirkwood public school buildings. The survey committee included George D. Englehart, Director, School Building Service, in the Missouri State Department of Education, Jefferson City, Mo., Marian Telford, National Safety Council, Chicago, Ill., William B. Larkin, Engineer, Missouri Inspection Bureau, St. Louis, Mo., and N. E. Viles, Specialist in School Plant Management, Office of Education, who served as chairman of the committee.

An illustrated 46-page report titled "A Survey of Safety Conditions in the Kirkwood, Missouri, Public Schools" has just been issued. For further information write to F. W. Hendricks, Superintendent of Schools, Kirkwood School District R–7, Kirkwood, Mo.

MSA Educational Chief in the Philippines

Dr. Paul R. Hanna, Professor of Education at Stanford University, has been appointed director of education of the Mutual Security Agency's Special Technical and Economic Mission (STEM) to the Philippines. He has taken the post on a year's leave of absence from Stanford University.

The first American in this position, Dr. Hanna will help the Philippine Government develop its program for improving adult education facilities as well as elementary and secondary school systems. The program, Dr. Hanna explains, is based on the principle that a fundamental education in the 3 R's is necessary to a people who want to make the best practical use of modern technical know-how both in agriculture and industry.

This is Dr. Hanna's second assignment to the Philippines. In 1949 he was there for about five months as a member of a four-man UNESCO mission. The Philippine Government at that time had requested such a mission to make a survey of the Republic's educational system and recommend ways of improving its organization and teaching methods.

Flash Reviews —of New Office of Education Publications

All of these publications are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

■ Education Directory 1951–52—Part 3, Higher Education. By Theresa Wilkins, Office of Education. 184 pages. 1952. 45 cents. Listed in this directory are 1858 institutions of higher education reported to the Office of Education as being in operation during 1950–51, offering at least a 2-year program of college-level studies, and meeting the following criteria:

1. Institutions accredited or approved by a Nation-wide, State, regional, or professional agency, or operating under State control.

2. Institutions not meeting requirements of criterion 1 are eligible for inclusion if their credits are accepted unconditionally (at full value) by not less than three fully accredited institutions.

3. Institutions willing to submit regularly and promptly the information required for listing in this directory.

Higher Education gives the accreditation, control, student body, classification of institution by level of offering and type of program, enrollment, and names of principal administrative officers in institutions of higher education.

The Education Directory is issued annually in four parts: 1, Federal Government and States; 2, Counties and Cities; 3, Higher Education; and 4, Education Associations. Parts 1, 2, and 4 are still in preparation.

■ School Housing for Physically Handicapped Children. By Romaine P. Mackie. Office of Education Bulletin 1951, No. 17. 26 pages. 15 cents.

Thousands of physically handicapped children are not able to take advantage of their birthright—the opportunity for education. There are numerous reasons for this, one of which is lack of facilities in the physical plant of many school buildings. The kinds of buildings and classrooms which will be most suitable for such children is vitally important. The best planning is done before the building has been constructed, but much can be done to remodel and recondition old buildings. Ideal building facilities contribute much toward educational opportunity.

This new bulletin gives some guiding principles and suggestions and sources of information. It should be helpful to all those who have to do with the planning of special day schools, centers, or units in regular schools, single multigrade classes, or for adjustments for handicapped pupils who are able, with assistance, to progress in regular classes.

■ Life Adjustment Education in the American Culture. Work Conference on Life Adjustment Education, Washington, D. C., October 8–10, 1951. Office of Education Circular No. 335. 95 pages. 1952. 30 cents.

The conference reported in this publication was sponsored by the Commission on Life Adjustment Education for Youth and the Office of Education. Because the participants brought to the conference years of rich experience in many different types of school situations, it was possible for a wide range of interests to be represented in each work group.

The 1951 national conference was the first in which implications of life adjustment education for teacher education were explored by a work group.

New Books and Pamphlets

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

Citizens' Committees in the Public School. By Herbert M. Hamlin. Danville, Ill., Interstate Printers and Publishers, 1952. 306 p. Illus. $4.00.

Gateways to Readable Books: An Annotated Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult. Second edition. By Ruth Strang, Christine B. Gilbert, and Margaret C. Scoggin. New York, The H. W. Wilson Company, 1952. 148 p. $2.00.

Social Studies for Young Adolescents. Programs for Grades Seven, Eight, and Nine. Julian C. Aldrich, Editor. Washington D. C. National Council for the Social Studies, a Department of the National Education Association 1951. 87 p. (Curriculum Series No. 6.) $1.50.

Special Education in the Chicago Public Schools. Chicago, Board of Education, 1951. 116 p.

Teacher Supply and Demand in the United States. Report of the 1951 National Teacher Supply and Demand Study by Ray C. Maul. Washington, D. C., National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1951. 36 p. $1.00 single copy.

Teaching Children in the Middle Grades. By Alvina Treut Burrows. New York, D. C. Heath and Co., 1952. 280 p. Illus. $3.75.

Teaching Mathematics in the Secondary School. By Lucien Blair Kinney and C. Richard Purdy. New York, Rinehart and Co., Inc., 1952. 381 p. $3.00.

Virginia's High School Graduates and Drop-Outs of 1939–40: Results of a Statewide Follow-Up Study Conducted During 1948–49. Richmond, Va., State Department of Education, 1951. 90 p. (Virginia State Board of Education Bulletin, Vol. 33, No. 8.)

Working Your Way Through College. By Kenneth C. Rathbun. Cambridge, Mass., 1951. 55 p. $1.25. (Order from: Cavalier Publishing Co., Post Office Box 8587. Westhampton Station, Richmond 26, Va.)

Learn to Study Effectively. By Roland Barker. Montclair, N. J., 1952. 13 p. $0.35 single copy. (Order from: The Author, 11 Windsor Place, Upper Montclair, N. J.)

Invest Your Summer 1952. Catalog of Service Opportunities, prepared by the Commission on Youth Service Projects and edited by Jean E. Alexander and Ruth Jacobsen. Chicago, The United Christian Youth Movement, 1952. 32 p. $0.15 single copy.

Selected Theses in Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the Federal Security Agency Library, where they are available for interlibrary loan.

Age Placement of Selected Science Subject Matter. By Francis W. McCarthy. Doctor's, 1951. Harvard University. 150 p. ms.

The Attitude of a Selected Group of High School Seniors in Massachusetts Toward Teaching as a Career. By Samuel M. Graves. Master's, 1951. Boston University. 74 p. ms.

A Follow-up Study of the Graduates of Newport High School From 1935–1949. By John W. Park. Master's, 1950. Indiana State Teachers College. 61 p. ms.

Background Factors and Adjustment: A Study of the Socio-Economic and Personal Factors in the School and Subsequent Adjustment of a Selected Group of High School Students. By Bennetta B. Washington. Doctor's, 1950. Catholic University of America. 150 p.

A Comparative Analysis of the Content of Two-year Typewriting Textbooks Copyrighted Since 1945. By Sister Richard M. Elstro. Master's, 1951. University of Cincinnati. 46 p. ms.

How Our World Is Governed: A Unit on Three Leading Forms of Government for Tenth Grade Students of World History. By Helen M. Davidson. Master's, 1951. Boston University. 139 p. ms.

Music for Education: A Critical Selection of Music for Performance by Junior-Senior High School Orchestras, Bands, Choruses, and Ensembles. By Paul S. Ivory. Doctor's, 1950. Harvard University. 174 p. ms.

Procedures in Beginning a Program of Outdoor Education and School Camping in the Public Schools. By Jean M. Young. Master's. 1951. Boston University. 60 p. ms.

The Relation of Certain Pre-Reading Tests to Reading Achievement for Non-Kindergarten Children and Kindergarten Children. By Dorothy Andrews. Master's, 1951. Boston University. 50 p. ms.

The Relationship of Reading to the Social Acceptability of Sixth Grade Children. By Mary A. Mitchell. Doctor's, 1949. Teachers College, Columbia University. 59 p.

A Study to Show the Retention of Subject Matter in 10 Areas of the Metropolitan Achievement Test Over the Summer Vacation on a Seventh Grade Level. By Helen P. Saward. Master's, 1950. Boston University. 33 p. ms.

Teaching Salesmanship. By Frederick W. Gusweiler. Master's, 1951. University of Cincinnati. 288 p. ms.

Understanding of Russia and the Soviet Union Among 903 High School Students in the Vicinity of Boston. By Mary H. Johnston. Master's, 1951. Boston University. 95 p. ms.

The Use of the Narrative Report in a Small Private School. By Sister Theodora E. Faith. Master's, 1950. University of Cincinnati. 163 p. ms.

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EDUCATIONAL AIDS from Your Government

HOW TO ORDER

Free publications listed on this page are available in limited supply only 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., unless otherwise indicated.

Office of Education

Administration of Public Laws 874 and 815—First Annual Report of the Commissioner of Education, June 30, 1951. 25 cents.

Annual Report of the Federal Security Agency, Office of Education, 1951. 20 cents.

Engineering Enrollments and Degrees, 1951. By Robert C. Story and Henry H. Armsby. Circular No. 338. February 15, 1952. Free.

Engineering and the High School as a Source of Supply. By Harry A. Jager and Henry H. Armsby. Reprint from *School Life*, February 1952. Free.

Life Adjustment Education in the American Culture. Proceedings of a National Conference Sponsored by the Office of Education and the Commission on Life Adjustment Education or Youth, October 8–10, 1951. Circular No. 335. 30 cents.

Organizing the Large High School for Effective Operation. Report of Conference on Problems of Organization and Supervision in the Large High School, November 28–30, 1951. Edited by Ellsworth Tompkins, Walter H. Gaumnitz, and Charles E. Bish. Circular No. 336. Free.

School Housing for Physically Handicapped Children. By Romaine P. Mackie. Bulletin 1951, No. 17. 15 cents.

Science Education Research Studies—1951. Prepared by Philip G. Johnson. Selected Science Services Circular No. 334–III. February 1952. Free.

Federal Security Agency

Cancer Nursing in the Basic Professional Nursing Curriculum, Suggested Content and Methods. Public Health Service Publication No. 147. 1952. 20 cents.

Home Accident Prevention. Public Health Service Publication No. 124. 1951. Free.

Looking Forward to the Later Years. Public Health Service Publication No. 116. 1951. 5 cents.

The National Institutes of Health. Public Health Service Publication No. 81. 1951. Free.

Other Government Agencies

Department of Agriculture

Buying Sweaters for the Family. Home and Garden Bulletin No. 16. 1952. 10 cents.

Crops in Peace and War. The Yearbook of Agriculture 1950–51. Cloth, $2.50.

Handbook of Official Grain Standards of the United States. 1951. 25 cents.

Liming Soils for Better Farming. Farmers Bulletin No. 2032. 1951. 15 cents.

Suburban and Farm Vegetable Gardens. Home and Garden Series No. 9. 1951. 25 cents.

Youth Can Help Conserve These Resources: Soil, Water, Woodland, Wildlife, Grass. Agriculture Information Bulletin No. 52. 1951. 15 cents.

Department of Commerce

Foreign Trade of the United States 1936–1949. Office of International Trade. 35 cents.

Department of Labor

Job Descriptions and Organizational Analysis for Hospitals and Related Health Services. Bureau of Employment Security. 1952. Cloth, $2.00.

Why Do Women Work? How Do They Use the Money They Earn? Women's Bureau. Leaflet No. 11. 1951. 5 cents.

Department of State

Background—Japanese Peace Conference, San Francisco, September 1951. Department of State Publication No. 4355, International Organization and Conference Series II, Far Eastern Series 1. 10 cents.

Land Reform a World Challenge. Department of State Publication No. 4445, Economic Cooperation Series 29. 1952. 20 cents.

Executive Office of the President

Economic Report of the President, 1952. Also included is the Annual Economic Review, January 1952, prepared for the President by the Council of Economic Advisers. 55 cents.

The Federal Budget in Brief, Fiscal Year 1953. Bureau of the Budget. 1952. 20 cents.

General Services Administration

The Emancipation Proclamation. An exact reproduction of the Proclamation written in President Lincoln's own hand, especially suitable for framing or binding. National Archives and Records Service. 1950. $1.00.

Government Printing Office

American History. Price List 50, September 1951. Superintendent of Documents. Free.

Foreign Relations of the United States. Price List 65, March 1951. Superintendent of Documents. Free.

Indians, Smithsonian Institution, Fine Arts Commission. A checklist of publications, January 1952. Superintendent of Documents. Free.

Maps. Price List 53, January 1952. Superintendent of Documents. Free.

Political Science—Government, Crime, District of Columbia, Un-American Activities. Price List 54, February 1952. Superintendent of Documents. Free.

A Wide Selection of Occupational Outlook Publications. A price list. Superintendent of Documents. 1951. Free.

Compiled by Edna K. Cave
Reports and Publications Branch

U. S. GOVERNMENT PRINTING OFFICE: 1952

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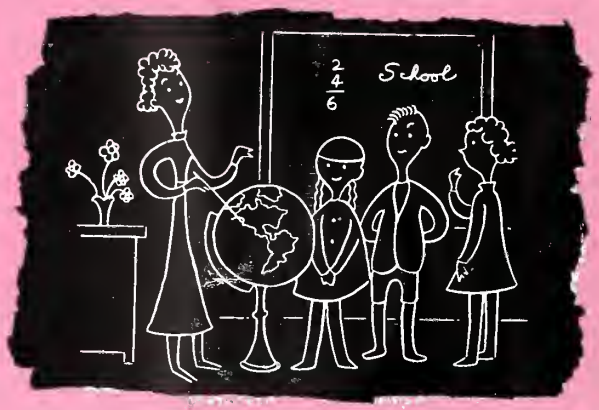

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Your State department of education; your State department of health; the Public Health Service; or the Office of Education, Federal Security Agency

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Volume 34 Number 9

Cover illustration: The Liberty Bell symbolizes the American spirit of Independence. SCHOOL LIFE shows it on the cover of this issue with the thought that its message is appropriate for any time of the year. Turn to page 139 for information regarding certain Government publications pertinent to education for democracy and the American way of life.

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

". . . Americans who travel in other lands . . . are keenly aware of and often embarrassed by their inadequacies (to converse in a tongue other than English) . . ." p. 129

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". . . It is important that school administrators and teachers know what the Supreme Court of the United States has said concerning their rights and duties . . ." p. 132

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". . . Teachers 'have no right to work for the State in the school system on their own terms.' . . ." p. 133

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". . . A new era for education may have opened when, on April 14, the Federal Communications Commission in Washington made its final decision to set aside television channels exclusively for noncommercial educational purposes . . ." p. 137

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". . . Conservation practices by the builders of elementary and secondary schools in the United States during the past fiscal year resulted in a steel consumption reduction of 134,000 tons . . ." p. 139

★ ★ ★

". . . The world situation . . . is making our people generally conscious of the value of any type of instruction which will lead to greater understanding among peoples . . ." p. 141

Published each month of the school year, October through June. To order SCHOOL LIFE send your check or money order (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 subscription price of $1.25. Yearly fee to countries in which the frank of the U. S. Government is not recognized is $1.75. 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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EARL JAMES McGRATH..... Commissioner of Education
GEORGE KERRY SMITH..... Director, Reports and Publications Branch
JOHN H. LLOYD..... Managing Editor of SCHOOL LIFE

Address all SCHOOL LIFE inquiries to the Director, Reports and Publications Branch, 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."

Language Study and World Affairs*

by Earl J. McGrath, U. S. Commissioner of Education

IN A RECENT international meeting on education the delegate from Egypt rose and addressed the audience in faultless English. The next day with equal fluency and precision he used French, the other official conference language. In private conversation with the representative from Western Germany he spoke the latter's language. And, of course, he was master of Arabic, his own tongue. Though the educators from some 40 other nations were linguistically less versatile than he, most of them could use at least one tongue in addition to their own with ease and exactness.

At this conference the United States was represented by five persons all of whom had no less than 19 years of formal schooling, and all of whom held the Ph. D. degree. Yet no one of them could use another language well enough to carry on even a private conversation fluently, to say nothing of addressing the conference formally from the floor. This is not an unusual situation. Americans who travel in other lands are quickly impressed with the ability of other nationals to understand and to speak several languages. They are also keenly aware of and often embarrassed by their own inadequacies in this respect.

"Let 'Em Learn English"

But many Americans faced with these facts, and unhappily even some who have had considerable schooling ask, "What difference does it make?" Another common response is, "If it is necessary for non-English speaking people to communicate with us, let 'em learn English." More chauvinistic persons even say, "If we are the most powerful Nation on earth, and destined for world leadership, then certainly English ought to become the common language of mankind—so why should we learn other languages?" A response once more reasonable, but one now based on a false premise is, "Well the Dutch, the French, and other Europeans need to learn languages because they live so near other countries with which they have close commercial, diplomatic, and social relations. Likewise the Egyptians and other Middle Easterners are at cultural and commercial crossroads of the world where the knowledge of several languages is indispensable. But," so the argument runs, "with the exception of the few Americans whose positions in business or Government take them to other lands our citizens can get along with English. And even though this small group, and a few others whose professional activities require that they read foreign languages, would profit from language instruction the American school system surely cannot be organized around their limited needs."

The most charitable off-hand rejoinder one can make to such quick generalizations is that they stem from ignorance of the world position and responsibilities of the United States. Nevertheless these statements must be taken seriously for in them the issues concerning the place of foreign languages in our schools today are to be found. How these issues are resolved is a matter of considerable significance not only in the affairs of the Nation, but in our own individual lives as well. Hence, the social, the political, the international reasons for the study of languages deserve the thoughtful consideration of all who determine the character of American education. There are, of course, other arguments for the study of languages. It has been contended, for example, that such study disciplines the mind, cultivates the more precise use of English, opens up the great literature of other nations, and provides a tool useful in other intellectual pursuits. However great the merit of these various arguments, I wish now to avoid them, in order to focus attention on others which in my judgment are at this moment in our history of far greater importance to the American people.

Basic Consideration

For the average citizen the basic consideration in a discussion of language study today is our world position as a nation. Our leadership in the United Nations Organization, our efforts through the North Atlantic Treaty Organization to join free nations in resisting totalitarian aggression, our intellectual and cultural activities in connection with UNESCO, our technical assistance under point 4 and the Mutual Security Agency, our work in the Organization of American States, our Fulbright program for the exchange of teachers and students—all these activities and a host of others like them make our position of international responsibility and leadership abundantly clear. These international involvements, combined with the development of rapid telephone and radio communication and rapid transportation by air, now place us politically, physically, and socially closer to the Egyptians than Frenchmen were to Norwegians only a few years ago. The activities of our national and personal lives affect, and are affected by, people in the far corners of the globe.

The point need not be labored. We are living in one world. This small world is one in which all of us—not only diplomats, businessmen, and scholars—must live out our lives, and our children will live even more intimately than we with their contemporaries in other lands.

Whether we discharge our world responsibilities well or poorly, foolishly or wisely, ignorantly or understandingly, will be determined by our ability to understand other peoples and their ability to understand us. However valuable our military and foreign assistance programs may be, and I would

*Delivered at the 35th Annual Meeting of the Central States Modern Language Teachers Association at the General Session, May 3, 1952, St. Louis, Mo.

be the first to attest their worth, our world position and the future of democracy in the decades ahead will not be determined by our military power, nor by our generous financial and economic assistance to other peoples. Some actually fear our power. Others fear dependency. Both these attitudes make difficult the achieving of affirmative mutual relationships. Our own long-term leadership must rest on firmer grounds than military and other forms of material assistance. The late Dr. Bennett, Director of the point 4 program, once said that we could not succeed in uniting the free nations around the banner of democracy except as we can convince those who differ from us in culture, color, and creed, that we understand and respect them.

One of the traditional arguments of the advocates of foreign language study is pertinent in this connection. Only through the ability to use another language even modestly can one really become conscious of the full meaning of being a member of another nationality or cultural group. It is in our national interest to give as many of our citizens as possible the opportunity to gain these cultural insights.

What then are the implications for American education? The first is crystal clear. The educators from the elementary school to the top levels of the university system ought to give immediate attention to this matter. The basic cause of our inability to use foreign tongues is not hard to find. Educators who study school systems of other lands are impressed with the fact that in those countries the study of foreign languages is not delayed until the upper years of schooling. On the contrary, in many other parts of the world second and even third languages are begun in the early grades. Comparisons with other nations can be instructive in this respect. In order to avoid differences in systems of grades or forms, ages will be used. In Sweden, for example, in one type of school English is begun at the age of 11, German in the thirteenth year and French in the fourteenth; in France, a first foreign language in the eleventh and a second in the thirteenth; in Italy, a first in the twelfth; in Egypt, a first in the ninth year and in Lebanon in the sixth. Often in the latter country bilingualism begins even in the kindergarten. The advantages over our own opportunities for language study are obvious. I am aware that in most of these countries the system of education is more selective than in our own and that not all children receive language instruction at these early ages. As I shall show later, however, this difference does not invalidate my argument because I am not going to propose that every American child should be required to study foreign language at an early age, or indeed at any age. The point I wish to establish now is that the citizens of other nations excel ours in using foreign languages, and the principal reason for this superiority is that they have the opportunity to study languages early in their lives in the school system.

It is harder to generalize about educational practices in the United States than in other lands because the control of educational policy and practice here is properly located in the several States and communities. Nevertheless it can be said that few elementary schools anywhere in this country offer instruction in foreign languages with the exception of the bilingual regions, as for example in Florida and the southwestern States where Spanish is spoken and in Louisiana and Maine where French is commonly used. Hence only a small percentage of American children have an opportunity to begin the study or use of a language other than their own before they enter high school. Yet it is a psychological fact that young children learn new languages easily and idiomatically. In learning to speak without accent they excel their parents because their speech habits are not rigidly formed. If, therefore, easy and natural communication is one of the principal aims of language instruction, there is good reason to begin the study of a new tongue at an early age. And there is no convincing evidence to show that under proper conditions the learning of another language interferes with the further refinement of one's own or causes other psychological disturbances. Moreover, the early beginning of a new language has the obvious advantage of affording a longer period of later schooling during which the child can perfect his speaking and reading habits. At present many youth begin the study of foreign language so late that with all their other academic obligations there is not time to gain an actual working facility in the new tongue. And there is the further advantage in an early start that those students who have real ability and interest in language study can undertake a second foreign language before the end of their formal schooling if they wish to do so. There is ample evidence to support the statement that a speaking knowledge of a foreign language is becoming increasingly useful in nearly all occupations and professions. But quite apart from any practical use which is made of the knowledge and regardless of whether a high degree of skill is developed or maintained, foreign language study extends the horizon and fosters desirable attitudes toward other peoples—an outcome which is highly important in our world today. It is clear, it seems to me, that these are cogent psychological, social, pedagogical, and national reasons for intensifying and increasing the scope of language instruction in the American school system.

My first proposal then is that there be a complete reconsideration of the place of foreign language study in American elementary education. Such a reappraisal, I should hope, would lead to the offering of foreign language at least on an optional basis in many of our schools beginning in the fourth, fifth, or sixth grades. To be sure, the present offerings of the elementary school are so demanding that educators are hard pressed to find time for all the activities that seem to be justifiable. Nevertheless, the prime purpose of the school is to prepare the young for the life of their time. I have attempted to show that many of them must know the languages of other peoples who will live with them in this shrinking world. If this be true, then the curriculum of the elementary school must be so organized as to make a place for such instruction. If this were to be done, within a decade many of our youth would have a foundation in at least one foreign tongue.

Difficulties Involved

I am under no illusions concerning the difficulties involved in such a proposal. In the first place, 22 percent of all public schools have fewer than six rooms. Organized language instruction will not be possible in many of these schools, but even among them a teacher will sometimes be found who can start a few pupils in a new language. In many larger schools, too, there will be a paucity of teachers with the necessary education in foreign languages. In time this difficulty should be alleviated

(*Continued on page 140*)

Practical Nursing—A Career for Life Adjustment

by Margaret F. Knapp,* Specialist,
Practical Nurse Training, Trade and Industrial Education Service

PRACTICAL nurse training, one of the newest responsibilities of public schools, helps meet a real public need because of the shortage of registered professional nurses. It also prepares many women for a useful occupation, and can lead to a life adjustment program for others.

Mary Wilson, a high school graduate, age 18, had always hoped to be a professional nurse, but financially this was an impossibility. She was pleased to take the practical nurse training course which was given at the local vocational high school. Alice Miller, another young high school graduate, wanted to be a nurse. Although she could meet the admission requirements, she did not want to spend three or four years in a professional school of nursing. This would interfere with her plans for marriage. Mrs. Goodman, a college graduate, age 45, suddenly realized it had become necessary to earn a living for herself and for her chronically ill husband. Practical nursing would give her skills needed at home and provide a career as well. Mrs. Hollis, age 37, a widow with three school children, found limited opportunities in her community for a woman who had not had some type of preparation. She decided that a year in training as a practical nurse would be time well spent in learning how to make a living and at the same time render a community service.

Today, 134 programs of practical nurse training, in 38 states, located in various types of public schools, such as vocational schools, high schools, technical institutes, junior colleges, and community colleges, make it possible for women like these to become trained practical nurses. Most programs are planned for adults, 18 to 50 years of age. A few admit high school seniors, but this is not encouraged because most educators believe that they are not old or mature enough to assume the required responsibilities. Tuition is not charged unless the student lives outside the school district, but most schools require the student to pay a nominal laboratory fee. Students under 25 are expected to have at least 2 years of high school; those over 25, an eighth-grade education or its equivalent. Selection of students is made in terms of health, education, personality, and ability to undertake the training and profit by it. The greatest attributes any practical nurse student can have, are a genuine liking for people of all ages and a desire to serve.

The local board of education administers the practical nurse training program through the superintendent of schools, but registered professional nurses direct the training in the school and supervise the practice in the hospital. The number of teachers varies according to the number of trainees admitted and the number of classes conducted during the year. Instructors are selected for their interest and belief in practical nursing as well as for their educational preparation and experience. The home economist and registered professional nurses, the nursing arts instructor and the clinical coordinator, are the key instructors. They work closely with a representative advisory committee, appointed by the superintendent of schools. This committee has no executive or administrative duties, but it can give valuable assistance on such matters as public relations, health and housing for students, scholarships and loans, recruitment, and personnel policies.

Practical nurse students learn how to chart notes on the patient's record at Margaret M. Washington Vocational High School, Washington, D. C.

The lengths of the programs range from 9 to 18 months: the average for most is 12. The foundation period covers approximately one-third of the time, and two-thirds of the time is devoted to clinical experience which consists of actual practice in an approved hospital. In some instances, students spend 4 months in the school followed by 8 months of supervised practice in a hospital. In others, students spend 1 or 2 months alternately in the school and in the hospital. According to another plan, after a unit of skills, such as taking the temperature, pulse, and respirations, or the bed bath and bed making have been taught, students immediately practice these skills in a hospital under supervision. This close time relationship between what is taught in the classroom and its application to the actual care of patients is in keeping with accepted principles of vocational education.

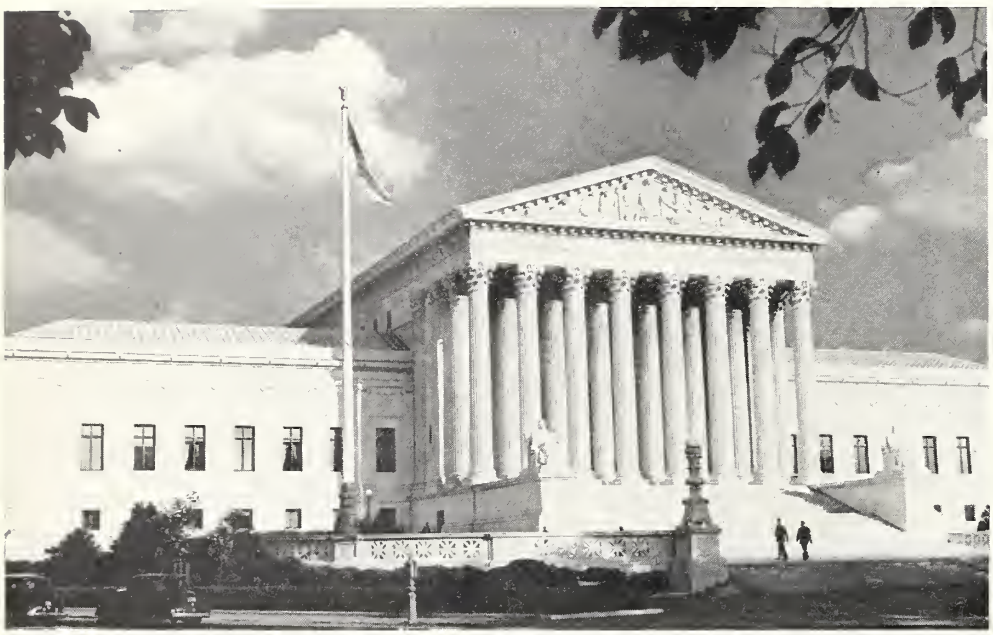
Practical nursing is an occupation distinct from that of professional nursing. The objective of this educational program is to train competent practical nurses as distinct from professional nurses who require training on a higher level. In order to develop a plan and guide for training competent practical nurses, a national committee, composed of professional nurses, practical nurses, physicians, and educators, was formed by the Office of Education to

(*Continued on page 140*)

*Miss Knapp, Senior Nurse Officer, Public Health Service, is on loan to the U. S. Office of Education.

Recent Supreme Court Decision Relating to Education

Supreme Court Upholds Feinberg Law of New York



by Ward W. Keesecker, Specialist in School Legislation

IT IS important that school administrators and teachers know what the Supreme Court of the United States has said concerning their rights and duties.

The constitutional principle involved in the Feinberg case is vitally related to public education and is of current Nation-wide concern. In order that this case be fully understood the facts and the legal procedures which are involved should be carefully considered.

The appellants in the Feinberg case sought a declaratory judgment to declare unconstitutional section 12-a of the New York civil-service law, as implemented by the Feinberg law. The lower court held that subdivision (c) of section 12-a, the Feinberg law, and the rules of the State board of regents promulgated thereunder violated the *due process* clause of the fourteenth amendment. The appellate division of the New York Supreme Court reversed the lower decision and the New York Court of Appeals affirmed the judgment of the appellate division (301 N. Y. 476). Thereupon the appellants appealed to the Supreme Court of the United States. The decision of the New York Court of Appeals was affirmed by the Supreme Court of the United States on March 3, 1952.

Principal Facts Upon Which the Decision Is Based

The New York civil-service law, section 12–a, provides:

No person shall be appointed to any office or position in the service of the State or of any civil division or city thereof, nor shall any person presently employed in any such office or position be continued in such employment, nor shall any person be employed in the public service as superintendents, principals, or teachers in a public school or academy or in a State normal school or college, or any other State educational institution who: (a) By word of mouth or writing willfully and deliberately advocates, advises or teaches the doctrine that the Government of the United States or of any State or of any political subdivision thereof should be overthrown or overturned by force, violence or any unlawful means; . . .

The Feinberg law implements section 12–a of the civil-service law and provides, among other things, as follows:

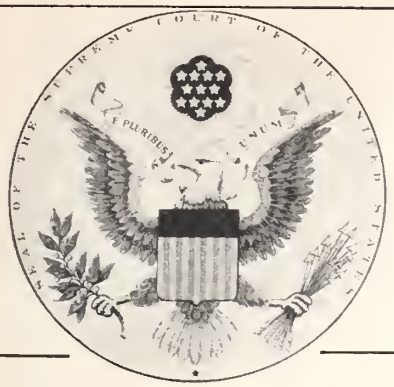
1. The board of regents shall adopt, promulgate, and enforce rules and regulations for the disqualification or removal of superintendents of schools, teachers or employees in the public schools in any city or school district of the State who violate the provisions of section 3021 of this article or who are ineligible for appointment to or retention in any office or position in such public schools on any of the grounds set forth in section 12–a of the civil-service law and shall provide therein appropriate methods and procedure for the enforcement of such sections of this article and the civil-service law.

The Feinberg law also makes it the duty of the State board of regents, after inquiry, and after such notice and hearing as may be appropriate, to—

make a listing of organizations which it finds to be subversive in that they advocate, advise, teach or embrace the doctrine that the Government of the United States or of any State or of any political subdivision thereof shall be overthrown or overturned by force, violence, or any unlawful means, or that they advocate, advise, teach or embrace the duty, necessity or propriety of adopting any such doctrine, as set forth in section 12–a of the civil-service law.

Furthermore, under the Feinberg law, the board of regents—

shall provide in the rules and regulations required by subdivision one hereof that membership in any such organization in-



cluded in such listing made by it shall constitute prima facie evidence of disqualification for appointment to or retention in any office or position in the public schools of the State.

The preamble of the Feinberg law makes elaborate legislative findings that members of subversive groups, particularly of the Communist Party and its affiliated organizations, have been infiltrating into the public schools of the State; that this continues notwithstanding the existence of protective statutes designed to prevent it; that members of such organizations or groups use their positions to advocate and teach their doctrines, and are frequently bound by oath, agreement, pledge, or understanding to follow, advocate, and teach a prescribed party line or group dogma or doctrine without regard to truth or free inquiry.

This propaganda the legislature declared is sufficiently subtle to escape detection in the classroom. To protect school children from such influence the legislature thought it essential that the laws prohibiting members of such groups, such as the Communist Party or its affiliated organizations, from obtaining or retaining teaching positions in the public schools should be rigorously enforced. This was the purpose of the Feinberg law.

The Principal Question Involved: Do section 12–a of the New York civil-service law, the Feinberg law, and the rules of the State board of regents promulgated thereunder constitute an abridgment of free speech of persons employed or seeking employment in the public schools in the State of New York?

The Supreme Court of the United States answered this question in the negative. Below are excerpts and summary statements which indicate the views of the Court with respect to the issues involved (Mr. Justice Minton gave the majority opinion):

It is clear that such persons have the right under our law to assemble, speak, think, and believe as they will. . . . It is equally clear that they have no right to work for the State in the school system on their own terms. . . . They may work for the school system upon the reasonable terms laid down by the proper authorities of New York. If they do not choose to work on such terms, they are at liberty to retain their beliefs and associations and go elsewhere. Has the State thus deprived them of any right to free speech or assembly? We think not. Such persons are or may be denied, under the statutes in question, the privilege of working for the school system of the State of New York because first, of their advocacy of the overthrow of the Government by force or violence, or secondly, by unexplained membership in an organization found by the school authorities, after notice and hearing, to teach and advocate the overthrow of the Government by force or violence, and known by such persons to have such purpose.

HIGHLIGHTS OF DECISION

A State may disqualify persons of communistic affiliations from teaching in public schools.

"School authorities have the right and the duty to screen the officials, teachers, and employees as to their fitness to maintain the integrity of the schools as a part of ordered society . . ."

"One's associates, past and present, as well as one's conduct, may properly be considered in determining fitness and loyalty."

Teachers "have no right to work for the State in the school system on their own terms."

In passing upon the authority of the State to determine the fitness and suitability of persons for public service the Supreme Court quoted approvingly from one of its previous decisions (*Garner* v. *Los Angeles Board*, 341 U. S. 716). In that case the Supreme Court said:

Past conduct may well relate to present fitness; past loyalty may have a reasonable relationship to present and future trust. Both are commonly inquired into in determining fitness for both high and low positions in private industry and are not less relevant in public employment.

Thereupon the Supreme Court made the following noteworthy observation:

A teacher works in a sensitive area in a schoolroom. There he shapes the attitude of young minds toward the society in which they live. In this, the state has a vital concern. It must preserve the integrity of the schools. That the school authorities have the right and the duty to screen the officials, teachers, and employees as to their fitness to maintain the integrity of the schools as a part of ordered society, cannot be doubted. One's associates, past and present, as well as one's conduct, may properly be considered in determining fitness and loyalty. From time immemorial, one's reputation has been determined in part by the company he keeps. In the employment of officials and teachers of the school system, the State may very properly inquire into the company they keep, and we know of no rule, constitutional or otherwise, that prevents the State, when determining the fitness and loyalty of such persons, from considering the organizations and persons with whom they associate. . . .

The Court pointed out that under the New York law a person found to be disqualified from employment in the public schools because of membership in a listed organization is not thereby denied the right of free speech and assembly. The Court observed, "His freedom of choice between membership in the organization and employment in the school system might be limited, but not his freedom of speech or assembly, except in the remote sense that limitation is inherent in every choice. Certainly such limitation is not one the State may not make in the exercise of its police power to protect the schools from pollution and thereby to defend its own existence."

No Violation of Due Process

It was further contended in this case by the appellants that the provisions which stipulated that membership in any organization listed by the board after notice and hearing, with provision for review in accordance with the statute, "shall constitute prima facie evidence of disqualification," denies due process, because the fact found bears no relation to the fact presumed. In other words, the appellant claimed that

from the fact the organization was one that advocated the overthrow of Government by unlawful means and the fact that the person employed or to be employed was a member of the organization and knew of its purpose, it was so undesirable to presume that such member is disqualified for employment as to be a denial of due process of law. On this point the Supreme Court said: "We do not agree:

"The law of evidence is full of presumption either of fact or law. The former are, of course, disputable, and the strength of any inference of one fact from proof of another depends upon the generality of the experience upon which it is founded. . . .

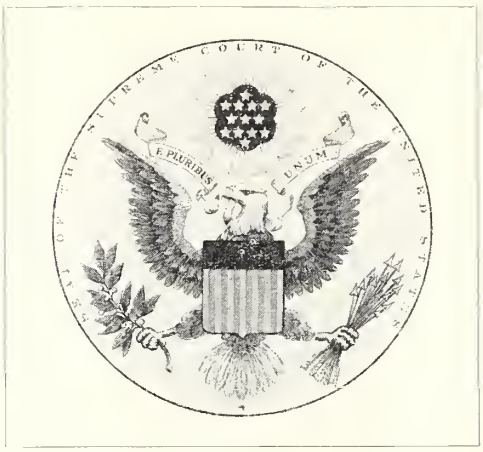
"Legislation providing that proof of one fact shall constitute prima facie evidence of the main fact in issue is but to enact a rule of evidence, and quite within the general power of Government. Statutes, National and State, dealing with such methods of proof in both civil and criminal cases abound, and the decisions upholding them are numerous."

The Court noted that membership in a listed organization found to be Communistic and known by the member to be within the statute "is a legislative finding that the member by his membership supports the things the organization stands for, namely, the overthrow of Government by unlawful means. We cannot say that such a finding is contrary to fact or that 'generality or experience' points to a different conclusion. Disqualification follows therefore as a reasonable presumption from such membership and support. Nor is there here a problem of procedural due process."

Prima Facie Evidence Is Rebuttable

The Supreme Court of the United States observed that the holding of the New York Court of Appeals below with respect to prima facie evidence is significant and quoted from that Court as follows:

The statute also makes it clear that . . . proof of such membership "shall constitute prima facie evidence of disqualification" for such employment. But, as was said in *Potts* v. *Pardee* (220 N. Y. 431, 433): "The presumption growing out of a *prima facie* case . . . remains only so long as there is no substantial evidence to the contrary. When that is offered the presumption disappears, and unless met by further proof there is nothing to justify a finding based solely upon it." Thus the phrase "*prima facie* evidence of disqualification," as used in the statute, imports a hearing at which one who seeks appointment to or retention in a public-school position shall be afforded an opportunity to present substantial evidence contrary to the presumption sanctioned by the *prima facie* evidence for which subdivision 2 of section 3022 makes provision. Once such contrary evidence has been received, however, the official who made the order of ineligibility has thereafter the burden of sustaining the validity of that order by a fair preponderance of evidence. (Civil Service Law, sec. 12–a, subd. [d].) Should an order of ineligibility then issue,



the party aggrieved thereby may avail himself of the provisions for review prescribed by the section of the statute last cited above. In that view there here arises no question of procedural process. 301 N. Y. 476, at page 494.

In concluding the Court said:

Where, as here, the relation between the fact found and the presumption is clear and direct and is not conclusive, the requirements of due process are satisfied. . . .

We find no constitutional infirmity in section 12–a of the civil-service law of New York or in the Feinberg law which implemented it, and the judgment is affirmed.

DISSENTING VIEWS

In the Feinberg case two Justices, Mr. Black and Mr. Douglas, each issued dissenting opinions concerning the abridgment of the constitutional principle of freedom of speech. Mr. Justice Frankfurter dissented on ground that the case was prematurely brought and should have been dismissed. Because of the wide interest in the pros and cons of this subject, a few excerpts from the dissenting opinions are given below:

Mr. Justice Black:

This is another of those rapidly multiplying legislative enactments which make it dangerous—this time for school teachers—to think or say anything except what a transient majority happen to approve at the moment. Basically these laws rest on the belief that Government should supervise and limit the flow of ideas into the minds of men. The tendency of such governmental policy is to mould people into a common intellectual pattern.

Mr. Justice Douglas:

I have not been able to accept the recent doctrine that a citizen who enters the public service can be forced to sacrifice his civil rights. I cannot for example find in our constitutional scheme the power of a State to place its employees in the category of second-class citizens by denying them freedom of thought and expression. The Constitution guarantees freedom of thought and expression to everyone in our society. All are entitled to it; and none needs it more than the teacher. . . .

The present law proceeds on a principle repugnant to our society—guilt by association. A teacher is disqualified because of her membership in an organization found to be "subversive." . . .

What happens under this law is typical of what happens in a police state. Teachers are under constant surveillance; their pasts are combed for signs of disloyalty; their utterances are watched for clues to dangerous thoughts. A pall is cast over the classrooms. . . .

Fear stalks the classroom. The teacher is no longer a stimulant to adventurous thinking; she becomes instead a pipeline for safe and sound information. A deadening dogma takes the place of free inquiry. Instruction tends to become sterile; pursuit of knowledge is discouraged; discussion often leaves off where it should begin.

This, I think, is what happens when a censor looks over a teacher's shoulder. . . .

. . . the guilt of the teacher should turn on overt acts.

Mr. Justice Frankfurter dissented for the reason that the case was prematurely before the Court and involved speculative issues. He observed:

. . . We are asked to adjudicate claims against its constitutionality before the scheme has been put into operation, before the limits that it imposes upon free inquiry and association, the scope of scrutiny that it sanctions, and the procedural safeguards that will be found to be implied for its enforcement have been authoritatively defined. I think we should adhere to the teaching of this Court's history to avoid constitutional adjudications on merely abstract or speculative issues and to base them on the concreteness afforded by an actual, present, defined controversy, appropriate for judicial judgment, between adversaries immediately affected by it. In accordance with the settled limits upon our jurisdiction I would dismiss this appeal.

With respect to the New York law and judicial procedure, Mr. Justice Frankfurter said:

The eight who are here as appellants alleged that they were municipal taxpayers

(*Continued on page 143*)

Education for the Nation's Defense

TWO Defense Information Bulletins, relating to controlled construction materials and self-authorization increase for construction, were issued recently by the Office of Education.

Allotment of Controlled Materials for Education Construction in the Third Quarter, 1952

A Bulletin, dated March 31, 1952, stated that third-quarter 1952 allocations of steel, copper, and aluminum for education construction just announced by the Defense Production Administration total 145,000 tons of steel, 5,410,000 pounds of copper, and 200,000 pounds of aluminum, broken down as shown on the chart.

The Office of Education, as claimant for schools, colleges, libraries, and museums, estimates that the third-quarter program determinations just announced will permit the commencement of construction of some 500 projects which had been deferred through second quarter, 1952, together with most requested third quarter, 1952, starts if received on or before April 15, 1952.

The more liberal allocations of steel for third quarter reflect an anticipated easement in the supply situation in that quarter, assuming continued high level production and no significant increase in defense production requirements. They do not, however, obviate the necessity for continued economical use of steel in school building design. In the case of copper no easement is expected and it will be necessary to hold requirements to the minimum. Substitutions of aluminum wire for lead-in cables and for heavy-gage installations between panel boxes will continue to be essential.

It should be emphasized that applications for controlled construction materials should, insofar as possible, be filed with the Office of Education on Form CMP–4C at least 90 days before the first day of the calendar quarter in which construction is to begin. This action can be taken after preliminary drawings and specifications have been approved by school officials.

Changes in construction controls as reflected in a recent revision of CMP Regulation 6 are summarized as follows:

All regulations formerly contained in Order M–4A, and Direction 1 to CMP Regulation 6, have been included in the amended CMP Regulation 6.

Prohibitions for the use of copper and aluminum are amended. (See sec. 24.)

The Office of Education is authorized to consider and pass upon adjustments and exceptions. Each request for an adjustment or exception shall be made by filing Form NPAF–24A.

Section 23 of the regulation limits the use of DO Ratings for "small construction projects" and prohibits the use of such ratings for metal-working machines, cooking stoves, refrigerators, office machinery, and office furniture. Further, a limitation is set on the dollar amounts where the ratings may be used.

The regulation permits the use of foreign and used steel in addition to a quantity of steel for which a builder has received an allotment with an authorized construction schedule, *provided* that he will not thereby require the use of greater amounts of copper or aluminum controlled materials than those for which he has received an allotment.

A builder without an authorized construction schedule may also use foreign and used steel *provided* that its uses will not require more copper or aluminum controlled materials than the amounts for which he is permitted to self-authorize under provisions of the regulations pertaining to the particular category or construction involved.

The regulation specifically provides that the permitted use of foreign or used steel shall not be recognized as the basis for claiming a hardship in any application for adjustments or exception to provisions of CMP Regulation 6 as revised.

The regulation increases self-authorization for school construction to 5 tons of carbon steel, including 2 tons of structural steel (but no wide-flange beams), and 200 pounds of copper or an equivalent amount of aluminum wire *per project per quarter* for educational institutions.

The self-authorization of aluminum for electrical wiring is permitted only if the builder reduces his copper requirements and uses the aluminum at the ratio of 1 pound of aluminum to 2 pounds of copper.

Self-authorization may not be used in recreation and amusement construction.

Self-Authorization Increase for Construction of Elementary and Secondary Schools

The National Production Authority announced on April 16, that beginning with the third quarter, 1952, builders of elementary and secondary schools will be permitted to self-authorize considerably larger amounts of critical materials for construction of individual projects in which at least 50 percent of the space is for classroom use.

The announced change will be formally confirmed through an amendment to CMP Regulation 6 which will be issued before July 1, 1952, the beginning of the third quarter. The amendment will pemit the builders themselves to authorize controlled materials in the following amounts *per project:* Up to 50 tons of carbon steel, of which a maximum of 7 tons can be structural shapes; 1,000 pounds of copper, and 1,000 pounds of aluminum.

It should be noted that these increases in self-authorization authority will not be effective until the third quarter of 1952 and

(*Continued on page 142*)

Item No.	THIRD QUARTER ALLOTMENTS	Higher education and libraries	Elementary and secondary education	Total	Percent increase over second-quarter allotment
		Tons	*Tons*	*Tons*	
10	Carbon steel (including No. 14)	30,000	115,000	145,000	13
14	Structural shapes	8,000	32,000	40,000	37
		Pounds	*Pounds*	*Pounds*	
40	Copper brass mill products	227,000	1,303,000	1,530,000	0
50	Copper wire mill products	450,000	3,440,000	3,890,000	1½
60	Aluminum	[1] 15,000	[1] 185,000	[1] 200,000	----------

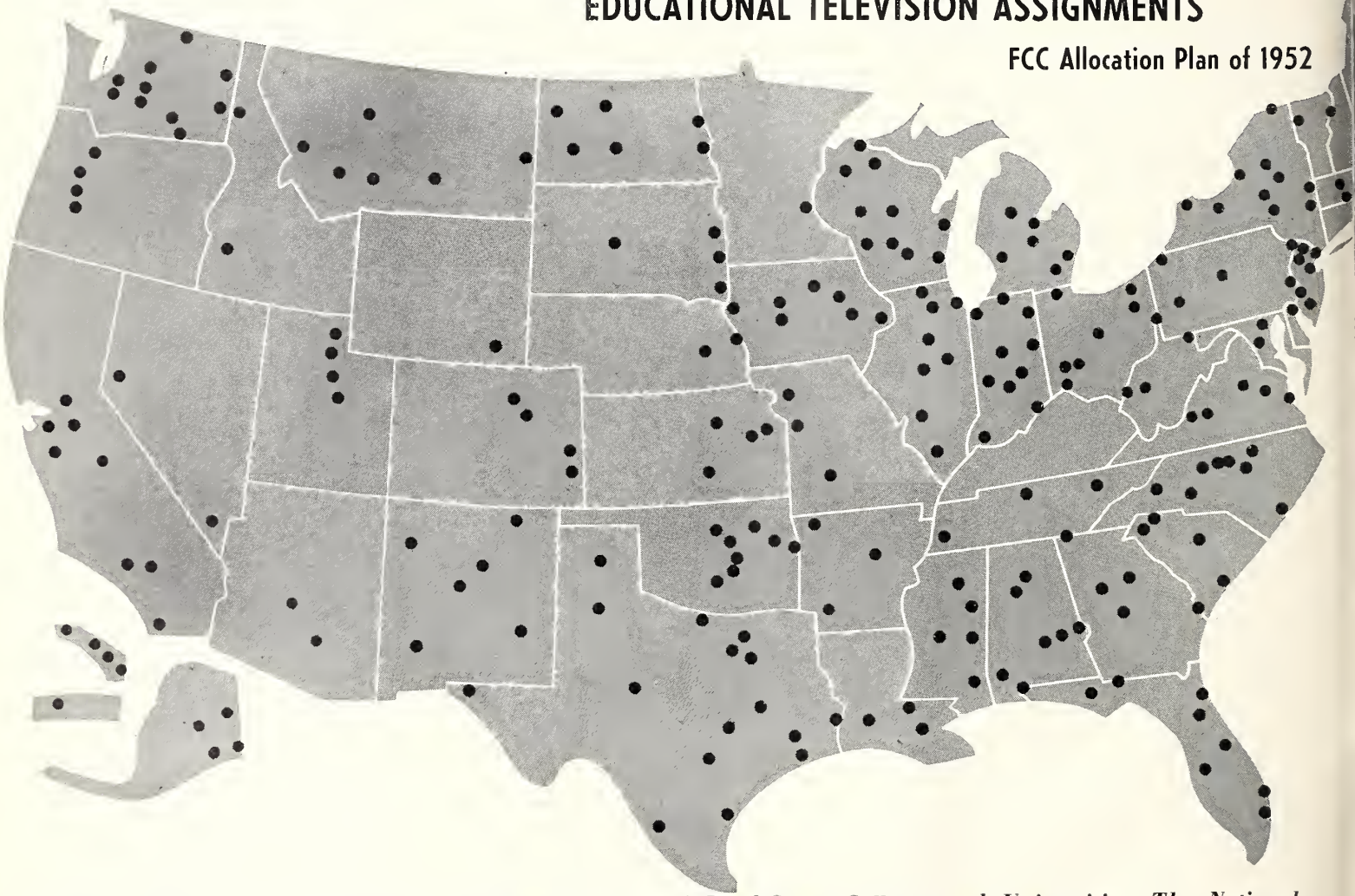
[1] For substitution for copper wire in electrical conduction only.

FCC Television Decision Opens New Era for E

This map indicates the distribution of educational television assignments included in the FCC Television Allocation Report of April 14, 1952. Of the television channels reserved for educational use, 80 are in the Very High Frequency band; 162 are in the Ultra High Frequency band. This includes 9 VHF reservations in the Territories of Hawaii, Alaska, and Puerto Rico. There is at present one educationally owned television station at Ames, Iowa, operating on a commercial license; no reservation was made at Ames. Reservations for Alaska are indicated at lower left of the map.

EDUCATIONAL TELEVISION ASSIGNMENTS

FCC Allocation Plan of 1952



Editor's note: The map that appears with this report was prepared by the Joint Committee on Educational Television. This organization is composed of the following groups: The American Council on Education, The Association for Education by Radio-Television, The Association of Land-Grant Colleges and Universities, The National Association of Educational Broadcasters, The National Association of State Universities, The National Council of Chief State School Officers, and The National Education Association of the United States.

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Discussing new TV allocations for education, left to right: Arthur S. Adams, President, American Council on Education; Edgar Fuller, Chairman, JCET, Executive Secretary, National Council of Chief State School Officers; Willard E. Givens, Executive Secretary, National Education Association; and Franklin Dunham, Chief of Radio–TV of the Office of Education, Federal Security Agency, representing Earl James McGrath, U. S. Comissioner of Education.

A NEW era for education may have opened when, on April 14, the Federal Communications Commission in Washington made final its decision to set aside television channels exclusively for noncommercial educational purposes, and provided educational television assignments in a total of 242 communities throughout the country. These assignments—33 more than the Commission proposed last spring—provide the foundation for education's own TV stations, and offer an unprecedented opportunity for the expansion of our educational and cultural frontiers.

In a statement to the press, Earl James McGrath, United States Commissioner of Education, said:

"The power and vitality of television, even in these years of its infancy, are well known to us. Now educators can plan to make full use of it. Through use of television, educational institutions will be able to bring the greatest teachers, the finest artists, scientists, and philosophers into schools and homes. Educational television can provide an unparalleled living showcase for museums, libraries, orchestras, and for the cultural, educational, and civic activities that can enrich the classrooms of the nation.

"In order to realize the great opportunity offered by these television assignments, educational stations must be built and put into operation as soon as possible. The Federal Communications Commission's decision must be implemented by actual broadcasting operations if its benefits are to be felt in the community. Thus, educators also face a serious challenge this year—a challenge to determine whether they will build and operate these stations, or whether they will allow this invaluable portion of the public domain, the television spectrum, to remain unused and ultimately to be turned to other than educational uses.

"Clearly then, educators in all of these cities must begin at once to initiate or complete plans for the construction and operation of their own independent television stations.

"As United States Commissioner of Education, I should like to express my gratification that the FCC has taken this far-sighted and public-spirited action, and my confidence that America's educators will not fail to meet this challenge and realize the opportunity that is theirs. The Office of Education, Federal Security Agency, stands ready to lend whatever assistance it can to educators throughout the country to enable them to get these stations on the air as soon as possible."

(Continued on page 140)

Inspect Your School for Fire Safety!

Many school officials have requested information on the availability of the *Self-Inspection Blank for Schools* which appears in *School Fire Safety*, Bulletin 1951, No. 13, U. S. Office of Education. This publication is available from the Superintendent of Documents, Washington 25, D. C., price 20 cents.

The Office of Education has been informed that a limited number of copies of the *Self-Inspection Blank for Schools* are available from the National Board of Fire Underwriters, 85 John St., New York City, 38 N. Y. For the benefit of those schools that have not been able to obtain the blank, *School Life* reproduces it here.

SELF-INSPECTION BLANK FOR SCHOOLS

Prepared by

The National Board of Fire Underwriters

Chicago New York San Francisco

Approved and Adopted by

The National Association of Public School Business Officials

If precautions are taken to minimize the danger of fire and to provide for safety in case fire occurs, real progress will be made in safeguarding life and protecting property. Intelligent thought and care in practice can eliminate practically all fires within schools.

INSTRUCTIONS

Inspection to be made each month by the custodian and a member of the faculty at which inspection only Items 1 to 20 need to be reported. At the quarterly inspection, a member of the fire department should accompany the above inspectors, and the complete blank should be filled out. The report of each inspection (monthly and quarterly) is to be filed with the Board of Education or School Commissioners.

Questions are so worded that a negative answer will indicate an unsatisfactory condition.

Date _____

Name of School _____ City _____

Class: Elementary _____ Junior High _____ Senior High _____

Capacity of School? _____ Number now enrolled _____

1. Are all exit doors equipped with panic locks? _____ Are these locks tested each week to insure ease of operation? _____ Do these lock securely so that additional locks, bolts or chains are not necessary? _____ Are such additional locks open whenever building is in use? _____
2. Are all outside fire escapes free from obstructions and in good working order? _____ Are they used for fire drills? _____
3. Is all heating equipment, including flues, pipes and steam lines:
   (a) in good serviceable condition and well maintained? _____
   (b) properly insulated and separated from all combustible material by a safe distance? _____
4. Is coal pile inspected periodically for evidences of heating? _____
5. Are ashes placed in *metal* containers used for that purpose *only*? _____
6. Is remote control provided whereby oil supply line may be shut off in an emergency? _____
7. Where is outside shut-off valve on gas supply line? _____
8. Check any of the following locations where there are accumulations of waste paper, rubbish, old furniture, stage scenery, etc., and explain under remarks: _____ basement, _____ furnace room, _____ stage, _____ dressing room in connection with stage, _____ attic, other locations _____.
9. Is the space beneath stairs free from accumulations or storage of any materials? _____
10. What material or preparation is used for cleaning or polishing floors? _____ Quantity on hand? _____ Where stored? _____.
11. Are approved metal cans, with self-closing covers or lids, used for the storage of *all* oily waste, polishing cloths etc.? _____
12. Are approved metal containers with vapor-tight covers used for all kerosene, gasoline, etc., on the premises _____ Why are such hazardous materials kept on the premises? _____.
13. Are premises free from electrical wiring or equipment which is defective? _____ (If answer is *No*, explain under Remarks.)
14. Are only approved extension or portable cords used? _____
15. Are all fuses on lighting or small appliance circuits of 15 amperes or less capacity? _____.
16. Are electric pressing irons equipped with automatic heat control or signal and provided with metal stand? _____.
17. Are sufficient fire extinguishers provided on each floor so that not over 100 feet travel is required to reach the nearest unit? _____ In manual training shops and in stage; 50 feet? _____.
18. Have chemical extinguishers been recharged within a year? _____. Is date of recharge shown on tag attached to extinguisher? _____
19. Is building equipped with standpipe and hose having nozzle attached? _____ Is hose in good serviceable condition? _____.
20. Is a large woolen blanket readily available in the domestic science laboratory for use in case clothing is ignited? _____

Remarks (Note any changes since last inspection)

The following items to be included in each quarterly inspection—

21. Building construction: Walls _____. Floors _____. Roof _____. No. stories _____. No. classrooms _____.
22. Which sections of the buildings are equipped with automatic sprinklers? _____
23. Are there at least two means of egress from each floor of the building? _____. Are these so located that the distance measured along the line of travel does not exceed—

From the door of any classroom, 125 feet? ----- From any point in auditorium, assembly hall or gymnasium, 100 feet? -----

24. Are all windows free from heavy screens or bars? -----
25. Do all exit doors open outward? -----
26. Are all interior stairways enclosed? ----- Are doors to these enclosures of self-closing type? -----
27. Are windows within 10 feet of fire escapes glazed with wire glass? -----
28. Are manual training, domestic science, other laboratories and the cafeteria so located that a fire in one will not cut off any exit from the building? -----
29. Is a smoke-tight projection booth, built of noncombustible materials, and vented to the outside, provided for the motion picture machine? -----
30. Are heating plant and fuel supply rooms cut off from the main corridors by fire-resistant walls, ceiling and doors? -----
31. Do all ventilating ducts terminate outside of building? -----
32. State type of construction of any temporary buildings in school yard -----
33. Is nearest temporary building at least 50 feet from main building? -----
34. How often are fire drills held? ----- Average time of exit? -----
35. Are provisions made for sounding alarm of fire from any floor of building? ----- Is sounding device accessible? ----- Plainly marked? -----
36. Give location of nearest city fire alarm box -----

How far distant from the premises? -----

Remarks

Inspector----- Title -----

Inspector----- Title -----

Inspector----- Title -----

Teaching Liberty and Justice

As you may know, many publications dealing with United States history and government are sold by the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C., at low prices, some as low as 5 cents. For instance, the publication "Our American Government—What Is It? How Does It Function?" might be particularly helpful to you. This 60-page pamphlet contains 284 questions and answers and gives a comprehensive story of the history and functions of our American Government. The pamphlet, listed in Price List 54, sells for 15 cents. Publications on the Constitution of the United States are listed in Price List 50. One listing is: *Constitution of United States* (with amendments 1–22) : 1951. 43 pages. 10 cents.

Price lists of Government publications, giving title, description of contents, and price, may be obtained free from the Superintendent of Documents. You may be particularly interested in getting copies of the following lists:

Price list 35—*National Park Service Publications.*

Price list 50—*American History;* Price list 53—*Maps.*

Price list 54—*Political Science;* Price list 55—*Indians, Smithsonian Institution Fine Arts Commission;* Price list 65—*Foreign Relations of the United States.*

Another publication dealing with liberty and justice is Office of Education Bulletin 1948, No. 15, costing 30 cents a copy. It is addressed particularly to young Americans and tells the story of how democratic government came about in this country.

Two publications about the flag of the United States are available from the Superintendent of Documents. They are: *Flag of the United States, Its Use in Commerce,* 51 pages, 10 cents; and *Joint Resolution to Codify and Emphasize Existing Rules and Customs Pertaining to Display and Use of the Flag of the United States of America,* price 5 cents.

Mathematical Needs of Engineering Students

The University of Illinois colleges of engineering and education and the mathematics department are jointly studying the mathematical needs of engineering students. Believing that those who expect to graduate in 4 years should be ready for analytic geometry when admitted to engineering, the University will soon require them to present two units of high school algebra, one of plane geometry and one-half each of solid geometry and trigonometry.

This solution, however, bears hard on many students and many high schools, particularly smaller schools. It also penalizes experimentation. So the University has accepted the Engineering-Education-Mathematics Joint Committee's recommendations for four other ways of meeting the entrance requirements. One of these is to pass a proficiency examination based on a list of 97 "indispensable mathematical concepts and skills" formulated by the Joint Committee with aid from national educational publications, State Division of Public Instruction bulletins, and high school teachers. The whole story—including suggestions to counselors—is given in a booklet, *Mathematical Needs.*

Committees are now devising an experimental 3-year mathematics program for the University (of Illinois) High School, formulating proficiency entrance examinations, and planning to publish their findings and recommendations. Additional information may be obtained from Prof. Lisle A. Rose, director, Engineering Information and Publications, 112 Civil Engineering Hall, Urbana, Ill.

Conservation Practices Result in 38 Percent More Schoolrooms

Conservation practices by the builders of elementary and secondary schools in the United States during the past fiscal year resulted in a steel consumption reduction of 134,000 tons. This permitted the construction of 38 percent more schoolrooms than would have been possible, with the steel allocated, if the previous year's type and rate of construction had prevailed.

For the erection of elementary and secondary schools which justified most of their requests for materials to alleviate overcrowded classrooms, 355,000 tons of steel were allocated. Certain construction, such as gymnasiums and buildings to improve instruction, were delayed one or more quarters awaiting a more plentiful supply of critical materials. An additional 44,000 tons of steel would have serviced this delayed construction.

PRACTICAL NURSING

(*Continued from page 131*)

analyze the duties of and the knowledge required by practical nurses. On the basis of this analysis, a bulletin [1] was issued covering these training elements. Just one year ago, a companion bulletin [2] was published as a guide to instruction. Both are invaluable and are extensively used in this country and are becoming well known in foreign countries.

Winning recognition for the practical nurse in the nursing field has been a long, difficult struggle, especially when one considers that she has always cared for the sick and was the forerunner of the professional nurse. Today, practical nursing is recognized as a definite vocation demanding specific skills and knowledge which can be supplied through a planned curriculum of instruction and supervised practice in a hospital. The student is taught to assist the professional nurse in the care of acutely ill patients as a member of the nursing service team. She learns how to meet the nursing needs of convalescent, subacute, and chronically ill patients of all ages in the home and in the hospital. She learns how to plan, prepare, and serve food, and is prepared to give other household assistance when necessary.

Trained practical nurses always work under the direction of a licensed physician or a registered professional nurse. The four women previously mentioned as having enrolled in a practical nurse training program found that there were many placement opportunities. Mary Wilson was employed as assistant to a public health nurse in the local visiting nurse association. Alice Miller was offered several positions, but after her marriage, she chose to work as office nurse for a physician. Mrs. Goodman preferred private duty nursing in homes, so she could plan her work hours to fit in with her home responsibilities. During the hours her children were in school, Mrs. Hollis was engaged as a general duty practical nurse in the Home for the Aged, which was situated close to her home. In all instances, the hospital in which they had practiced as students also offered them employment.

A survey conducted by the Office of Education of nearly 5,000 trained practical nurses, graduates of public school programs, 1947–50, showed that approximately 70 percent were employed by hospitals to give bedside nursing care. Ten percent chose to do private duty nursing in homes and hospitals. About 1 percent entered schools of professional nursing. A few worked in doctors' offices, and some were engaged by visiting nurse associations.

Placement opportunities for the trained practical nurse are expanding. Hospitals employing them are so well satisfied with their services they would employ three times as many if they were available. Convalescent homes, homes for the aged and infirm, general hospitals, special hospitals, physicians, and public health nursing agencies are eager to have their services. All of this is indicative of the broadening acceptance of, and the increasing need for, trained practical nurses.

[1] *Practical Nursing: An Analysis of the Practical Nurse Occupation with Suggestions for the Organization of Training Programs.* Washington, U. S. Government Printing Office, 1947. Price, 65 cents.

[2] *Practical Nursing Curriculum: Suggestions for Developing a Program of Instruction Based upon the Analysis of the Practical Nurse Occupation.* Washington, U. S. Government Printing Office, 1950. Price, 65 cents.

FCC TELEVISION DECISION

(*Continued from page 137*)

Editor's note: In an address before the American Council on Education, at Pennsylvania State College, April 21, 1952, Paul A. Walker, Chairman, Federal Communications Commission, said:

"The (Commission's) report . . . reserving the assignments 'will require more time for educational institutions than for commercial interests.' The report recognizes that 'the great mass of educational institutions must move more slowly and overcome hurdles not present for commercial broadcasters. . . .'

"But—and here is the point I want you to note most carefully—the report also makes this statement: '. . . the setting aside of channels for noncommercial educational use is precisely the same type of reservation of channels as that provided by the assignment table for commercial stations in the various communities, and the two should be governed by the same rules.'

"Do you realize the implication of that statement? . . . It means that just as an assignment for a commercial station may be deleted, so may an educational reservation be deleted. Need anything more be said to emphasize the need for immediate action?

"This is American education's year of decision. What you do this year may determine for a long, long time—perhaps for generations—the role of education in television.

"The time to act is now."

In a previous address, April 18, before the National Association of Educational Broadcasters, at Columbus, Ohio, Mr. Walker said: "Now let us examine the valuable estate to which you educators have fallen heir. There they are—242 television channels. And even more can be granted later."

LANGUAGE STUDY

(*Continued from page 130*)

through enlarged and improved opportunities for language study in the teacher training institutions. In the meantime various temporary devices can be used such as making high school teachers available on a part-time basis, using graduate students part time in communities where colleges and universities exist, and employing student teachers from nearby teacher training institutions. All these plans have been tried with success in some American cities.

In San Diego, for example, where fourth, fifth, and sixth grade classes in 30 schools are studying Spanish, the program has progressed through carefully guided experimental steps toward an assured place in the curriculum. Because of the outstanding leadership of principals, central office staff, and alert classroom teachers, city-wide foreign language offerings in the grades are possible in Los Angeles, Seattle, and several places in Texas. I understand that 10 elementary schools in St. Louis provide foreign language instruction through the cooperation of part-time teachers from the high schools. Lawrence and other cities in Kansas are developing successful techniques with student teachers from the University of Kansas. In the District of Columbia, television programs in French and Spanish will soon supplement the regular instructional program. But whatever the plan of organization, results indicate that elementary school children really like to study a foreign language and can learn it easily. The parents are pleased too. In some communities, in fact, the parents and lay public are ahead of the schools in their efforts to provide opportunities for foreign language experience in the grades.

Such practices can be adopted in hundreds of communities. There is no one perfect method for introducing language instruction in the elementary schools of the Nation. Each school system must of necessity be limited by the resources available, but much could be done at once in many places. It is this point that I wish to emphasize. I am not proposing that every child in every elementary school in every American community be required to begin the study of a foreign language. I am suggesting that as many American children as possible be given the opportunity to do so, and I believe that with a little ingenuity and determination this opportunity could be extended to hundreds of thousands.

Though some teachers of other subjects, some school administrators, and some laymen have opposed such a proposal, I believe many are now ready for it. Where experiments have been tried, children and their parents have generally been enthusiastic about the early study of foreign language. The world situation I believe is making our people generally conscious of the value of any type of instruction which will lead to greater understanding among peoples. If the study of languages can be made an integral part of a broader program of studies aimed at the objective of international understanding, I believe it will find a ready welcome and adequate support in many communities as it has already in some.

Greater emphasis should be given to language study in high schools and in colleges for the same reasons as apply to the elementary schools. It is particularly important that young people who have begun the study of a foreign language in the grades have the opportunity to continue their study through the secondary school and college years. If I have not treated extensively the place of language study in these institutions it is because, relatively, they are in a better position, and because the cause has many more advocates at the high school and college level. Nevertheless it must be admitted that enrollments in foreign languages have fallen relatively in both high schools and colleges in recent decades. Again in view of the world situation this decline has been unfortunate. I hope, and I believe if proper steps are taken, these trends can be reversed. We cannot wait for a generation of elementary school graduates to swell the numbers of those who can command other languages because of high school and college study. Officers of Government charged with the recruitment of men and women to enter the diplomatic service and the various technical assistance programs, to take only two illustrations, are desperately conscious of the lack of qualified persons to undertake such assignments. Students in the upper levels of the school system whose interests incline them to this type of occupation, the qualifications for which are rapidly being clarified, should be encouraged to prepare themselves in the use of foreign tongues. But because of our past practices many such persons will have to prepare themselves quickly for foreign assignments by taking intensive full-time language instruction.

Must Be Made Functional

If I may say so in the most constructive and kindly spirit, our present inadequate supply of Americans who can speak, read, and understand other languages has been caused in part by the language teachers themselves. To gain the popularity it deserves, language study must in my judgment be made more functional, if I may be permitted a single lapse into pedagese. From the elementary school through the college I believe the spoken language should be emphasized, and the many modern teaching methods and devices that have been so successfully employed put to maximum use. Moreover, unless language study is related to history, sociology, art, geography, and the other aspects of life which make up the totality of a culture, it will remain at best only partly alive—and it will not achieve the principal objective I now have in mind, namely, the preparation of our people for life in a world civilization which can be saved by only one means—understanding among peoples.

In the elementary schools this view implies that children while studying French, or Spanish, or German will at the same time be introduced at least at an elementary level to the many aspects of the daily lives of the people who use those languages. In the high schools and colleges, with increasing comprehensiveness and intensity of analysis as the upper levels of education are reached, I believe some form of area studies is desirable. Since I have developed rather fully the concept of area studies with language components on several other occasions I will not do so now. Suffice it to say here that a rounded program of this sort will vitalize all the disciplines contributing to it, including languages: and it will permit students to see broadly, critically, and discerningly a culture other than their own. Let it be clear that I am not minimizing the study of the specialized technical branches of language of interest primarily to certain types of students and future scholars. At the moment this is not my concern. But no proposal I am making, it seems to me, would interfere in any respect with the proper advancement of such studies.

Even though this discussion may be convincing, it may appear to some to be academic leading to no precise action. On the contrary this matter seems to me of sufficient importance to move me to propose that some organization, perhaps the Modern Language Association, take the leadership in bringing together a deliberative body to consider the status of foreign language study in our entire educational system with the special mission of considering the earlier study of foreign language by large numbers in the American schools. In this enterprise the Modern Language Association would doubtless wish to join its efforts with those of the National Federation of Modern Language Teachers Association, an organization which has obvious contributions to make to such an endeavor. Without attempting to determine the types of representation in such a body I would suggest that it include in addition to language teachers, representatives of the disciplines of history, sociology, anthropology, education, and psychology. It should also include administrative and guidance officers since these groups can be very effective in setting policy and influencing the attitudes of students. Persons in several branches of Government charged with the responsibility of finding personnel for overseas assignments could well be included since they daily meet the vexing problem of recruiting persons skilled in the use of foreign tongues.

Such a group of persons chosen because of their vital interest in this matter could analyze the existing situation and make convincing proposals concerning the importance of language study in American life. It could also be influential with the members of the academic fraternity in the establishment of adequate language programs, and it could further sensitize the lay public to the need for language instruction

and enlist support for it. This is a matter which deserves the earnest consideration of all members of the academic profession and of all laymen as well. I return to the point I emphasized at the outset. The United States is, whether we like it or not, in a position of world leadership. If it is to discharge its obligations wisely and well our citizens must understand other peoples and other cultures. To gain such understanding many Americans must command a knowledge of one or more foreign languages. If they are to acquire these language skills our school system must provide opportunity beginning in the early grades for many children to study other tongues. It is in the national interest for members of the profession and laymen to unite their energies in an effort to increase the study of foreign language among our people. In doing this I firmly believe they will be making a vital contribution to the well-being of our people, to our national prosperity, and to international understanding and peace.

EDUCATION FOR DEFENSE

(Continued from page 135)

that the maximums refer to the total quantities of materials needed to complete the project rather than to quarterly requirements. Details of the procedure to be followed will be provided upon the issuance of the amendment to CMP Regulation 6.

Self-authorization limitations for educational construction other than elementary-secondary projects specified in paragraph 1 above, are not affected by the proposed amendment to CMP Regulation 6. Self-authorization of other types of educational facilities will continue to be limited to the following amounts *per project per quarter:* 5 tons of carbon steel of which not more than 2 tons may be structural; 200 pounds of copper, or if it is substituted for copper, 100 pounds of aluminum.

SPECIAL NOTICE

This is the last issue of SCHOOL LIFE for the 1951–52 academic year. We shall look forward to having you as one of our readers in 1952–53. If your subscription to SCHOOL LIFE expires with this issue, please send your request for next year's service to the Superintendent of Documents, Washington 25, D. C., so you will be sure to get the first issue this fall.

FCDA Lists Defense Terms

The Federal Civil Defense Administration recently prepared a glossary of words and terms selected to apply directly to the various phases and activities of civil defense. This listing is intended for the information and instruction of students, and is in three parts, addressed to those of (1) elementary schools, (2) high schools, and (3) colleges.

A few of the most frequently used terms are listed here. Copies of the complete civil defense vocabulary may be obtained by writing to Federal Civil Defense Administration, Washington 25, D. C.

Airburst: Bursting of a bomb at such height that the "fire ball" does not touch the ground.

Alert: A warning, through the Attack Warning System, that an enemy attack is anticipated.

All Clear: A signal which tells that immediate danger from attack is over.

Assembly Point: Place where mobile support groups meet.

Attack Warning Devices: Horns, sirens, bells, alarms or other equipment used to warn of actual or coming attack.

Biological Warfare: Warfare conducted by attacking people, animals and crops with living organisms or their products. (Abbreviation—BW).

Blood Services: Donor recruitment, procurement, storage, processing, and preparation of blood for shipment.

Bomb Reconnaissance: Seeking out and disposing of unexploded military supplies.

Civil Defense Tactics: Planned use of manpower and material resources to meet the problems arising from specific enemy attacks.

Disaster Plan: A plan, put into effect in a disaster, providing for civil defense.

Disaster Ration: A specially prepared and packaged food unit for use in a disaster.

Emergency Operations: Actions taken in an emergency to alert, direct and coordinate civil defense organizations in areas affected by attack.

Emergency Operations Center: Establishment for carrying out emergency operations.

Evacuation: Organized removal of people from a dangerous area.

Evacuation Area: A place to be evacuated or cleared of people.

Evacuation Authority: State agency which plans and administers evacuation; operates in cooperation with other State agencies and under guidance of Federal authorities.

Fission Products: A collective term applied to atomic fragments resulting from nuclear fission. Most of these are radioactive.

Flash Burn: A burn caused by exposure to light or heat waves.

Gamma Rays: High frequency electromagnetic rays emitted from nuclear transformation.

Geiger Counter: A tool used to find and measure atomic radiation.

Ground-burst: An explosion on or near the ground.

H-Bomb: Abbreviation for hydrogen bomb.

Hydrogen Bomb: A bomb which might be developed, based upon the melting together of hydrogen atoms.

Lingering Radioactivity: Radioactive particles, technically called "fission products," remaining after an atomic explosion; also called "ashes."

Mass Care: Providing of food, clothing, shelter for groups of people.

Mass Care Center: A place where mass care is provided.

Nerve Gases: Gases which affect the nervous system.

Radiation: Energy coming from molecules

and atoms, such as those let off by atomic explosions.

Radioactive Mist: A cloud or mist, containing radioactive particles, caused by an underwater atomic explosion.

Reassembly Point: Designated point where civil defense forces assemble after operational deployment and before return to home station or to another deployment.

Red Alert: Warning that enemy attack is imminent; public warning devices are sounded, the populace takes shelter, normal civil activities are suspended and civil defense control centers continue operation.

Rendezvous Area: Assembly area, outside of the perimeter, for mutual aid and mobile support forces to meet.

Warden: The volunteer in charge of civil defense activities for a block or a building.

Conference on Elementary Education

The Sixth Annual Conference on Elementary Education was held at the Office of Education headquarters in Washington on April 30–May 1–2 and was attended by representatives of approximately 70 organizations. Delegates came from both professional and lay organizations that sponsor programs related to the education of children.

Better Education Through Cooperative Action was the general theme selected by the delegates to this year's conference. Four groups met in work sessions to consider the following topics based on a preliminary survey of the concerns of the organizations: (1) Making Greater Use of Our Knowledge of Child Development, (2) Helping Children Grow With Regard to the Responsibilities and Rights of Democratic Living, (3) Improving the Curriculum to Meet the Needs of Children in Today's World, and (4) Securing Better School Services for Children.

The conference was sponsored by the Elementary Section of the Office of Education under the chairmanship of Dr. Wilhelmina Hill. An account of the conference will appear in a later issue of *School Life* and a more detailed report will be issued and distributed by the Elementary Section.

Education—An American Heritage

WE, THE PEOPLE of New York State, believing in the equality of opportunity for all and realizing that education is fundamental to our democratic way of life, do hereby recognize and accept these basic premises:

- ****that every youth shall be afforded the opportunity to obtain at least a high school education;**
- ****that every youth shall have the fullest opportunity for moral and ethical development in keeping with our American heritage;**
- ****that every youth has certain needs and responsibilities that are common to all youth and to the perpetuation of our democratic society;**
- ****that every youth, as a person of inherent worth, differs from every other young person in respect to health, mental ability, interests and background.**

Since these premises are self-evident to those who have faith in our democracy, it becomes necessary that our high schools provide:

- ****a program of studies in general education that will insure the unity of our people for the common good;**
- ****diversified experiences and educational services that will meet the educational, vocational and avocational needs of our youth;**
- ****a variety of standards flexible enough to permit each to succeed according to his own ability;**
- ****counseling that will help young people make intelligent choices beneficial to self and society;**
- ****those services that will assist youth to be physically and mentally healthy;**
- ****qualified teachers, extended research and expanded facilities to meet more effectively the changing demands on education.**

Recognizing that the school is but one segment of our complex society requiring the full support of the community, we conceive it our duty as citizens of New York State to provide for the full support of these schools to guarantee each youth his American Heritage.

—Regents Council on Readjustment of High School Education

Credo adopted by the council November 9, 1951

SUPREME COURT DECISION

(Continued from page 134)

and were empowered, by virtue of N. Y. Gen. Municipal Law, Sec. 51, to bring suit against municipal agencies to enjoin waste of funds. New York is free to determine how the views of its courts on matters of constitutionality are to be invoked. But its action cannot of course confer jurisdiction on this Court, limited as that is by the settled construction of Article III of the Constitution. We cannot entertain, as we again recognize this very day, a constitutional claim at the instance of one whose interest has no material significance and is undifferentiated from the mass of his fellow citizens. *Doremus* v. *Board of Education*, 342 U. S. —. [N. J. Bible Reading case dismissed by the Court on same day.]

In concluding his dissent he noted:

This statement of reasons for declining jurisdiction sounds technical, perhaps, but the principles concerned are not so. Rare departures from them are regrettable chapters in the Court's history, and in well-known instances they caused great public misfortune.

New Books and Pamphlets

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

A Manual for Parents of Pre-School Blind Children. By Edith L. Speer. New York, The Lighthouse of the New York Association for the Blind, 1951. 16 p. Illus.

The Modern Rural School. By Julian E. Butterworth and Howard A. Dawson. New York, McGraw-Hill Book Company, Inc., 1952. 494 p. $5.00.

Practical Applications of Democratic Administration. Edited by Clyde M. Campbell. New York, Harper & Bros., 1952. 325 p. (Education for Living Series) $3.00.

Study Guide on Policies and Practices Affecting Elementary Schools. By the Association of Assistant Superintendents, Board of Education of the City of New York. New York, Board of Education, 1952. 114 p.

Recordings for High School English Classes. Compiled by John T. Muri. Hammond, Ind., Hammond Public Schools, 1951. 30 p.

Supplementary Statements on Education and National Security. By Erwin D. Canham, Henry H. Hill, and Henry T. Heald, with an Introduction by Arthur S. Adams. Washington, D. C., American Council on Education, 1952. 27 p. $0.25.

Ways of Working to Bring About Desired Change in Teacher Education. 1952 Yearbook. By Erwin H. Sasman. Lock Haven, Pa., State Teachers College, The Association for Student Teaching, 1952. 243 p. $2.00. (May be ordered from Allen D. Patterson, Executive Secretary of the Association for Student Teaching, State Teachers College, Lock Haven, Pa.)

Citizens Workbook for Evaluating School Buildings. By Jack L. Landes and Merle R. Sumption. Dubuque, Iowa, Wm. C. Brown Co., 1951. 39 p. $1.50.

Feelings Are Facts. By Margaret M. Heaton. (First published by the San Francisco Public Schools) New York, National Conference of Christians and Jews, 1951. 60 p. $0.25.

Holiday Plays for Teen-Agers. A Collection of One-Act, Royalty-Free Plays for Important Occasions, by Helen Louise Miller. Boston, Plays, Inc., 1952. 355 p. $3.50.

Things to Do In Conservation. Teacher's Guide to Activities and Source Material, by Byron L. Ashbaugh. Solomons Island, Maryland Board of Natural Resources, Department of Research and Education, 1951. 41 p. Illus. (Educational Series, No. 28) $0.25.

Selected Theses in Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the Federal Security Agency Library, where they are available for interlibrary loan.

Attitude of Secondary School Students Toward Certain Factors Affecting Occupational Choice. By Gertrude E. Twombly. Master's, 1950. Boston University. 78 p. ms.

Attitudes of Teachers Toward the New York State Regents' Examinations in Science. By David J. Miller. Master's, 1952. University of Michigan. 65 p. ms.

Children in the Upper Elementary School: A Text or Reference About Children of the Upper Elementary School, Between the Approximate Ages of Eight to Eleven; Their Development, Their Needs, Their Curriculum; for the Use of Prospective Teachers and Teachers in Service. By Alvina T. Burrows. Doctor's, 1949. New York University. 282 p. ms.

The Determination of the Extent to Which Reading Reinforced by Hearing Shows a Gain in Comprehension in Comparison With Reading Alone When Comparable Materials Are Used. By Grace L. Dodge. Master's, 1951. Boston University. 71 p. ms.

Differences in the Job Satisfaction of Urban Teachers as Related to Age and Other Factors. By George H. Johnson. Doctor's, 1951. Syracuse University. 307 p. ms.

The Effect of Reading Instruction on Achievement in Eighth Grade Social Studies. By Kathleen B. Rudolf. Doctor's, 1949. Teachers College, Columbia University. 72 p.

A Summary of Intercultural Materials and Methods at the Secondary Level of Education, 1941–1950. By Alvaious Y. Burleson-Simon. Master's, 1951. University of Cincinnati. 86 p. ms.

The Treatment of the Immigrant in American History School Textbooks. By Collins J. Reynolds. Doctor's, 1951. Harvard University. 128 p. ms.

U. S. GOVERNMENT PRINTING OFFICE: 1952

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EDUCATIONAL AIDS from Your Government

HOW TO ORDER

Free publications listed on this page are available in limited supply only 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., unless otherwise indicated.

Office of Education

Art Time for Exceptional Children. By Arne W. Randall. Reprinted with permission from *School Arts*. Free.

Earned Degrees Conferred by Higher Educational Institutions 1950–51. By Robert C. Story. Circular No. 333. February 1952. 60 cents.

Education for the Aging. Adult Education References No. 6. April 1952. Free.

Education Directory 1951–52—Part 2, Counties and Cities. 1952. 25 cents.

Effect of Television on School Achievement of Children. By Franklin Dunham. Reprint from *School Life*, March 1952. Free.

First Progress Report of the School Facilities Survey 1951–1952, Authorized by Title I, Public Law 815, 81st Congress. Prepared by the School Housing Section. 1952. 40 cents.

Graduates and Drop-Outs in Virginia. By Leonard M. Miller. Reprint from *School Life*, March 1952. Free.

I Challenge TV . . . By Earl James McGrath, U. S. Commissioner of Education. Reprinted with permission from *Parade*, March 1952. Free.

Manual of Instructions for Preparation of CMP–4C Applications for School, College, Museum, and Library Construction. Division of Civilian Education Requirements. May 1, 1952. Free.

Measurement and Cumulative Record Index. Compiled by David Segel. Misc. 3405, February 1952. Free.

Offerings in Guidance and Other Phases of Student Personnel Programs in Colleges and Universities, Summer 1952. By Willard W. Blaesser and Clifford P. Froehlich. Misc. 3162, Revised 1952. Free.

Science Books for Boys and Girls—A Bibliography. Selected References, Elementary Education Series No. 26, February 1952. Free.

U. S. Government Films for Television. By Seerley Reid and Anita Carpenter. February 1952. Free.

Federal Security Agency

A Drop in the Bucket. A motion picture on fluoridation. Public Health Service, Division of Dental Public Health. Available in 16-mm. sound, color and black and white, and runs 13 minutes. Available on loan basis from State Health Departments. For sale by United World Films, Inc., 1445 Park Avenue, New York 29, N. Y.

Motion Pictures on Child Life, List of 16-mm. Films. Children's Bureau. 1952. 40 cents.

Other Government Agencies

Civil Service Commission

Working for the U. S. A., Applying for a Civil Service Job, What the Government Expects of Federal Workers. 1952. 10 cents.

Department of Agriculture

Agricultural Statistics, 1951. Bureau of Agricultural Economics. 1951. $1.75.

Fitting Coats and Suits. Home and Garden Series No. 11. 1952. 15 cents.

Food Guide for Older Folks. Bureau of Human Nutrition and Home Economics. 1952. 5 cents.

Handling Apples From Tree to Table. Circular No. 659. Revised 1951. 20 cents.

Peaches, Facts for Consumer Education. Agriculture Information Bulletin No. 54. 1951. 10 cents.

Poultry Grading Manual. Production and Marketing Administration. 1952. 35 cents.

Raindrops and Erosion. Circular No. 895. 1951. 15 cents.

Department of Commerce

Bureau of the Census Manual of Tabular Presentation. $1.50.

Historical Statistics of the United States, 1789–1945. Bureau of the Census. $2.50.

National Income and Products of the United States 1929–1950. Office of Business Economics. 1951. $1.00.

Special Days, Weeks, and Months in 1952. Office of Business Economics. 15 cents.

Statistical Abstract of the United States, 1951. 72nd Edition. Bureau of the Census. $3.00.

Department of Defense

Antarctic Bibliography. 1951. $1.25.

Department of Defense, Semiannual Reports. The semiannual report of the Secretary of Defense, together with those of the Secretaries of the Army, the Navy, and the Air Force, for the 6-month period from July 1 to December 31, 1951. 20 cents.

Marine Aviation in the Philippines. In World War II. 1951. $2.50.

Department of Labor

After Teen-Agers Quit School, Seven Community Programs Help Would-Be Workers. Bureau of Labor Standards. 1952. 25 cents.

Mobilizing Labor for Defense, Labor Yearbook, Volume 1, Fiscal Year 1951. 39th Annual Report of the Secretary of Labor. 75 cents.

Outlook for Women in Social Work, General Summary. Women's Bureau. 1952. 30 cents.

Physical Examinations for Children Going to Work—An Analysis of the Records of 2,347 Children Applying for Employment Certificates in New York City. Bureau of Labor Standards. December 1951. Free.

Department of State

Our Foreign Policy, 1952. Department of State Publication 4466, General Foreign Policy Series 56. 25 cents.

Participation of the United States Government in International Conferences, July 1, 1949–June 30, 1950. Department of State Publication 4216, International Organization and Conference Series I, 14. 1951. 70 cents.

Federal Civil Defense Administration

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Compiled by Edna K. Cave
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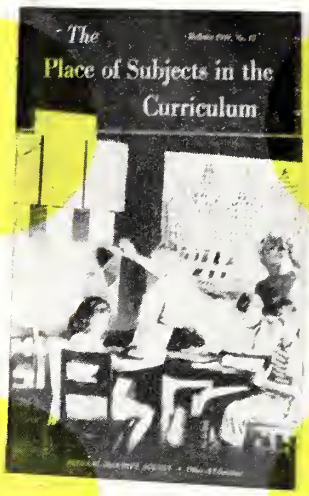

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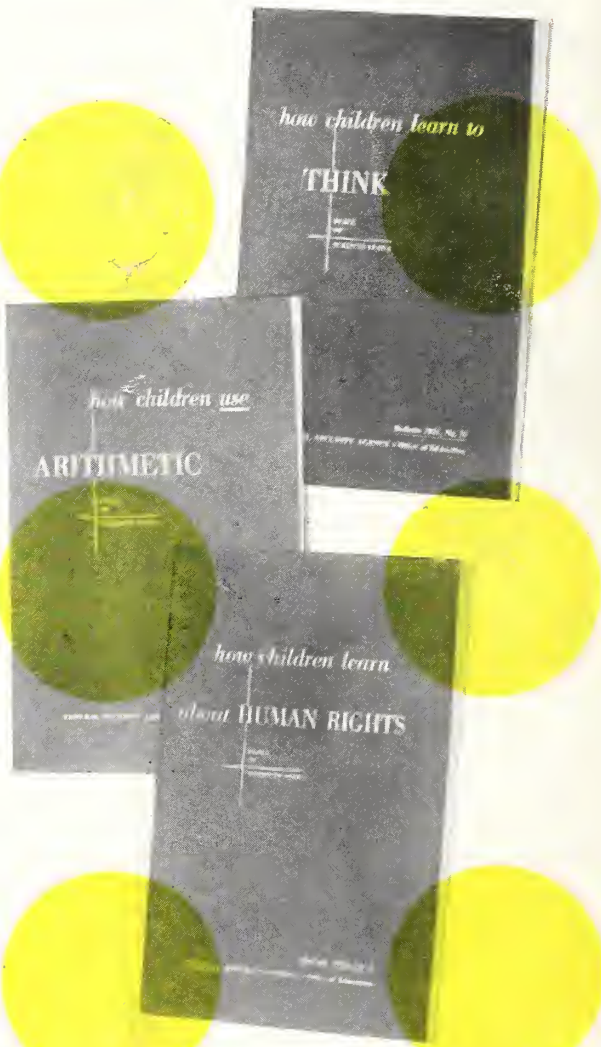

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School Life

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