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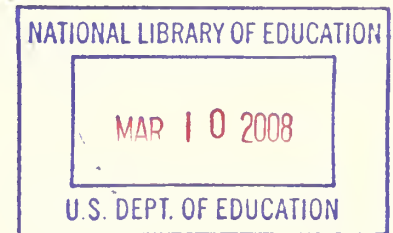


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Cover photograph, courtesy the Denver Public Schools, Denver, Colo., shows children locating a point on a world globe. See article, "World Understanding in Elementary Schools," on page 2.

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School Life Spotlight

"... I hope that all Americans will join . . . in dedicating themselves to this critical struggle for men's minds . . ."— 1



"... We seem to have gotten somewhat past the Dutch wooden shoes hurdle, but many of the things written about Asia and other areas are equally out of date . . ."— 3



"Major changes have been introduced in the techniques for ascertaining what are the objectives aimed at by a school . . ."— 4



"A Negro student has a constitutional right to an education equivalent to that offered by the State to students of other races . . ."— 6



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"... Come war, come peace, we dare not ignore the long leverage which the schools exert."— 10



"... the best step in foreign policy during my entire tour of duty in public life . . ."— 15

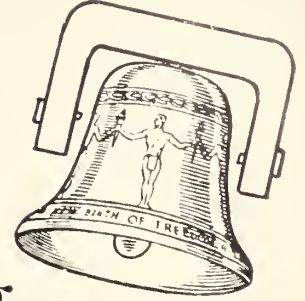
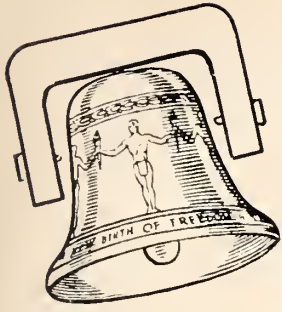
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Make Freedom Ring

SCHOOLS and colleges have been asked to lend their support to the Crusade for Freedom, a national campaign to give tangible demonstration to all peoples of the world that we in the United States firmly believe in and will work for freedom and peace.

Endorsed by Educators

General Lucius D. Clay, military governor for Germany during the Berlin airlift, recently agreed to become national chairman of the Crusade for Freedom. (National Headquarters, 350 Fifth Avenue, New York 1, N. Y.) Many educators have endorsed the current campaign and are actively participating in it.

Signatures Enshrined

During the month of October the Crusade for Freedom will give millions of men, women and children opportunity to sign Freedom Scrolls. Names on these Freedom Scrolls will be recognized as personal declarations of belief in world freedom and peace. The scrolls will be given wide circulation across the Nation. They will be permanently enshrined in the base of a 10-ton Freedom Bell, 8 feet high, that has been especially cast.

On United Nations Day

To be dedicated in Berlin on United Nations Day, October 24, the Freedom Bell, symbol of the Crusade for Freedom, will ring out in tribute to those giving their lives in today's struggle for human freedom. It is planned that simultaneously church, school, and community bells will resound throughout the United States and many nations of Western Europe in symbolic dedication to the cause of freedom for all mankind.

From the President

Through the Crusade for Freedom it is hoped that there will be launched a major international offensive for freedom and peace.

President Truman has said, ". . . I hope that all Americans will join . . . in dedicating themselves to this critical struggle for men's minds . . ." I am sure that American education will do its full part in this great crusade to "make freedom ring."

U.S. COMMISSIONER OF EDUCATION



World Understanding in Elementary Schools

by Wilhelmina Hill, Specialist for Social Science, Division of Elementary and Secondary Schools

SCHOOLS OF TODAY must devote their energies toward world understanding and cooperation as never before. The world situation with its misunderstandings, barriers to communication, technology, aviation, and new destructive weapons makes this imperative.

Herold C. Hunt, Chicago's Superintendent of Schools, says, "The ability to get along with people is the characteristic that merits greatest emphasis in all teaching today. With the shrinking of space which has been brought about by modern science and the consequent state in which we find ourselves of 'being neighbor to the world,' it becomes necessary to enlarge our horizon to include world understanding in our efforts to develop this ability to get along with people. It is an old adage which reminds us that we never knew a person we didn't like and, since we know that we get along with the people we like, we must include that concept of global understanding that peace may be maintained throughout the world."

What is the role of the elementary school in this undertaking? Can children of primary and intermediate grades approach the problem of world understanding?

The answers lie in the maturity levels and needs of the children themselves. They can begin to learn cooperative ways of getting along with others from their first experiences at home and school. Effective skills in human relationships begin with the young and should develop as individuals broaden their scope of living.

The kind of experiences in human relationships that children have daily in school, home, and community provide the opportunities through which they may become cooperative individuals on a much broader scale. A democratic permissive atmosphere in which pupils and teacher plan, work, and evaluate their learning enterprises together is essential to this social development of individuals. It is a characteristic of many modern elementary schools. It should be evident in all.

Children of elementary grades can learn many things about the people of the world. Their environment today often contains many elements which make such a study natural and within the scope of the children's interests and concerns. Food, toys, newspapers, radio, television, foreign visitors, returned travelers, relatives, letters, international exchanges, music, dance, stories, and art are some of the media by which children have foreign contacts in their own lives.

Throughout elementary grades, the pupils show considerable interest in other children regardless of where they live. Sometimes they are not as interested in the adult affairs of a foreign country or region as their teachers or textbook writers might think desirable. Perhaps we should take a clue from this, and make further effort to relate subject matter about peoples and countries more closely to children's real interests and

concerns. If elementary children are studying about food, they are likely to be interested in and learn about the food they themselves eat and about the food children and adults eat in other lands. But the children must not be left out so that boys and girls make just a study of *people* only.

Elementary social studies curricula offer numerous opportunities for teaching about the peoples of the world. In one west coast school system each third grade studies one nationality group which has representatives in the culture pattern of its city. Hence in one school, the children may learn about people of Italian and in another about those of Swedish birth or ancestry.

Many fourth-grade courses suggest studies of communities or regions in various parts of the United States or abroad. A good many sixth-grade programs provide for the study of the people of the Americas and others of people who live in various



Denver, Colo., school children use both small and large globes to study world geography. Photograph courtesy Denver Public Schools.

parts of the Eastern Hemisphere. Often seventh graders study peoples of the world with emphasis on either the geography or history of their regions or on both. In those systems where the curriculum doesn't include regional studies in elementary grades, there is a real opportunity for teaching such topics or units as aviation, radio, or housing from a world point of view, beginning with the local and then widening horizons as far as the children are able to go.

It is evident then that the elementary curriculum offers excellent possibilities for developing world understanding. The question now arises, *How may such learning be made meaningful and realistic?*

The experience approach should be used whenever possible and appropriate. Children learn what they experience; they learn that which they accept. Direct experiences in the area of world understanding are possible in 1950. Modern "know-how" in communication, transportation, international exchanges, and teaching techniques has made this possible.

Children can learn skills in human relationships and cooperative ways of living together in school and community. They can engage in international exchanges of letters, albums, records, and art. Many can have the privilege of meeting a visitor or traveler from a foreign land or some person in the community who has come from another country. All can have frequent contact with other peoples through newspapers, magazines, books, films, radio, or television.

Some of these experiences may come about in connection with social studies units. Others will be just a part of the daily living in the school. Some will have to do with music and dance, and others with literature and creative drama.

By no means should reading and study be neglected in such an experience approach. But the study will take on greater meaning because it is related to living, to the child's social environment.

A plea is in order here for more accurate and realistic reading and pictorial materials concerning the world's people. It is hoped that persons who select such materials will try to obtain those which show how people live in other parts of the world today rather than how they lived 10 or 20 years before the last World War. Foreign visitors are often amazed to see how the life of their countries is pictured in some of our reading materials. An example is the

stereotype Chinese child with the pigtail. We seem to have gotten somewhat past the Dutch wooden shoes hurdle, but many of the things written about Asia and other areas are equally out of date.

One school superintendent, Evan Evans of Winfield, Kans., was a member of the European Flying Classroom last spring. Prior to the trip, he was invited to visit elementary classes in his system and tell the children about the places he expected to go. The children became interested and began to make plans to "go along." They followed his itinerary closely on maps of Europe.

SUGGESTIONS for teachers, supervisors, principals, and others involved in curriculum development may be found in *World Understanding Begins With Children*, Office of Education Bulletin 1949 No. 17, by Delia Goetz, Division of International Educational Relations. Copies are available from the Superintendent of Documents, Washington 25, D. C., price 15 cents.

Another useful publication is *The Unesco Story*, "a resource and action booklet for organizations and communities." Address your request for this 112-page report to The U. S. National Commission for UNESCO, attention UNESCO Relations Staff, Department of State, Washington 25, D. C.

From each of the 11 countries visited, the superintendent sent post cards, a piece of money, a few postage stamps, and when possible, maps and other materials related to the geography of the country. A real interest developed on the part of the students, who wondered when the next mail would come and checked to see how long it took the air-mail post cards to arrive after being mailed. It was generally conceded by the teachers and by the parents that there had been a greater interest in the study of European geography than there had been for many years. Distances became more real, and economic and social conditions were better understood.

What can be done about teaching elementary school children about organizations for international cooperation? A great deal is being done through participation in the various exchanges of the Junior Red Cross. Less is being accomplished with regard to United Nations and its specialized agencies, such as UNESCO and FAO. The New York City, St. Paul, Minn.,

and Bay City, Mich., public schools have issued excellent bulletins on ways in which United Nations and its various branches may be included in the curriculum at the various elementary levels.

Some children's organizations, as Boy Scouts and Girl Scouts, have clubs and members in other countries. These offer opportunities for children to participate directly in the programs of international organizations.

Pearl Wanamaker, President, National Council of Chief State School Officers and Washington's State Superintendent of Public Instruction, emphasizes that, "The future of free men rests largely with the United States.

"If our millions of American public school children are to be taught the techniques and the responsibilities of democratic action, this instruction must be part of the school program every day of every school year for every child. Stress must be placed upon our basic institutions as those agencies which function for the good of all people, and in which both children and adults share. School administrators and teachers, working with parents and community leaders, must inventory existing organizations for local, State, national, and international cooperation, and then provide boys and girls with direct opportunity to share in these programs.

"There is no substitute for democratic action. Through our groups working together for the betterment of mankind, we can give to our school children the opportunity to learn firsthand the rights and privileges of a devoted, dynamic national and world citizenship.

"In Washington State many elementary schools teach specific units on the UN and UNESCO. Units include elementary research, committee and class discussions, impersonations and dramatizations pertaining to the UN structure, functions, and agencies. Outgrowing pupil projects, such as sending friendship letters, making flags of UN nations, keeping scrapbooks of UNESCO stories, and affiliating with elementary schools abroad are frequent."

Because of the urgency for improving world relations in this school year of 1950-51, the development of world understanding should rank high on the priority list of those responsible for developing school programs. Let each of us face the question, *"What is our school system doing about world understanding in the elementary schools?"*

New Evaluative Instruments for Secondary Schools

by Carl A. Jessen, Chief
School Organization and Supervision

THE 1950 edition of the *Evaluative Criteria* is off the press following intensive work for 2½ years on its development. Like its forerunner printed in 1940, it is a product of the Cooperative Study of Secondary School Standards and is distributed through the American Council on Education.

The Cooperative Study was organized in 1933 by the regional agencies of secondary schools and colleges operating in New England, Middle States, Southern, North Central, Northwestern, and Western sections of the United States. These regional associations selected representatives from among their memberships and these representatives acting as a body became the General Committee responsible for the Cooperative Study.

The Committee secured funds from the parent associations and from the General Education Board, employed a research staff, and after 6 years of research and experiment produced instruments for the evaluation of schools which were published in 1940. The three publications most essential for school evaluations were a manual entitled *How To Evaluate a Secondary School*, the *Evaluative Criteria*, and *Educational Temperatures*, a set of forms for reporting graphically the results of evaluations.

Why a Revision

It was realized at the time that the instruments thus produced would probably need to be revised, partly because of new developments in education, partly because, even with the try-out which had been conducted in 200 schools before publication, further use of the evaluative instruments would be likely to reveal ways in which they and procedures for their application could be improved. Against the possibility that such a revision would need to be undertaken, the Cooperative Study through the years after 1940 assembled reactions from the most im-

portant users of the criteria, namely, schools that had been evaluated, persons who had been members of several visiting committees, and others who in various ways had both extensive and intensive experience with the evaluative instruments.

As the reports came in from these sources it was apparent that those who were using the instruments were enthusiastic about their value as devices for stimulation and improvement. Also these respondents found and reported items in the materials and features in the recommended procedures which in their judgment could be improved.

By the end of the war and the years immediately following, enough of these reports had come in to convince the Committee that a revision ought to be undertaken. Accordingly plans were laid and carried out for a revision and for funds with which to make it. Toward the end of 1947 the funds available in the Cooperative Study treasury plus substantial grants from the regional associations and the General Education Board made it possible to get under way. Full-scale and full-time work on the revision started in 1948 with the employment of a research staff and the opening of a revision office in Boston, Mass.

Characteristics of the Revised Evaluative Criteria

The revision resulting in the 1950 edition combines the essentials of the three publications of 1940 into the one volume of *Evaluative Criteria*. The new publication is somewhat shorter than the three earlier publications it displaces, despite the substantial expansions which have been made in certain sections of it.

The Committee in charge decided early in its deliberations that it wanted a thoroughly creative revision. The revision was not to be a tinkering job. The Committee also was entirely clear and vocal on another related subject: It did not want any of the

materials or procedures discarded except for good cause. Those features which had proved their worth through 10 years of experience with them were to be retained, in improved form to be sure, but retained in their essentials.

Thus one finds that the 1950 edition parallels in its sections many of the sections of the earlier edition. The plan of having a statement of Guiding Principles in each major section is followed in the new edition, as is the practice of having both checklist and evaluational items in the several sections. The arrangements by which schools during 10 years of evaluations have been encouraged to insert comments and statements descriptive of their purposes and practices are expanded in the new *Evaluative Criteria*. Retained also is the plan of having extensive self-evaluation by the local school faculty precede evaluation by a visiting committee.

Objectives and Curriculum

Major changes have been introduced in the techniques for ascertaining what are the objectives aimed at by a school. Experience with Section B of the 1940 *Evaluative Criteria* revealed that the emphasis was too strong on educational philosophy. Local school authorities and teachers too often were led to think about statements which had been developed by committees and agencies rather than about the needs of the pupils enrolled in their school. It is believed that the present section focusing attention upon what is needed by the pupils is likely to yield more valid statements of what a given school is attempting to do. Moreover, there is opportunity in the new section for schools to indicate, not only what they are attempting to achieve, but how far they have progressed toward its achievement.

The sections dealing with the educational program have been greatly expanded. In

the 1940 edition this subject was treated mainly in four sections, namely, Curriculum and Courses of Study, Pupil Activity Program, Instruction, and Outcomes of the Educational Program. In the revised *Evaluative Criteria* the section on the Pupil Activity Program is retained but with considerable change in the check list and evaluation items. The other 3 sections, however, have been substantially reorganized into 17 sections, 1 on the general program of studies, 1 on the core program, and the other 15 on subject areas (English, mathematics, home economics, etc.) commonly found in secondary schools.

It is not expected that every secondary school will have all of these subject areas represented in its offerings, but will confine its evaluation to those which are present. Although variety rather than uniformity is apparent in the approach to these various subject areas there is a certain amount of unity in them in that each conforms to a six-point outline involving organization, nature

of offerings, physical facilities, direction of learning, outcomes, and special characteristics.

Staff

Section I in the revised *Evaluative Criteria* combines information which in the 1940 edition was gathered in two sections, one on school staff, the other on school administration. In the process there has also been transferred to Section I some of the data on individual staff members formerly assembled through the "M Blank." The new Section J, Data for Individual Staff Members, which takes the place of the former Section M, is considerably changed. In fact, both the coverage and the plan for securing data on teaching and administrative staff, it is felt, are improved markedly in the revised edition.

Reporting Results

No part of the evaluative instruments has undergone more drastic revision than the

method of reporting results. Gone are the "thermometers" and the conversion tables. Gone are the Alpha, Beta, and Gamma Scales. Gone are the percentile scales and the norms of every description.

Retained is the idea of a statistical summary and a graphic summary, respectively Sections X and Y in the 1950 edition. The graphic summaries in Section Y are horizontal bar graphs. Since the number of evaluations has been more than doubled (from 450 to 932) in the revised *Evaluative Criteria* it follows that Section X and Section Y must be in accord with the changes in evaluations. The simplification which has taken place in them, however, make them much easier to prepare and interpret.

The Manual

The reduced complexity in statistical and graphic summaries results in a reduced need for explanation in the manual which now is Section A of the new *Evaluative Criteria*. Both on this account and because of the 10 years of experience with evaluations it now becomes possible to produce a much more satisfactory statement supplying suggestions on how to proceed with self-evaluation, committee evaluation, and follow-up after evaluation. This is the nature and strength of the new Section A, Manual.

The Contents

The new *Evaluative Criteria* were tried out in 19 schools and were examined critically by the members of the Cooperative Study Committee before being cast into final form for printing. They are being offered now with a great deal of confidence that they are much more valid, much more usable, and in general much improved over the evaluative instruments which the Cooperative Study produced and offered to schools 10 years ago. Those instruments were used year after year with satisfaction in thousands of evaluations throughout the Nation. Because of experience gained from those evaluations it is believed that the present instruments are better than the earlier ones.

The contents of *Evaluative Criteria*, 1950 edition, are as follows:

Basic Information	<i>Section</i>
Manual.....	A
Pupil Population and School Community.....	B
Educational Needs of Youth.....	C

(Continued on page 7)

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Recent Federal Court Decisions Affecting Education

by Ward W. Keesecker
Specialist in School Legislation

DURING the months of May and June 1950, three noteworthy Federal Court decisions were rendered affecting education. The principles of law established by these decisions are:

1. Where a public school teacher is required under State law to attend summer school (or take an examination on five selected books) as a prerequisite for renewal of her teacher's certificate, the amount expended by the teacher in attending a summer school is deductible as "ordinary and necessary business expenses" for income tax purposes. (*Hill v. Commissioner of Internal Revenue*, decided May 19, 1950, U. S. Court of Appeals, 4th Circuit.)
2. A State may not, after admitting a student to its State University, afford him different treatment from other students solely because of his race. (*McLaurin v. Oklahoma*, decided June 5, 1950, U. S. Supreme Court.)
3. A Negro student has a constitutional right to an education equivalent to that offered by the State to students of other races. The Court found that the legal education which was offered at a separate law school was not substantially equal to that offered at the State University. (*Sweatt v. Painter, et al.*, decided June 5, 1950, U. S. Supreme Court.)

Because of the wide interest in the principles of law established by these decisions and also the conditions under which these principles are applicable, there is presented below a brief resume of the facts in each of the three decisions above cited.

Teacher's Summer School Expenses Deductible for Income Tax Purposes

Hill v. Commissioner of Internal Revenue.—This case arose in Virginia and was decided by the United States Court of Appeals, Fourth Circuit, May 19, 1950. The Virginia law required teachers, as a condition for the renewal of their certificates, to attend a summer school or to take an examination on five selected books. Nora Hill, a teacher, attended summer school. The expenses incurred by summer school

attendance amounted to \$239.50, which she deducted in computing her net income on her income tax return. The income tax officials disallowed these expenses on the ground that they were personal expenses.

The question for court determination was: Was the taxpayer in this case correct in deducting the summer school expenses as "ordinary and necessary expenses" incurred in carrying on her trade or business?

The Court answered this question affirmatively, saying:

Our conclusion is that the expenses incurred by the taxpayer were incurred in carrying on a trade or business, were ordinary and necessary, and were not personal in nature. She has . . . complied with both the letter and spirit of the law which permits such expenses to be deducted for federal income tax purposes. We do not hold . . . that all expenses incurred by teachers attending summer school are deductible. (*Hill v. Commissioner of Internal Revenue*, 181 F. 2d 906, May 19, 1950.)

Racial Equality of Education Sustained by the United States Supreme Court

McLaurin v. Oklahoma, June 5, 1950.—The question presented in this case was whether a State may, after admitting a student to graduate instruction in its State University, afford him different treatment from other students solely because of his race. The Court decided only this issue.

This case arose over an attempt on the part of the Oklahoma State University authorities to maintain separate treatment of a Negro student after having admitted the student to the graduate courses at the University. The Negro student was required to sit apart at a designated desk in an anteroom adjoining the classroom; to sit at a designated desk on the mezzanine floor of the library; and to sit at a designated table and eat at a different time from the other students in the cafeteria. The lower court held that these conditions did not violate the provisions of the Fourteenth Amendment.

During the interval between the decision of the lower court and the hearing in the Supreme Court the treatment afforded the

appellant was modified, he having been assigned to a seat in the classroom in a row specified for colored students, assigned to a table in the library on the main floor, and was permitted to eat at the same time in the cafeteria although he was assigned to a special table.

The Supreme Court reversed the decision below and held that "State-imposed restrictions which produce such inequalities cannot be sustained." Speaking further, the Court said:

It may be argued that appellant will be in no better position when these restrictions are removed, for he may still be set apart by his fellow students. This we think is irrelevant. There is a vast difference—a Constitutional difference—between restrictions imposed by the state which prohibit the intellectual commingling of students, and the refusal of individuals to commingle where the state presents no such bar. . . .

. . . the Fourteenth Amendment precludes differences in treatment by the state based upon race. Appellant, having been admitted to a state-supported graduate school, must receive the same treatment at the hands of the state as students of other races. . . .

Sweatt v. Painter, et al., June 5, 1950.—This case presented the question: To what extent does the Fourteenth Amendment limit a State to distinguish between students of different races in professional and graduate education at a State University? The petitioner had been rejected from the University of Texas Law School solely because he was a Negro. He therefore sued for mandamus to compel his admission. Later a separate School of Law of the Texas State University for Negroes was established at Austin. The petitioner refused to register at the new school, contending that the facilities of such school were not equal to those offered by the State to white students at the University of Texas.

The Supreme Court of the United States took judicial notice of the facilities and opportunities offered by the different law schools. The Court observed:

In terms of number of the faculty, variety of courses and opportunity for specialization, size of

the student body, scope of the library, availability of law review and similar activities, the University of Texas Law School is superior. What is more important, the University of Texas Law School possesses to a far greater degree those qualities which are incapable of objective measurement but which make for greatness in a law school. Such qualities, to name but a few, include reputation of the faculty, experience of the administration, position and influence of the alumni, standing in the community, traditions and prestige. It is difficult to believe that one who had a free choice between these law schools would consider the question close.

In accordance with these cases [others cited by the Court], petitioner may claim his full constitutional right: legal education equivalent to that offered by the state to students of other races. Such education is not available to him in a separate law school as offered. . . .

We hold that the Equal Protection clause of the Fourteenth Amendment requires that petitioner be admitted to the University of Texas Law School. . . .

History in Facsimile

REPRODUCTIONS of historic documents, the originals of which are preserved by the United States Government in the National Archives, are now available at low cost. These invaluable aids to teaching may be ordered from the Exhibits and Publications Officer, National Archives, Washington 25, D. C. Orders for 100 or more copies of the Bill of Rights (No. 1) or the Emancipation Proclamation (No. 16) should be sent directly to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., with check or postal note remittances made payable to the Treasurer of the United States.

The latest list of historic document facsimiles announced by The National Archives is as follows:

No. 1. Bill of Rights (32" x 34")	55 cents
No. 2. Oath of Allegiance of George Washington at Valley Forge (10" x 8")	20 cents
No. 3. Deposition of Deborah Gannett, Waman Saldier of the Revolutionary War (11" x 14")	20 cents
No. 4. Photograph of Sitting Bull (8" x 10")	20 cents
No. 5. Photograph of Abraham Lincoln (8" x 10")	20 cents
No. 6. Revolutionary War Recruiting Broadside (11" x 14")	20 cents
No. 7. Photograph of Robert E. Lee (8" x 10")	20 cents
No. 8. Letter From Dally Madisan Agreeing To Attend Washington Manument Ceremonies, 1848 (8" x 10")	20 cents
No. 9. Historical Sketch of the Washington National Monument to 1849 (11" x 14")	20 cents
No. 10. Broadside Saliciting Funds for Completion of Washington Manument, 1860 (11" x 14")	20 cents
No. 11. Certificate of Membership in the Washington National Manument Society (10" x 8")	20 cents
No. 12. Appeal to Masans for Funds for Washington Manument, 1853 (11" x 14")	20 cents
No. 13. Photograph of Jahn J. Pershing (8" x 10")	20 cents
No. 14. Photograph of Dwight D. Eisenhower (8" x 10")	20 cents
No. 15. Petition of Authars and Publishers for a Copyright Treaty, 1880 (10" x 12")	20 cents
No. 16. Emancipation Praclamation (12½" x 19½")	\$1

New Assistant to the Commissioner



Federal Security Administrator Oscar R. Ewing congratulates Ambrase Caliver, promoted from the position of Specialist for the Higher Education of Negroes and Adviser on Related Problems on the Office of Education staff to the position of Assistant to the Commissioner of Education. Dr. Caliver came to the Office of Education in 1930 as the first Federal Government specialist in Negro education. He was recently designated Adviser to the United States Delegation on the United Nations Special Committee on Information from Non-Self Governing Territories and served as one of the chairmen of the Secretariat of the Education Section for the National Conference on Aging, sponsored by the Federal Security Agency. Left to right, Earl James McGrath, Commissioner of Education, who appointed Dr. Caliver to his new position, Dr. Caliver, and Federal Security Administrator Oscar R. Ewing.

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Education Organizes for the

WHEN THE Korean crisis occurred the last week in June, most schools and colleges were closed for the summer vacation period. Dispatches from the area of aggression reaching the United States within hours of the surprise attack, however, soon alerted the Nation's educational leaders to a situation which could call for all-out effort on the part of every educator and educational institution.

Earl James McGrath, U. S. Commissioner of Education, formed an advisory committee within the Office of Education to consider plans for education in view of the world situation, and invited all division directors and staff specialists of the Office to suggest ways of gearing their programs to national and international needs. Shortly after President Truman had outlined to the Congress and the public on July 19 the military and economic measures the United States had taken and should take in connection with the Korean crisis, Commissioner McGrath submitted a report to the National Security Resources Board. This statement set forth ways in which the Office of Education could serve the Nation's defense. The statement refers to two general categories or types of service which the Office of Education stands ready to perform in this emergency. One would be that in which the Office of Education would be the operating agency. In the second function the Office of Education would serve in an advisory and consultative capacity, with the operating administrative responsibility and the funds channeled through some other agency.

During July

The National Security Resources Board was established by the National Security Act of 1947 to advise the President concerning the coordination of military, industrial, and civilian mobilization. The work of the Board is concerned with both current and long-range problems from the standpoint of the national security. In the performance of its functions, the National Security Resources Board is authorized to utilize the facilities and resources of the various de-

partments and agencies of the Government. Commissioner McGrath's report thus went to the top planning body for any possible emergency.

Commissioner McGrath's first memorandum relating to national defense which he addressed to administrative officers of higher education institutions, to chief State school officers, and to other educational leaders, on July 26 explained that the "National Security Resources Board has stated as a general policy that mobilization planning and operation will be the responsibility of the existing departments and agencies, and has indicated to the Federal Security Agency and its Office of Education that it looks to the latter to serve as the focal point for all planning in the educational area."

The same memorandum urged institutions of higher education "to proceed with their own planning on an individual basis and to suggest the kinds of services they can render most effectively."

Other educational leaders and organizations were busy also during July, making plans and stimulating action in behalf of the defense effort by American education. The American Council on Education sponsored an exploratory meeting early in the month.

Also in July the National Council of Chief State School Officers sponsored a conference of educational leaders "to explore the place of education in the developing war situation and to plan how to make the forces of education totally effective in the national interest." Held at the headquarters of the National Education Association in Washington, D. C., July 28, this meeting brought together local, State, and national representatives of education at all levels. Spokesmen for the Office of Education were Rall I. Grigsby, Deputy Commissioner of Education, Henry F. Alves, Director, Division of School Administration, R. W. Gregory, Assistant Commissioner for Vocational Education, and John Dale Russell, Director of the Division of Higher Education. Nine topics were considered at the morning session: The role of education in World War II such as

vocational defense training, experience with rationing, draft registration and other forms of teacher and school personnel service, secondary school curriculum modifications, emergency allocation of equipment and supplies for education, problems in war-congested areas, manpower problems and their effect upon education, teacher supply and demand, aviation training, and surplus property distribution to schools and colleges. Said Pearl Wanamaker, President, National Council of Chief State School Officers, who presided at the conference, "Whether this struggle lasts 6 months, 5 years, or 25 years, America's schools and colleges will see it through." She concluded that "we can best prepare youth for peace, international tension, or war through the day-to-day work of good schools."

"Somehow, this time, a way must be found to make training for and continuance in an essential civilian field as patriotic as enlisting," Francis J. Brown, American Council on Education, told the conference.

S. M. Brownell, President, Department of Higher Education, National Education Association, asked that a way be found for students entering service before completion of high school to complete high school in a shorter length of time.

A. L. Raffa, of the National Security Resources Board, who attended the meeting as an observer, reaffirmed that his agency looks to the Office of Education "as the focal planning point for education."

Three Guiding Principles

The educators agreed on three guiding principles: one, that the main business of schools and colleges during the international tension is to continue their full programs of education and instruction; two, that the needs of education for teaching personnel, materials for construction and supplies, and equipment for classroom use must have No. 2 priority after the needs of the military are met; and three, that in order to maintain orderly relations between the Federal Government and the Nation's schools and colleges there must be created a unified council of educators who will be in a

Nation's Defense



position to speak authoritatively for all of American education.

An interim committee was established, with Willard E. Givens, National Education Association, as Committee Chairman, Edgar Fuller, National Council of Chief State School Officers, as Secretary, and James McCaskill, National Education Association, as Coordinator. More than 75 national organizations were invited to the second Conference for Mobilization of Education to Meet the National Emergency held September 9-10.

On August 5 the American Council on Education held a conference on The Service of Education to the National Emergency. The conference authorized a letter to President Truman pledging that the colleges stand ready to give every possible assistance to the country in the present emergency. At this conference Major W. E. Gernet, Office of the Secretary of Defense, and Mr. Robert Clark, of National Security Resources Board, announced that the Office of Education had been selected as the Government agency through which planning and contacts with educational institutions, organizations, and school systems of the country would be maintained.

General Hershey of Selective Service told the conferees that deferment of a college student doesn't mean he escapes military duty, only that he postpones his entry until he can get preparation which will make him more useful to the Nation. He indicated that plans were being prepared to give objective tests to all 18-year-old men. Those with high scores will be deferred as long as they maintain grades that keep them in the upper half of their classes.

The American Council on Education held a committee meeting on August 31-September 1 on Relationships of Higher Education to the Federal Government. Plans were made for the October conference to be attended by more than 1,000 college and university leaders.

A number of official pronouncements relating to national defense have been issued by Federal Government departments and agencies during July and August. These

releases and bulletins are the basic documents which govern policies of deferment and training. They form part of the record of education's organization for service to the Nation since the crisis in Korea.

The U. S. Department of Commerce released a "Tentative List of Essential Activities." Ninety major groups appear in this official listing. Major Group 82, Education Services, "Includes establishments furnishing formal academic or technical courses, correspondence schools, commercial and trade schools, and libraries."

MORE COMPLETE reports of educational mobilization conferences held during September and October will be carried in subsequent issues of SCHOOL LIFE.

A "List of Critical Occupations" (preliminary draft) was released by the Department of Labor on July 24. According to this Department of Labor guide, a teacher in a critical occupation "instructs students in colleges or universities, or apprentices or other workers in essential industries or activities, for the purpose of developing skills and knowledges essential and unique to the performance of critical occupations. The subjects taught may include both the theory and procedure of job performance." He "usually specializes in instruction pertaining to one occupation, one aspect of an occupation, or a field of study common to a number of critical occupations. . . ."

The "critical occupations" teacher "employs, singly or in combination, such teaching methods as lecture, discussion, supervised study, supervised practice, or actual job performance." He is "usually a qualified worker in the occupational field," and "may combine practice or research in the occupational field with teaching duties."

A defense-related release was issued by the Federal Security Agency, Office of Education, on July 27, announcing the establishment of a National Scientific Register Project in the Office of Education, with James C. O'Brien, National Security Resources Board, as Director. Commissioner

McGrath said in this release that "the NSRP will record and evaluate the competencies of the Nation's specially trained and highly skilled personnel in important scientific fields. It will report on the character and distribution of the national supply of manpower in the various scientific fields and will consider steps which might be taken to increase the numbers of highly skilled personnel in shortage areas. This is a service of obvious significance in the present international situation," said the Commissioner of Education.

The Secretary of Defense on August 1 issued a memorandum titled, "Delays in Call to Active Duty for Members of the Civilian Components of the Armed Forces Possessing Critical Occupational Skills (M-20-50)." Point 6 in the directive from the Secretary of Defense states that "delays in call to active duty should be made on an individual basis only. Under no circumstances should blanket delays be granted." Department of Defense Release No. 939-50 of August 3 interprets the "Deferment Policies for Reservists." This release also gives detailed information as to where "requests for delay in call should be addressed" for reservists in the Army, Navy, Marine Corps, Air Force, and National Guard.

Also on August 3 the Department of Commerce made public a "Tentative List of Essential Activities" requested by the Department of Defense as a guide for calling up for active duty members of the civilian components of the Armed Forces. Three criteria used in assembling the categories in the "essential activities" guide, Secretary of Commerce Charles Sawyer pointed out, are: 1. Activities directly contributing to the production of war materials; 2. Activities necessary for the maintenance of the production of war materials; and 3. Activities essential for the maintenance of national safety, health, and interest. This is the same listing as that issued in preliminary form on July 24 by the Department of Labor.

National Headquarters, Selective Service System, issued its Operations Bulletin No. 1 on August 3 on the subject of defer-

ment for college students. General Hershey, in this bulletin, specified three conditions under which local draft boards could consider occupational deferment for registrants. Copies of this bulletin were sent to all college and university presidents and chief State school officers by Commissioner of Education McGrath in his Commissioner's News Letter of August 9 as Emergency Supplement No. 1.

Emergency Supplement No. 2

Emergency Supplement No. 2, of the Commissioner's News Letter, issued August 17, informed presidents of institutions of higher education that the Department of Defense has been asked to appoint an official liaison committee to keep the Office of Education continuously informed about developments in the National Military Establishment that affect civilian educational institutions. The Supplement enclosed an outline of "Types of Information Which Institutions May Wish To Maintain Currently on File" in their advance planning for service to the Nation. The suggested survey outline has eight major breakdowns: Housing facilities for students, facilities for feeding students and faculty, facilities for student and faculty health service, buildings and utilities, instructional facilities available, organized programs of teaching and research, faculty, and general community information.

Two national committees, serving in an advisory capacity to the Office of Education on problems of vocational education, held a 3-day conference August 17-19. The conferees discussed the role of vocational schools and classes in helping meet the Nation's defense and possible emergency needs. Commissioner of Education Earl James McGrath called the conference which was attended by State directors of vocational education and chief State school officers holding membership on the vocational education advisory committees.

Commissioner McGrath at this conference said that vocational schools, in cooperation with the U. S. Office of Education, directed the training of more than 11½ million workers for war production industry and to meet civilian needs of the armed forces in World War II. Training programs involved use of vocational education personnel and facilities around the clock and in many communities every day of the week. Since 1945, through Federal, State, and local funds, training facilities in all

branches of vocational education—training for industry, for agriculture, homemaking, and business occupations—have been modernized and expanded. These facilities are on call for any emergency in the days ahead. The Commissioner said also that many vocational schools already are training aircraft workers and are giving other specialized training in line with needs accentuated by the world situation.

The vocational education advisory group stressed the need for training of replacements for those going into the armed services or other essential positions, including the training of foremen for industry, as well as supplemental training to extend the skills of persons already employed. Also considered was the training of office workers needed by business, industry, government, and the armed services. The conferees devoted considerable time to discussion of the distribution of the labor force and most efficient use of manpower resources of the Nation for training, education, civilian and military employment, so as to insure the use of skills where they may be most needed.

Other significant releases relating to the educational action for the Nation's defense include the following:

Release No. 27 of the U. S. National Commission for UNESCO, issued by UNESCO Relations Staff, Department of State.—This release sets forth considerations for possible courses of action recommended by the Executive Committee of the U. S. National Commission for UNESCO "with respect to the impact of the Korean situation on the peace of the world and in regard to other areas where acts of aggression may occur." Two of the recommendations were: 1. Devising and utilizing all available means for the dissemination of the facts concerning the causes of the present situation in Korea and other actions which may threaten the peace in other areas of the world; and 2. Convening regional conferences for education and information.

Release to students of the Division of University Extension, Massachusetts Department of Education (August issue).—This release says, "We suddenly find ourselves in the midst of a crisis and many of us not yet adjusted to the situation must be wondering what direction to take. For instance, how should we allow the crucial trouble in Korea to affect our educational plans? The best answer we have found is the one General Eisenhower recently gave to the students attending the Columbia University summer session: 'You are meeting

this year under the dark clouds of a threat of war. But you should be reassured in your decision to go along increasing your knowledge of the world, because lack of such knowledge is the basis of trouble in the world today . . .'"

Release announcing statement by the National Commission on Teacher Education and Professional Standards of the National Education Association on "The Signal Role of Education in National Security."—This statement was released August 21 at a meeting of the Commission held at the University of Wisconsin, Madison, and is available from the University. The Commission said in part:

"In a world torn by conflicting ideologies, the schools must be a stabilizing force for children and youth. In the years of struggle which inevitably lie ahead, the schools must serve the essential purposes of their communities. Most of all, they must develop in the rising generations the skills, the understandings, and the attitudes needed to preserve democratic America and to promote peace and cooperation among the nations.

"Effective mobilization of America's forces in the present conflict demands wise use of the full potential of our schools. Come war, come peace, we dare not ignore the long leverage which the schools exert. In their support, promotion, and improvement lies much of the substantial hope for a decent future for mankind."

Featured in Higher Education

HIGHER EDUCATION, the Office of Education semimonthly periodical, has a lead article in the September 1 issue on the Federal Scholarship Bill. The article is by Bernard B. Watson, Specialist for Physics, Division of Higher Education, Office of Education. This Bill was introduced in the Senate (S. 3996) on August 1, 1950, by Senator Elbert D. Thomas, and in the House of Representatives (H. R. 9429) on August 14, 1950, by Representative Graham A. Barden.

Other major articles in the September 1 issue of HIGHER EDUCATION are: "Supreme Court Opinions on Segregated Education," "Preparation for College History Teaching," and "Congressional Activities of Interest to Higher Education."

HIGHER EDUCATION subscription price is \$1 a year in the United States and \$1.50 a year to foreign countries. The single issue price is 10 cents.

Organization of Education in the United States

Prepared in Division of Elementary and Secondary Schools, Office of Education

THE ORGANIZATION of schools in any country is perplexing to those not acquainted with its educational system. The organization in the United States is especially confusing because of differences among the several States and regions. Moreover, not only foreigners, but our own citizens as well, often get lost in the terminology and concepts involved in features of our educational system, such as public, private, nursery, kindergarten, elementary, junior high school, senior high school, junior-senior high school, undivided high school, 4-year and 6-year high school, junior college, community college, liberal arts college, teachers college, university, and the many divisions within each of these.

The attached chart was developed for use in a report of the International Bureau of Education (Geneva) entitled *School Organization in 53 Countries*. It is reproduced here for such value as it may have in the United States.

The chart attempts to explain what is really a very complex situation. In so doing it errs in oversimplification. Some effort is made in the note at the bottom of the chart to point out that the three patterns of organization included are only those found most frequently. If the chart had been developed with the 27 different patterns of organization of elementary-high-school systems existing it would have become so involved as to be useless. Similarly there is oversimplification in listing only academic, vocational, and technical high schools, or cultural, technical, and semiprofessional characteristics of junior colleges. This break in continuity between completion of high school and entrance upon college is not so great as may appear from the chart. Especially is this true where the junior college (or community college) is a part of the public school system.

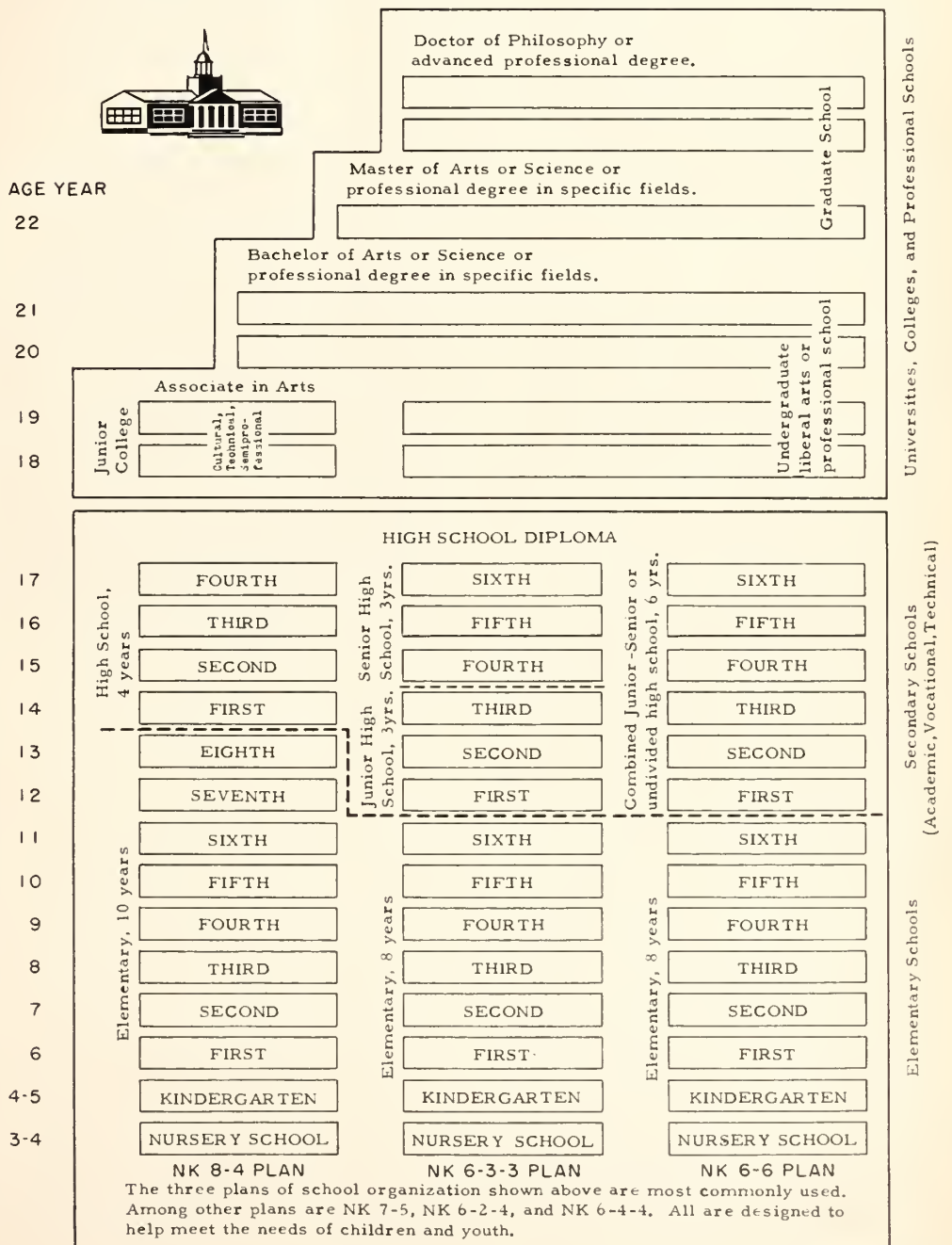
Ages found at the left of the chart are, of course, approximate. No one would contend that no high-school student is over 17 years old or that all college students have passed their eighteenth birthday. Likewise

there are large numbers of 3- to 5-year-olds who have no opportunity to attend nursery schools or kindergarten.

Leaving out of consideration the college years, the nursery school, and the kindergarten—elements which are not universally

regarded as parts of elementary-secondary school systems—the chart supplies information on the three types of organization which account for seven-eighths of the pupils at present enrolled in elementary and secondary schools of the United States.

Educational Structure—A Graphic Illustration



Bells Will Ring for United Nations Day

by Helen Dwight Reid, Chief, European Section, Division of International Educational Relations

BELLS, universally recognized as symbolizing freedom and peace, will play a major role in the world-wide observance of United Nations Day on October 24, the fifth anniversary of the coming into force of the United Nations Charter. The National Citizens' Committee for UN Day has asked that bells be rung in every community throughout the land at 11 o'clock that morning. Schools everywhere will observe UN Day with special programs of their own, and many will take a prominent part in local community activities.

It was on June 26, 1945, that the United Nations Charter was signed with impressive ceremony by the delegates of 50 nations, representing one and a half billion of the world's peoples, of all colors, tongues, and creeds. Five years later, at a few minutes after midnight on June 25, 1950, a telephone call from the Department of State at Washington to Secretary-General Trygve Lie brought the first word that a flagrant violation of the Charter had just taken place in Korea. The dramatic story of how the regular skeleton staff on duty at Lake Success in the early dawn hours of that quiet Sunday morning were suddenly called on to mobilize the full resources of the United Nations for prompt action on a major crisis, and of how the UN machine for world cooperation was able to swing immediately into high gear, is too long to tell here, but it marks a turning point in world history. Five years after the blueprints were drawn at San Francisco, collective security has at long last become a reality. As the 1950 United Nations Day draws near, the blue and white banner of UN flies over an international police force authorized and supported by 53 of the 59 member nations, united in a common effort to stop a military aggression. The Security Council entrusted to the United States the command of all UN forces in Korea, so that General MacArthur and the Americans fighting there are engaged on an international mission, under the authority of the United Nations.

Prior to the Korean crisis it had been fashionable for UN supporters to minimize

the political side of its activities, stressing rather its unquestioned success in various economic, social, and humanitarian endeavors—perhaps as a kind of escape from the frustrations of Soviet obstructionism in the Security Council. Yet even in the realm of politics an impressive measure of effective action can be credited to the UN, if the record of the past 5 years is reexamined: Mediation in Palestine and Indonesia; withdrawal of French and British forces from Syria and Lebanon, and of Soviet forces from northern Iran; intervention in Greece to prevent the Balkan tinder-box from exploding; the opportunity for casual private meetings of the delegates of the four powers which led ultimately to the lifting of the Berlin blockade—and the necessity of defending their actions in public debate at Lake Success which has undoubtedly exercised a restraining influence on all governments susceptible to the influence of world public opinion.

Not Enough

Moreover, the framers of the Charter were convinced that it would not be enough to set up machinery for collective security to maintain enduring world peace. Too often the roots of conflict lie in poverty, ignorance, and oppression. The peoples of the world have a common interest in living safer, happier, freer lives, and they expressed that interest by placing the Economic and Social Council on a par with the Security Council as a major organ of the United Nations. Already almost every human being in the world has benefited directly or indirectly from the work of the United Nations and its specialized agencies, in many different ways: Better health, more food, stabilized currency, improved education—the list could fill many pages.

In the light of the startling developments of recent weeks, this fifth anniversary of the UN takes on new significance, demanding of us a critical reappraisal of the organization and of our own attitude toward it. If in these past 5 years the UN has seemed at

times to fall short of our expectations, perhaps the fault lies partly in the unthinking sentimentality of those who expected it to be a panacea. The UN is a living institution, created to meet some of the deepest needs of the nations, and the United States has a particularly important role to play in it. Although we spent less than 100 million dollars last year on all UN activities (less than a dime for every \$15 we spent on the cold war), ours is the largest single contribution, though by no means the heaviest in relative burden on the national economy. Under American constitutional law the Charter is part of the supreme law of the land, coequal with the United States Constitution, and it deserves therefore our understanding and respect. That is why schools throughout the country are incorporating study about the UN into the curriculum at all possible levels. Here are some recent publications that would be particularly helpful in teaching about the United Nations:

A Selected Bibliography for Teaching About the United Nations, by Helen Dwight Reid; third edition, revised August 1950; free on request from Division of International Educational Relations, Office of Education, Washington 25, D. C.

Community Action for United Nations Day, by Virginia Parker; a handbook prepared for the National Citizens' Committee for UN Day, 816 21st St. NW., Washington 6, D. C., 1950; 25 cents, from the Committee.

How To Find Out About the United Nations, a pamphlet prepared by the UN Department of Public Information to help teachers and leaders of civic groups; useful lists of resource materials of all kinds; 1950; 15 cents from the general agent for all UN publications, the International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y. (Listed hereafter as C. U. P.)

International Understanding, an annotated selective catalog listing 438 16mm films dealing with UN, the Member States, and related subjects, with addresses of film sources, information offices of foreign governments, and international agencies; published by Carnegie Endowment and N. E. A., 1950; 25 cents from National Education Association, 1201 16th St. NW., Washington 6, D. C.

Teaching About the United Nations and the Specialized Agencies, a report by the Secretary-General of the United Nations and the Director-General of UNESCO to the Economic and Social Council, July 1950; a valuable comprehensive analysis of the extent and methods of teaching about UN in the various member nations, with appendices listing teaching aids, etc.; document No. E/1667; 70 cents from C. U. P.

The UNESCO Story, a resource and action booklet for organizations and local communities, profusely illustrated, with many practical suggestions; prepared by the U. S. National Commission for UNESCO, May 1950; 55 cents from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

United Nations in the Schools: Suggestions for classroom and extracurricular activities at elementary and secondary levels; 1950; American Association for the United Nations, 45 E. 65th St., New York 21, N. Y.; 10 cents.

Visitors' Guide to the United Nations, a leaflet of useful information about the UN buildings, how to reach them, what to see, etc.; 1950; free, from UN Dept. of Public Information, Lake Success, N. Y.

World Understanding Begins With Children, by Delia Goetz; a guide to assist teachers in selecting and evaluating materials and sources, with suggested methods of incorporating international relations in the elementary curriculum; Office of Education Bulletin 1949, No. 17; 15 cents from the Superintendent of Documents, Washington 25, D. C.

Food and People, a series of six booklets for study and discussion, prepared for UNESCO and FAO by noted experts; 1950; complete set with Discussion Guide, \$1.65, from Manhattan Publishing Co., 225 Lafayette St., New York 12, N. Y.

Guide to the United Nations Charter, third ed., 1950: Describes briefly the conferences leading to drafting of the UN, and explains the provisions of the Charter; prepared by UN; 50 cents from C. U. P.

How the United Nations Began, a simple classroom text prepared by the UN for pupils 12-16 years of age; 1949; 15 cents from C. U. P.

Reference Pamphlets: A series prepared by the UN Department of Public Information, describing briefly the functions, powers, structure, and activities of *The General Assembly*, No. 1; *The Security Council*, No. 4; *The Economic and Social Council*, No. 2; and *The International Trusteeship System*, No. 3; all could be used as texts for senior high school; 15 cents each from C. U. P.

The Struggle for Lasting Peace, a pamphlet describing briefly the first 5 years of UN activity, prepared by the Department of Public Information for UN Day, 1950.

The United Nations: Its Record and Its Prospects, an up-to-date analysis, even including Korea; August 1950; 20 cents from Carnegie Endowment for International Peace, 405 West 117th St., New York 27, N. Y.

UN Flag Kits: A packet containing full instructions for making a 3' x 5' UN flag, with transfer patterns for appliqued wreath and a patch with the central symbol printed in white on blue cloth, 50 cents from National Committee on Boys and Girls Club Work, 59 East Van Buren St., Chicago 5, Ill.

The UN Story: Toward a More Perfect World, by Dorothy Robbins; a brief history designed for high-school use; American Association for the United Nations, 1950; 25 cents.

U. N. Gram: A weekly wall newspaper in color, 18" by 24", for classroom use; 39 weeks for \$15; an accompanying weekly 4-page Discussion Guide, \$3; order both from U. N. GRAM Publishing Co., P. O. Box 1128, Grand Central Station, New York 17, N. Y.

Citizenship Education by Air



A FLYING Citizenship Class, probably the first of its kind, was established for a group of 25 students graduating from Avonworth Union High School, Ben Avon, Pa., this year. This educational project was designed to make the study of Government more effective by supplementing classroom work with first-hand observation of Government in action at all levels, from local to world organization.

A 3-day tour was arranged by Dr. A. G. Clark, supervising principal of the Avonworth Union High School, and Miss Elizabeth Warnock, Specialist for Aviation, Pennsylvania State Department of Public Instruction, Harrisburg, Pa. Air travel was used to demonstrate how aviation has speeded up opportunities for students to observe as well as study.

On successive days the group observed city and county government in action at Pittsburgh, Pa., State government operation at Harrisburg, Pa., and national government functions at Washington, D. C. An educational tour of the United Nations headquarters at Lake Success, N. Y., topped off the 3-day tour. The graduates were privileged to attend a session of the UN Security Council while at Lake Success. Throughout the trip government officials elected to office and representing the home districts of the graduates were hosts and guides and completed many arrangements to help make the trip most profitable.

While in Washington the young people visited the Library of Congress, the National Capitol, the Department of Justice, Supreme Court, and other Federal Government buildings and offices. Officials of the Civil Aeronautics Administration spoke to them on the future of aviation. Willis C. Brown, Specialist for Aviation, Office of Education, Federal Security Agency, described the place of the Office of Education in the Federal Government and its services to American education. The graduates also dined with their Senators and Representatives in the Speaker's Dining Room, House of Representatives, and visited the Senate and House in regular session.

Accent on Health

HEALTH PROBLEMS of the child of school age are not what they used to be, writes Leona Baumgartner, M. D., Associate Chief of the Children's Bureau, in the August-September issue of *The Child*, the Bureau's periodical. The issue is devoted to the health of school-age children.

What we are after—both educators and doctors—Dr. Baumgartner continues, is to help in rearing a new generation of human beings who are buoyantly healthy in body and spirit; whose creativeness and sense of social responsibility are given the greatest possible opportunity for expression; who have an unshakable conviction of their own worth and the worth of other people. This is the kind of positive health that we—as educators and medical workers—are after.

Discovery of children in need of medical attention is not a task for medically trained people alone, writes Thomas E. Shaffer, M. D., in this issue of *The Child*. Parents, teachers, nurses, social workers, and many

(Continued on page 15)

The Office of Education—Its Services and Staff

SCHOOL LIFE here continues the series of statements on the Office of Education begun in the April 1950 issue. This presentation reports on the services and staff members of the Division of Special Educational Services.

Division of Special Educational Services

IN THE AREA of special educational services, the Office of Education gathers basic statistics in the field of education and disseminates that data and other significant information for the purpose of furthering the progress of education and assisting in the enrichment of educational programs at all levels. By furthering the effective use of the various media of communication—printed materials, motion pictures, and radio and television in the specialized fields of educational research, information, and communications, the Office serves educational agencies and associations, educators, Federal departments and agencies, the Office of Education staff, and others responsible for promoting the cause of education.

Research and Statistical Service.—This service periodically surveys and reports on school and college enrollments, educational income and expenditure, school plants and equipment, and reports other statistical research findings of value to State and local school administrators and teachers. Its staff members help in gathering and interpreting statistical data for specialists in all other divisions of the Office. They offer counsel to State and local school systems on problems of educational records and reporting systems and methods of financial accounting.

Information and Publications Service.—Research findings prepared for publication by Office of Education specialists are sent to this service in manuscript form for editing and printing clearance. When printed, Office publications are distributed through this service on mailing lists arranged according

to subject interest and educational level. SCHOOL LIFE, the official journal of the Office of Education, is edited by Information and Publications Service. Printing of HIGHER EDUCATION periodical is also managed by the section. Interpretation of educational information for educational journals and for newspapers and magazines is another responsibility of this service. Latest developments in education are reported to writers and editors for the information of both educators and laymen.

Service to Libraries.—This service helps develop school, college, university, and public libraries throughout the United States, collects and interprets basic data on book collections, finances, personnel, and services to school and public libraries, and in turn makes this information available to educators through statistical circulars, bulletins, and special publications. It also makes special studies, investigations, and surveys in the library field for the use of appropriating bodies, library governing boards, library administrators.

Visual Aids to Education.—The Visual Aids to Education section aims to increase the understanding of motion pictures, filmstrips, and other visual aids, to improve the quality of the materials produced, and to facilitate their distribution and use. It also supervises the distribution to schools by a commercial contractor of approximately 713 government pictures and 544 filmstrips. The section advises on ways to improve the production of visual aids, the basic principles of securing effective use of visual aids in the classroom, and the evaluation of visual materials in terms of specific grade levels.

Educational Uses of Radio.—The Educational Uses of Radio Section assists State departments of education, colleges, universities, and local school systems in planning their own FM educational broadcast stations and organizing their program services. It gives information and advice to school systems and teachers in the selection and use of audio equipment, and

helps answer important questions of program selection in situations where schools must choose among various stations. Schools and colleges may borrow radio scripts and transcriptions for in-school or community broadcast, or to serve as models for programming comparative study and creative work.

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HEALTH

(Continued from page 13)

others associated with children can steer those with health problems into the channels that lead to diagnosis and treatment, he adds.

Benjamin M. Spock, M. D., holds that schools are a fertile field for mental-health efforts. He reminds us that there is no such thing as *no* guidance in the schools; that the school, like the home, reacts to each child's problem in some way, wisely or unwisely. And he points out that all workers who provide counseling services to children should have the benefit of psychiatric consultation, if not supervision.

Children's speech is dealt with in this issue by Wendell Johnson; eyesight, by Marian M. Crane, M. D.; hearing, by William G. Hardy and Miriam D. Pauls; and nutrition, by E. Neige Todhunter. Helen M. Belknap, M. D., describes a clinic serving children of school age; and J. Roswell Gallagher, M. D., notes some problems of adolescents.

How workers concerned with the health of the school-age child get together to provide better health services is discussed by H. F. Kilander of the Office of Education; and a series of conferences of this type is described by Jeff Farris of Arkansas State Teachers College.

"What about the school-age child who is employed?" asks Elizabeth S. Johnson, stating that nearly 2,000,000 boys and girls 14 through 17 years of age have jobs and that 60 percent of these are jobs held by children who are also attending school. A child who is getting his first job, or who is changing his job, Miss Johnson says, should have a medical examination to protect him from work that is beyond his particular strength and capacity.

The issue concludes with a comment by a social worker, the late Mary Irene Atkinson:

. . . a child comes to school with his mind clothed in a body; with a tangled web of emotional reactions which neither he, nor anyone else, fully comprehends; with social drives which will make or break him, depending upon the understanding he receives both at school and at home; with conflicting hereditary and environmental forces pulling him in several directions at the same time. . . .

10 Major Tasks for UNESCO

TEN MAJOR TASKS for UNESCO, originally formulated by the United States Delegation to the Fifth Session of the General Conference of UNESCO held at Florence, Italy, May 22 to June 17, 1950, and adopted by the Conference as a whole are:

1. To eliminate illiteracy and encourage fundamental education.
2. To obtain for each person an education conforming to his aptitudes and to the needs of society, including technological training and higher education.
3. To advance human rights throughout all nations.
4. To remove the obstacles to the free flow of persons, ideas and knowledge among the countries of the world.
5. To promote the progress and applications of science for all mankind.
6. To remove the causes of tensions that may lead to wars.
7. To demonstrate world cultural interdependence.
8. To advance through the press, radio, and motion pictures the cause of truth, freedom, and peace.
9. To bring about better understanding among the peoples of the world and to

convince them of the necessity of cooperating loyally with one another in the framework of the United Nations.

10. To render clearinghouse and exchange services, in all its fields of action, together with services in reconstruction and relief assistance.

One of the specific goals set forth by the United States delegation to the Conference to extend the UNESCO Program on Human Rights called for "inclusion of the Declaration of Human Rights in the Curriculum of at least 50 percent of the secondary schools of at least a majority of the member states within a 6-year period."

The five United States representatives on the delegation to the Florence Conference were Howland H. Sargeant, Deputy Assistant Secretary of State for Public Affairs, chairman; George D. Stoddard, president, University of Illinois, and chairman of the U. S. National Commission for UNESCO, who served as vice chairman of the delegation; Bernice Baxter, director of education in human relations for the Oakland, Calif., schools; Dr. George F. Zook, U. S. Commissioner of Education during 1933-34, and since that time until his recent retirement, president, American Council on Education; and I. I. Rabi, Columbia University scientist and Nobel Prize winner.



In greeting nearly 200 British, French, and American teachers who, this year, will exchange teaching positions, President Truman praised the exchange program as "the best step in foreign policy during my entire tour of duty in public life." The President predicted that this program, sponsored by the Office of Education, Federal Security Agency, in cooperation with the Department of State, under provisions of the Fulbright act of the Seventy-Ninth Congress, would lead to new high levels of international understanding. To the left of the President is Mme. Germaine S. Girodroux, of Saint-Chamond (Loire), France, who will exchange positions with Miss Julia F. Virant, Washington High School, Portland, Ore. To the President's right is Wilfred Kings, of Rugby, England, exchanging with Richard Mayo-Smith, Phillips Exeter Academy, Exeter, N. H. On the extreme left is Raymond H. Nelson, Chairman, U. S. Committee on the Interchange of Teachers, and on the extreme right Earl James McGrath, Commissioner of Education. Federal Security Administrator Oscar R. Ewing stands to the rear right of the President. His Excellency Henri Bonnet, Ambassador of the French Republic, and Mr. B. A. B. Burrows, Counselor of the British Embassy, stand behind Miss Girodroux.

New Books and Pamphlets

A Bibliography of Curriculum Materials. Compiled by Curriculum Materials Committee, College of Education, Wayne University. Detroit, Wayne University, 1950. 63 p. \$1.

Bicycle Safety in Action. Washington, National Commission on Safety Education. National Education Association, 1950. 48 p. Illus. 50 cents.

Counseling Adolescents. By Shirley A. Hamrin and Blanche B. Paulson. Chicago, Science Research Associates, Inc., 1950. 371 p. (Professional Guidance Series.) \$3.50.

Curriculum Principles and Social Trends. Rev. Ed. By J. Minor Gwynn. New York, The Macmillan Co., 1950. 768 p. Illus. \$5.

Education of the Gifted. By Educa-

tional Policies Commission. Washington, National Education Association of the United States and the American Association of School Administrators, 1950. 88 p. 35 cents.

A Good School Day. By Viola Theman. New York. Teachers College, Columbia University, 1950. 59 p. (Parent-Teacher Series.) 60 cents.

Guide to Art Films. Compiled by the American Federation of Arts and listing 253 16mm films. New York 22, *Magazine of Art* (22 East Sixtieth St.), 1950. 75 cents a copy; 60 cents if remittance accompanies order.

Principles and Techniques of Guidance. By D. Welty Lefever, Archie M. Turrell, and Henry Weitzel. New York. The Ronald Press Company, 1950. 577 p. \$4.25.

Radio Drama Acting & Production: A Handbook. By Walter Krulevitch Kingson and Rome Cowgill. Rev. Ed. New York, Rinehart & Company, Inc., 1950. 373 p. \$3.25.

The Reading Interests of Young People. By George W. Norvell. Boston, D. C. Heath and Co., 1950. 262 p. \$3.50.

Recommended Equipment and Supplies for Nursery, Kindergarten, Primary and Intermediate Schools. General Service Bulletin. Compiled by the Committee on Equipment and Supplies. Washington, Association for Childhood Education International, 1950. 59 p. Illus. \$1.

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

Selected Theses in Education

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

Auditing Public School Funds in California. By Vaughn D. Seidel. Doctor's, 1950. University of California. 127 p. ms.

Determines the legal requirements for auditing these funds. Compares practices in auditing school funds in California with those in other States.

An Experimental Study of Dictation and Written Drill Applied to Units in Practical

Mathematics. By Anderson D. Owens, Jr. Master's, 1948. University of Cincinnati. 93 p. ms.

Compares the progress of pupils in two ninth grade practical mathematics classes in the Withrow High School, Cincinnati, Ohio.

The Contribution of Three Secondary School Subjects in the Education of the Consumer. By Sister Rita C. McLaughlin. Master's, 1948. University of Cincinnati. 125 p. ms.

Attempts to determine the contribution which business education, social studies, and home eco-

nomics might make to the education of the individual as a consumer.

The Development of State-Authorized Supervision of Rural Elementary White Schools in Alabama. By Genora McFaddin. Doctor's, 1949. George Peabody College for Teachers. 228 p.

Traces the history of the program from 1819 through 1948.

The Development of Television in the United States from 1923 to the Present Time, Which is May 1950. By Bernice F. Giuliano. Master's, 1950. Indiana State Teachers College. 87 p. ms.

Discusses organized research, transmission, receivers, programs, and the use of television in the schools.

Management Planning in Secondary Schools. By Harold M. Wilson. Doctor's, 1950. George Washington University. 247 p. ms.

Describes the development and evaluation of criteria for school management planning in secondary schools; and the construction of a check list for appraising management planning.

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

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Aviation Bibliography and Course Outlines, for Use by Private and Public Vocational and Technical Schools. 1950. 20 cents.

Report of the Aviation Education Committee of American Association of Colleges for Teacher Education. 1949. 45 cents.

Department of Defense

Armed Forces Discussion Leader's Guide. Armed Forces Information and Education Division. Office of the Secretary of Defense. 1950. 25 cents.

Armed Forces Talk. A series of leaflets providing source material for organized group discussion of current problems. Armed Forces Information and Education Division. Office of the Secretary of Defense. 1950. 25 cents.

Department of Labor

Occupational Outlook Handbook. Bureau of Labor Statistics, 1950. \$1.75.

Help Get Children Into School and Out of Farm Jobs During School Hours. Bureau of Labor Standards and the Wage and Hour and Public Contracts Divisions. Bureau of Labor Standards Bulletin No. 128. Free.

What Farmers Who Hire Workers Should Know About Child-Labor Provisions of the Federal Fair Labor Standards Act. Wage and Hour and Public Contracts Divisions. Child-Labor Bulletin No. 102. Free.

Department of State

Korea 1945 to 1948. Department of State Publication 3305. Reprinted 1950. 35 cents.

United States Policy in the Korean Crisis. Department of State Publication 3922. 1950. 25 cents.

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.

Library of Congress

Federal Scholarship and Fellowship Programs and Other Government Aids to Students; A Report Prepared in the Legislative Reference Service of the Library of Congress. Printed by and available from the Senate Committee on Labor and Public Welfare. Free.

Mobilization Planning and the National Security. Legislative Reference Service, Public Affairs Bulletin No. 81. Revised July 1950. Available from the Card Division, the Library of Congress. at \$1.25.

Economic Cooperation Administration

The Marshall Plan: A Handbook of the Economic Cooperation Administration. Office of Information. Free.

Office of Education

City School Systems: Statistical Summary of Personnel, Attendance, and Expenditures, 1947-48. Statistical Circular, No. 273. June 1950. Free.

Conference on the Undergraduate Professional Preparation of Students Majoring in Health Education, Washington, D. C., Nov. 28-Dec. 2, 1949. Free.

The Core in Secondary Schools: A Bibliography. Circular No. 323, June 1950. Free.

Education for a Long and Useful Life. Bulletin 1950, No. 6, 20 cents.

Education in Training Schools for Delinquent Youth. Bulletin 1945, No. 5, reprinted 1950. 25 cents.

Education of Exceptional Children and Youth: Gifted Children. Selected References No. 5-III, Revised May 1950.

The Elementary School Library in Today's Educational Scene. Reprint from SCHOOL LIFE, April 1950. Free.

Expenditure Per Pupil in City School Systems, 1948-49. Statistical Circular No. 271, May 1950. Free.

How To Obtain U. S. Government Motion Pictures, 1950. Reprint from SCHOOL LIFE, May 1950. Free.

Index: Biennial Survey of Education in the United States 1944-46. 1950. Free.

In-Service Preparation for Guidance Duties. One of a Series of Reports on Counselor Preparation. Misc. 3314-7A, May 1950. 30 cents.

Motion Pictures on the Other American Republics. United States Government and Pan American Union. Circular 275, Revised 1950. 15 cents.

102 Motion Pictures on Democracy. Bulletin 1950, No. 1. 20 cents.

Periodicals—Aviation for Teachers and Pupils. Circular 308-V, March 1950. Free.

Public School Finance Programs of the Forty-Eight States. Circular No. 274. 50 cents.

Rising Enrollments in Nonpublic Schools. Reprint from SCHOOL LIFE, May 1950. Free.

A Selected Bibliography for Teaching About the United Nations. Third Edition, Revised, August 1950. Division of International Educational Relations. Free.

Social Hygiene Education Bibliographies, revised June 1950; No. 3, **Books for Teen-Age Youth;** No. 4, **Sources of Free and Inexpensive Material for Children and Youth;** No. 5, **Methods and Materials for Parents.** Free.

Some Films for Teachers and Parents. Education Briefs, No. 19, June 1950. Free.

Statistics of Public Libraries in Cities With Populations of 100,000 or More for 1949, With Comparative Summaries for 1945, 1946, 1947, and 1948. Circular 276, June 1950. Free.

Statistics of Public School Libraries, 1947-1948; Advance Data for Cities With Population of 10,000 to 29,999 (1940). Circular No. 272, May 1950. Free.

Suggestions for Securing Teaching Positions. Circular No. 224, Ninth Revision, March 1950. Free.

A Survey of Cooperative Engineering Education. Bulletin 1949, No. 15. 25 cents.

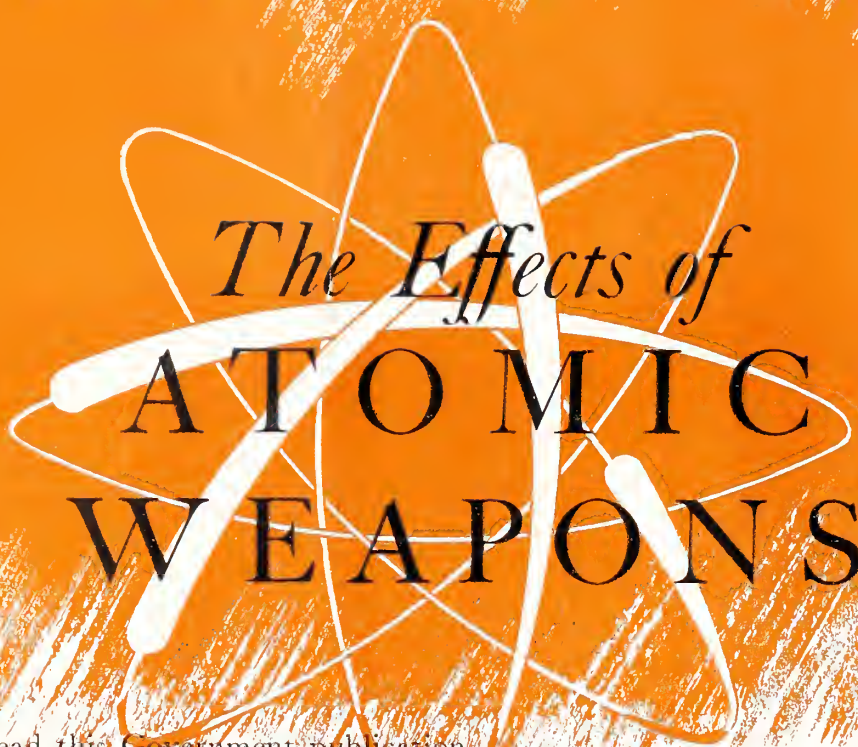
Time Allotment of the 48 State Department of Education Staffs (Basic Data). June 1950. Free.

United States Government Motion Pictures Cleared for Television, catalog. 1950. Free.

A Selected Bibliography for Teaching About the United Nations. Third edition, revised, August 1950. Free.

Some Questions on the Education of Physically Handicapped Children and Youth. Do You Know the Answers? Folder. Free.

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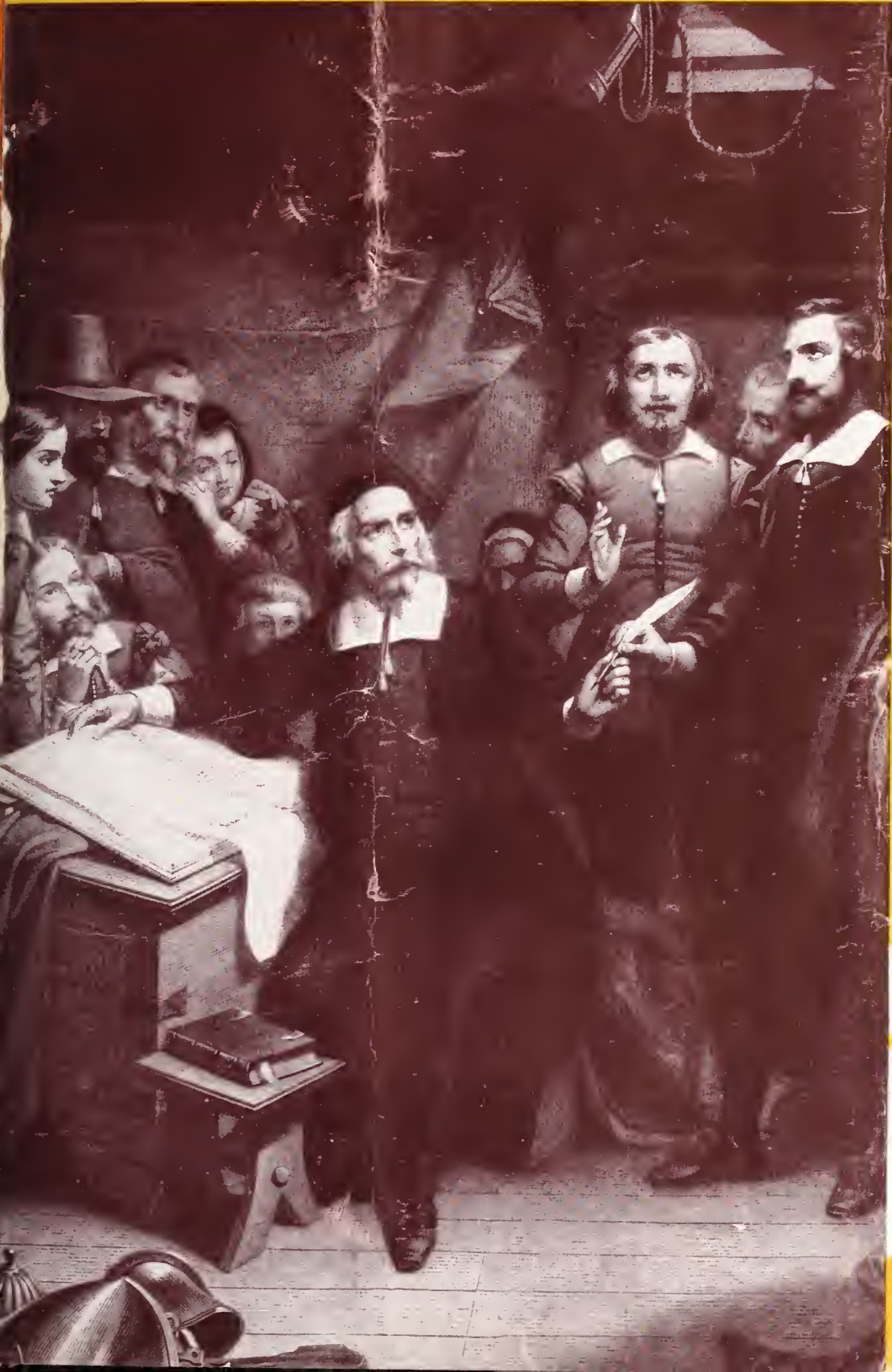
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School Life



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FEDERAL SECURITY AGENCY
Office of Education



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Volume 33

Number 2

The photograph on the cover of this issue of SCHOOL LIFE shows detail of the Pilgrims signing the Mayflower Compact, the first written plan of government drawn up in America. This photograph, courtesy of the Library of Congress, appears in Office of Education Bulletin 1948 No. 15, titled, "With Liberty and Justice for All." The author of the bulletin points out that the signing of the Mayflower Compact "was an important milestone on the road of self-government." Contact prints of this photograph (5" x 7") are available from the Library of Congress, Washington 25, D. C., price 40 cents. Order Bulletin 1948 No. 15 from the Superintendent of Documents, Washington 25, D. C., price 25 cents.

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(Single copy price of SCHOOL LIFE—15 cents.)

School Life Spotlight

“Democracy demands good education—today more than ever before”----- p. 17



“ . . . The elementary schools throughout the Nation can ill afford to lose a single teacher . . . ”----- p. 22



“ . . . We cannot postpone education for a generation, and then hope to 'take up slack.' . . . ”----- p. 26



“The Nation looks to you, as teachers, for leadership in making these things clear to every one of our children . . . ”----- p. 28



“ . . . From then on the pace is dizzy . . . ”----- p. 29



“ . . . Only a fraction of the total need is being met . . . ”----- p. 32

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.”

THE WHITE HOUSE
WASHINGTON

August 31, 1950

TO THE PATRONS, STUDENTS AND TEACHERS OF AMERICAN SCHOOLS:

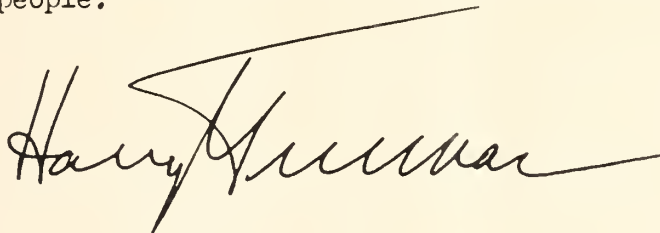
Democracy demands good education -- today more than ever before.

In our present world, the forces of naked aggression can be met successfully only by free people who know the meaning of freedom and who know how, together, to defend their heritage of freedom.

Within a democratic Nation, the quality of national life is made up of the character of each person as he works with his fellows.

This Nation's internal strength and its world influence for peace rest upon the men and women, the boys and girls who know well the nature of democracy and who strive daily to live in harmony with the essential principles of democracy.

American Education Week serves the Nation's defense by emphasizing the provision of successful experiences of democratic living in the schools. It is through these experiences of democratic living that we perpetuate the secret of successful government of, by and for the people.

A handwritten signature in cursive script, reading "Harry Truman". The signature is written in dark ink and is positioned below the main body of text.

Education and the National Defense

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

TWO DOMINANT systems of thought, two ways of life today engage the attention of the peoples of all nations. These philosophies originate in two basically different conceptions of the nature and destiny of man and in two completely different sets of human values. The proponents of one of these systems, Communism, are determined that their plan of life, their values, shall prevail generally throughout the world. Anyone who doubts this statement should read the incisive analysis of the history and purposes of communism made by Dr. Charles Malik of Lebanon before the Security Council in May. The proponents of the other, Democracy, though not engaged in an aggressive campaign to force a way of life on those who do not want it, are equally determined that they themselves shall be free to live under their own system, that other nations shall have access to information about it, and have the right to adopt it if they wish.

Though the world situation today is extremely complicated, it may be said that the present crisis arises primarily from the conflict between those who accept one of these views and those who accept the other. It is perhaps inaccurate to call the present situation a crisis, if by that term is meant a short period of stress and strain at the end of which there will occur a decisive and final turn in events for better or worse. Those in a position to know most about world events, and the relations between nations, doubt that the present issues are likely to be soon resolved. They see ahead a long period of uncertainty and disorder. During this time we must organize our national life to carry on the ordinary and necessary activities of everyday living while at the same time preparing for the possibility of a global conflict.

Life does not stop while we build the Nation's military strength. Living goes on. Children are born and grow up. They go to school and to college. You cannot put a generation into educational cold storage and then later put them into an educational hothouse. The *necessities* of the long pull before us are not merely military essentials. There are equally basic essentials in *non-military* areas. To provide the essentials in

all areas is our continuing objective. Only thus can we meet the demands of the long pull which lie before us: a period in which the preparedness of the Nation for possible conflict must be at hitherto undreamed of peacetime levels, while at the same time the basic essentials of life and growth must be provided for all our people, including all the children.

Since there is a possibility that the present situation may not develop rapidly

COMMISSIONER McGRATH delivered this address at Saranac Inn, N. Y., on October 2, before the New York State Council of City and Village Superintendents of Schools. He also spoke on the same subject at San Diego, Calif., on October 4, before the annual meeting of the California Association of School Administrators, and at the San Diego Teachers Institute. SCHOOL LIFE, in this way, brings to many more teachers and school administrators across the Nation the timely remarks of the Commissioner of Education on "Education and the National Defense," presented upon these occasions.

into a world conflict *but* instead continue for 10 or 20 years in waves of rising and falling tension, education's first responsibility from the nursery school through the university is clear. The educational system as a whole must continue and indeed improve programs of basic education for citizenship and the normal activities of life. We must keep in the forefront of our thinking the realization that until now the conflict between communism and democracy has been largely one of ideas and social pressures, not one of full-scale conflict on the field of battle. In fact, a statement of Mr. Vishinsky reveals that the Russians consider the ideological weapon superior to the tank and the bomb. He said: "We shall conquer the world, not with atom bombs, but with something the Americans cannot produce—with our ideas, our brains, our doctrines." Americans will not accept this view, but it focuses attention on the fact that ideas and education are the most effective weapons we have to use in fighting a world-wide system of propaganda and false reasoning. Unless

we maintain a sound system of education at home and a program of information abroad about our national purposes and our way of life, it is conceivable that we could win the military conflict and lose the cause of freedom. Men and women, both here and abroad, who had not been educated to live as free people in a free world could embrace a totalitarian solution to the social and political problems that inevitably remain after the firing stops.

The defense of our Nation and its ideals in the struggle which is deepening about us will call for the efforts of every individual and group in our society. In every war we have fought, education has contributed mightily and must be prepared if need be to increase that contribution. In the current program of defense the President and the Congress have taken steps to insure that education has its rightful and essential place in the planning and operation of programs in which schools and colleges can make a major contribution. The efforts of education should be cooperative, involving leadership and full participation at the national, State, and local levels.

National Security Resources Board

The plan of organization which the President and the Congress have established to govern the role of education in the Executive Department concerns all members of the profession. The key organization in defense planning is the National Security Resources Board, established by the National Security Act of 1947. The function of this Board is to advise the President concerning the coordination of military, industrial, and civilian mobilization. The powers of the National Security Resources Board derive from the President himself, and the Chairman of the Board reports directly to the Chief Executive. The Board is therefore an immediate part of the Executive Office of the President and places the Chairman in a direct relationship to all agencies and departments concerned with the defense effort. The staff is organized in the following units: Resources and Requirements, Production, Materials, Transportation, Energy and Utilities, Manpower, Foreign Activities, and Civilian Mobiliza-

tion. Educational planning falls under Manpower.

Thus far the Board has limited its work to planning; and as operating programs have come into existence, they have been delegated to already existing Government agencies. Upon the passage of the Defense Production Act of 1950, for example, the President, by Executive Order, established the National Production Authority in the Department of Commerce, and in the same Order directed that this activity be coordinated with other Government functions by the Chairman of the National Security Resources Board. An additional example of this policy is found in the delegation to the Department of Labor of the function of establishing labor requirements in defense industries. In the operation of defense activities the Board will assume only the function of coordination. This plan of organization is quite different from the pattern which evolved between 1940 and 1945, when entirely new agencies were created, such as the War Production Board and the War Manpower Commission. The current policy is intended to make fullest use of the skills and experience of existing Government departments and agencies.

The Place of the Office of Education

The National Security Resources Board has designated the Office of Education as the agency for all educational planning. I quote from a statement authorized by the Board:

In the field of education, the National Security Resources Board and the President are looking to the Federal Security Agency and the Office of Education as the focal point within the Federal Government where information regarding the educational and training needs will be gathered and distributed to the schools and institutions of higher education so that they may make their maximum contribution to the defense effort.

The statement continues:

In helping the Office of Education carry out its role, the National Security Resources Board is seeking to establish relationships between other government agencies and departments and the U. S. Office of Education. Thus the Office will have constantly available current information which it will send promptly to colleges, universities, and schools. The Office will also secure information from the schools and colleges which can be used by the agencies of government in their own educational planning. This joint effort of government and educational institutions will provide the most efficient means of putting all the Nation's educational forces to effective use in the defense effort.

In accordance with this policy of establishing departmental relationships with the Office of Education, there is now being formed an interdepartmental liaison committee representing defense and civilian departments and agencies concerned with the national defense. It is expected that the membership of this committee will be announced in the near future.

Action by the Office of Education

The Office of Education has taken steps to carry out the two general types of responsibilities delegated to it: First, that of serving as the focal point for educational planning in the Federal Government, and second, of operating programs for which funds and administrative authority are placed in the Office of Education as, for example, defense training of war production workers of less than college grade; and programs similar to Engineering, Science, and Management War Training.

Within the Office of Education we have organized a defense council which meets regularly, considers emergency problems, and develops plans for their effective solution. We have further appointed staff members to deal with designated defense activities. (See listing on page 20.)

In order that educational leaders in the schools and colleges may be informed of Federal activities concerned with education, the Office is issuing at irregular but frequent intervals a *Defense Information Bulletin*. This publication is sent to the Chief State School Officers and institutions of higher education. The Bulletin will provide promptly official information concerning defense training plans, manpower policies of the defense establishments and of civilian agencies, and legislative and executive actions. The regular publications of the Office, *SCHOOL LIFE*, a monthly magazine which reaches virtually all of you, and *HIGHER EDUCATION*, which reaches college executives, will continue to provide general articles on education and fuller discussions of defense-related activities.

In recent weeks the Executive Office of the President has issued policy statements, and the Congress has passed laws, relating to the defense effort, of particular interest to schoolmen. Two of the Executive Orders relate to the training of workers for defense occupations.

Defense Training Programs

In accordance with the policy of the National Security Resources Board which

places responsibility for education and training in the Office of Education, the President issued recently two documents that are of considerable importance to school administrators. On September 9, the President issued Executive Order 10161 under the Defense Production Act of 1950. This order delegates authority for specific phases of defense production to certain Federal Government agencies. Part VI of the Executive Order dealing with labor supply states: "The Secretary of Labor shall utilize the functions vested in him so as to meet most effectively the labor needs of defense industry and essential civilian employment, and to this end he shall:

- "(a) Assemble and analyze information on labor requirements for defense and other activities and on the supply of workers * * *
- "(c) Formulate plans, programs, and policies for meeting defense and essential civilian labor requirements.
- "(d) Utilize the public employment service system * * * to carry out these plans and programs and accomplish their objectives.
- "(e) Determine the occupations critical to meeting the labor requirements of defense and essential civilian activities. * * *"

This Executive Order was accompanied by a memorandum from the Director of the Bureau of the Budget approved by the President which clarified responsibilities of the Department of Labor and of the Federal Security Agency with relation to the training of defense workers. This statement placed responsibility for identifying training needs for defense activities in the Department of Labor. It also stated that the Office of Education, Federal Security Agency, would "develop plans and programs for the education and training, in groups or classes under organized educational auspices, of personnel needed for work in occupations essential to the national defense."

The Department of Labor thus has the responsibility for making plans to meet defense and essential civilian labor requirements, and the Federal Security Agency through the Office of Education has the responsibility for developing plans and programs for the education and training needed by personnel who are to be employed in occupations essential to the national defense.

The Department of Labor and the Federal Security Agency will coordinate their planning under the leadership of the National Security Resources Board. Appropriate steps have already been taken to reach an understanding concerning the division of labor in connection with these activities. Agencies having comparable responsibilities in the States and local communities will face many of the problems of coordination which exist in the Federal Government, and they will doubtless want to develop working relationships in their own communities to guarantee a minimum of duplication of effort and friction and a maximum of efficient planning and operation. The appropriate State and local agencies will be informed of policies and procedures as rapidly as they are developed by the Department of Labor and the Office of Education in order that local authorities may have the benefit of national experience in their planning.

Coordination of all educational activities within the States is very much needed if the various educational systems and institutions are to make their full contribution to the defense effort. State Boards for Vocational Education, local boards of education, and official bodies governing the operations of institutions of higher learning will be called upon to assume specific responsibilities with respect to planning defense training programs.

The Office of Education will continue its policy of dealing administratively with duly constituted educational authorities within the States. It is imperative, however, that all agencies concerned with planning, developing, and operating programs of education and training for defense purposes should work out means of securing the highest possible coordination of these programs within States or even regions. State groups representing the various branches and levels of education might well consider devices for achieving such coordination and cooperative planning. Such a cooperative arrangement will assist the Nation in securing an adequate supply of well-trained and skilled workers for the various production activities essential to an efficient defense program.

Allocations and Priorities

Another problem with which the schools will be concerned in the months ahead is the use of materials for equipment and construction. The Office of Education has made plans in this connection and when

Defense Mobilization Assignments in the Office of Education

These staff members are the Office of Education channels of communication between (1) Government departments and agencies and (2) educational institutions and individuals concerned with defense problems. The present assignments and the persons involved are as follows:

Accelerated Programs in Higher Education.....	JOHN DALE RUSSELL.
Area and Language Studies.....	KENDRIC N. MARSHALL.
Audio-Visual Aids to Defense Training.....	FLOYDE E. BROOKER.
Civil Defense (Protection of Life and Property) ..	WILLIAM A. ROSS.
Curriculum Adjustments in Secondary Schools..	J. DAN HULL.
Defense Facilities of Higher Education Institutions	ERNEST V. HOLLIS.
Defense-Related Government-Sponsored Campaigns in Schools.....	CARL A. JESSEN.
Defense-Related Occupational Information and Guidance.....	HARRY A. JAGER.
Defense-Related Research.....	RALPH C. M. FLYNT.
Education for the Health Professions.....	LLOYD E. BLAUCH.
Engineering, Science, and Management Defense Training in Colleges and Universities.....	HENRY H. ARMSBY.
Extended School Services for Children of Working Mothers.....	HAZEL F. GABBARD.
Health and Physical Fitness Programs.....	FRANK S. STAFFORD.
Illiteracy in Relation to Manpower Utilization..	AMBROSE CALIVER.
Information Concerning Legislation on Student Loans and Scholarships.....	BUELL G. GALLAGHER.
In-Service Teacher Training as Related to Non-vocational Defense Activities.....	DON S. PATTERSON.
Liaison for Research Contracts in Educational Institutions.....	BERNARD B. WATSON.
Liaison for Selective Service; Liaison for Military Training Programs in Civilian Institutions.....	CLAUDE E. HAWLEY.
Libraries and Defense Information.....	RALPH M. DUNBAR.
National Scientific Register.....	JAMES C. O'BRIEN.
Practical Nurse Training.....	WARD P. BEARD
Publications and Defense Information.....	GEORGE KERRY SMITH
School Assistance in Federally Affected Areas..	ERICK L. LINDMAN.
School Transportation; Evacuation of School Children; Priorities and Allocation of Critical Materials and School Supplies.....	E. GLENN FEATHERSTON.
Status of Military Reserve Personnel in Education	WILLIAM R. WOOD.
Teacher Recruitment and Preservice Training...-	W. EARL ARMSTRONG.
Vocational Defense Training of Less-Than-College Grade.....	RAYMOND W. GREGORY.

the time arrives for the control of the use of critical materials through allocations and priorities, the Office of Education is prepared to take the following steps:

1. Call a national conference of educational representatives to obtain their recommendations concerning policies for conservation of materials, policies governing any rationing programs that might be necessary, and procedures to be followed in making allocations and granting priorities.
2. Act in an advisory capacity to officials in other Government agencies which have responsibility for the administration of such programs.
3. Assist other Government agencies in the preparation of written guides and procedures relating to allocations and priorities.
4. Keep State and local educational officials informed concerning the development and operation of such programs.
5. Render consultative service to State and local officials in securing the materials they need.
6. Keep officials of Federal agencies informed concerning the problems which arise in connection with the administration of the program.

Although the Office of Education may have no official responsibility in the administration of these programs, these projected activities of the Office will insure proper consideration of the problems of schools and colleges with regard to the need for materials.

The conservation of materials likely to be in short supply will involve the schools to a considerable extent. There are likely to be shortages in such items as transportation equipment, rubber, gasoline, fuels and oils, lumber and other building materials, metals, and textiles. The first step toward restrictions has already been taken by the issuance of Regulation No. 1 of the National Production Authority recently established by Executive Order in the Department of Commerce. This regulation, to which schools and colleges are subject, sets up controls to prevent the accumulation of excessive stocks of material.

The regulation defines what it calls a "practicable minimum working inventory" and provides that all agencies covered by the regulation shall hold inventories within specified limits. With certain exceptions, it specifically prohibits the receipt of such

materials which would place the inventory above the defined limit or ordering those which would place the inventory beyond this limit. It also requires an agency, for example, a local school system, to keep all records concerning inventories, receipts, deliveries, and the use of materials and provides that records must be made available to the National Production Authority on request. Most schools and colleges have not been in the habit of building up inventories which would exceed what the regulation defines as the "practicable minimum working inventory;" consequently these regulations will not, at least at this time, work a hardship upon many institutions. It is possible, however, that other regulations may follow which will more seriously involve schools and colleges. As these developments occur your Chief State School Officer will be informed of them through our *Defense Information Bulletin*.

New Legislation on Federally Affected Areas

Two laws recently passed by the Congress have direct bearing on defense activities in areas where Government installations have caused major school problems. These measures not only are related to our stepped-up defense program; they also have important implications for the long-term development of American education. At present they concern only a small proportion of the Nation's school districts; but if the defense effort is stepped up, more units of the school system will be involved. House bill 7940, now Public Law 374, provides Federal assistance for *current expense* to school systems overburdened by the activities of the Federal Government; and Senate bill 2317, now Public Law 815, provides financial assistance for school construction to similar school districts. Public Law 815 also provides for a Nation-wide survey of the need for school construction.

These measures are the result of long study by a subcommittee of the House Committee on Education and Labor with the help of the staff of the Office of Education. The study showed that in 410 school districts school attendance had increased, since 1939, an average of 70 percent. In that school year these districts were educating more than 130,000 children who lived on nontaxable Federal property and about 140,000 whose parents lived on private property, but who were employed on nontaxable Federal property. A double burden has been placed on these communities by

two factors: (1) The sudden increases in school enrollments caused by Federal activities, and (2) the loss of local school revenue resulting from the withdrawal from local tax rolls of substantial amounts of property. The study also revealed that the same districts included 250,000,000 acres of federally owned land with a valuation estimated at more than 13½ billion dollars. It is estimated that taxation of this Federal property at prevailing rates would yield more than \$193 million a year for current operating expenses.

Congress decided to approach this problem by determining *the amount of Federal payments on the basis of the number of children involved*. *First*, the number of children to whose schooling the Federal Government ought to make a financial contribution is to be established. *Second*, the amount per child to be paid by the Federal Government for current expenses is to be determined by *the amount per child which is normally derived from local tax sources in comparable communities* in the State. The Federal Government is thus paying the local tax share of the cost of educating these children in accordance with prevailing standards of local tax support in the surrounding areas.

The appropriation currently available for allotment under Public Law 815 is not sufficient to meet the total need for funds under the statutory formulas. It will therefore be necessary to approve projects on the basis of the relative urgency of need. We shall cooperate fully with local and State school authorities in determining the urgency of such projects.

The Congress regarded both measures as somewhat experimental, and therefore set a terminal date on their operation. Public Law 374, providing Federal assistance for current expenses, will be in effect for 4 years, and the construction measure, 3. During this time the Office of Education will administer these measures under the terms of the laws and continuously study their operation with a view to correcting any inequities which may develop or suggesting revision of the laws to guarantee that the Government meets its full obligations to local districts burdened with financial obligation because of Federal activities.

In the effort to get this program of financial assistance promptly under way, all available resources of the Office have been placed at the service of the Director of this project. Forms, instructions, and procedures to follow in connection with the

application for help are in preparation. The Office staff will work closely with State and local school authorities, both in the administration of this program and in studying and evaluating its effectiveness and its long-term implications for American education. The policies and practices established under these laws will, I hope, serve as an example of the kind of cooperative effort educators throughout the Nation are capable of in solving significant educational problems, and, in this particular instance, in insuring American children the educational opportunity to which they are entitled.

Survey of School Construction Needs

One of these bills, Senate bill 2317 (Public Law 815), provides for a Nation-wide State-by-State survey of school construction needs for which the Congress appropriated \$3,000,000 for grants-in-aid to State educational agencies to finance one-half of the cost of conducting these surveys within the States.

Since it will be necessary to collect and evaluate certain data on a pattern sufficiently uniform to permit a Nation-wide report to the Congress, the Office of Education will provide consultative services and assist States in every possible way in the coordination of their planning and work.

The school facilities surveys will include an inventory of existing facilities, the need for additional facilities in relation to school population and district organization, the development of over-all State plans for school construction programs, and a study of the adequacy of State and local funds available for school construction.

But enactment of House bill 7940 and Senate bill 2317 in no way alters the fact that, as a Nation, we are facing a severe shortage of classroom space which will grow worse each year unless drastic steps are taken soon to overcome this serious deficiency in our school system. Make-shift classrooms, overcrowded plants, inadequate facilities—these existing conditions greatly impair the quality of education, and it is the quality of the education our children receive today which will largely determine the quality of our citizens tomorrow. America cannot afford to handicap the education of her children by failing to provide adequate schools. The depression kept us from doing this in the thirties. World War II stopped school building in the forties. We cannot afford not to build schools now and in the years immediately

ahead unless the Nation is in imminent peril. Under a partial mobilization, such as we will doubtless face for the next several years, our educational system will be unable to make its essential contribution to national defense unless schools obtain additional classroom space and facilities.

Civil Defense

In the matter of civil defense the schools will be called upon for special services. On September 18, President Truman laid before Congress a "blueprint" for a vast civil defense program. As many of you know, this program drafted by the National Security Resources Board to alert the Nation to the possibilities of atomic attack provides an extensive mutual aid system involving thousands of workers, both paid and volunteer, at the national, State, and local levels.

Though a temporary Civil Defense Administration will probably serve until Congress acts on the Federal civil defense bill, it is intended that States and local communities will move ahead with their civil defense planning now instead of waiting for national legislation and the dissemination of detailed information. Education clearly has a responsibility in both the initial planning and the execution of civil defense operations. Close working relationships are being maintained with other governmental agencies and with appropriate outside organizations on numerous phases of civil defense, and information will be sent to you as rapidly as it becomes available.

In this connection, the Chairman of the National Security Resources Board has indicated that he contemplates, ultimately, the training of some 20,000,000 persons in first-aid procedures. To supplement this, many individuals will be needed in home care of the sick and injured. The American Red Cross has been delegated the responsibility for this great undertaking. It is one in which the schools can play a significant role. The Office of Education is cooperating closely with the Red Cross in the development of this training program insofar as the schools may be involved.

Impact on Teaching Staffs

The question which most troubles school administrators these days is, "What will be the effects of manpower mobilization on education?" Communications from all sections of the country indicate that teaching staffs at all levels of education and student bodies in the later high school and college

years are showing the effect of military mobilization. One State Commissioner of Education reports that approximately 2,000 teachers in his State are subject to call to the armed forces either as reservists or as draftees. Many staff members are in key positions in the defense program, such as vocational and industrial arts teachers, and no replacements are available.

At the moment we lack complete statistical data on the number of teachers throughout the country who are liable for military duty in the months ahead. But of this we are already sure: The elementary schools throughout the Nation can ill afford to lose a single teacher. Of the 300,000 teachers who left the profession during World War II, few have returned, and in the early postwar years only a trickle of teachers came from the colleges and universities. Hence in comparative terms, the teacher situation is far worse now than it was 10 years ago.

No improvement in this situation is in sight even if men are not removed from teaching for military service. Since the enrollments in elementary schools in 1957 will be 40 percent higher than in 1947, teacher recruitment should increase proportionately. That this will happen seems doubtful. There is a shortage of educational administrators and supervisors as well. It is difficult to see how elementary teaching staffs can be maintained if they are significantly reduced by military mobilization.

The heaviest impact on teacher staffs and, to some extent, on student bodies has come from the recall of reservists and national guardsmen. Considerations for delay in calling a reservist to active duty are based upon his current employment in a critical occupation necessary to a highly essential activity. Delays in call to active duty are made on an individual basis only, and the Defense Department has made it clear that under no circumstances will blanket delays for any given profession such as teaching be granted.

The Defense Department is guided in its actions on requests for deferment by the list of essential activities of the Department of Commerce and by the list of critical occupations of the Department of Labor. It must be emphasized that these lists are used *as guides only* and that each deferment is granted or withheld on an *individual basis only*.

The Commerce Department's list of essential activities embraces educational services

which include: "Establishments furnishing formal academic or technical courses, correspondence schools, commercial and trade schools, and libraries." The Department of Commerce lists as a critical occupation teachers of *critical occupations only*. These occupations tentatively include agronomists, architects, bacteriologists, biologists, botanists, chemists, dentists, engineers, geologists, mathematicians, metallurgists, physicists, and veterinarians, among others.

The total impact of Selective Service on teaching staffs is probably relatively small because those who are affected are nonveterans age 19 through 25, inclusive, only. Since many males of ages 24 and 25 are veterans of World War II persons selected to date have been primarily from ages 19 through 23, inclusive, which age groups

probably include relatively few male teachers.

However, if you as a school administrator wish to take further steps to clarify the status of your teachers under the present Selective Service regulations, the place to go is to the local draft board. Let the members of the draft board know all the facts about your most pressing staff requirements and your most critical long-range needs. A number of the inquiries about teacher deferment which have been received in the Office of Education and in Selective Service headquarters deal with questions which can be answered only at the local level.

I have attempted to detail a few of the matters related to the defense effort to which educators will want to give attention during the critical period ahead. Mobilization for national defense involves the local commu-

nities, the States, and the Federal Government. As far as education is concerned it is imperative that the administration of educational programs for the national defense involve the *cooperation* of local, State, and national officials. In Washington we shall do everything possible to keep you informed about developments as quickly as they occur. You can be of critical assistance by organizing your local resources in the national interest, by making your resources and facilities available in the national effort, and in keeping the Office of Education informed concerning your planning and your need for help. Jointly the educators of the country will provide the intelligence, the training, and the skills needed in time of national need and indispensable to the continuation of our free society.

Citizens and Schools in the National Crisis

by The National Citizens Commission for the Public Schools

DURING the 2 months which have followed the beginning of the conflict in Korea, the National Citizens Commission for the Public Schools has been asked many times what the role of citizens working for better schools should be in time of war or near war. In hundreds of communities in every State of the Union citizens are wondering whether they should press their efforts for better schools now.

To us it is encouraging that throughout the confused years which followed World War II Americans worked harder than ever to improve a public school system which already stands as one of the greatest social triumphs in history. Here and now in this country we have come closer than mankind ever has before to the goal of equal educational opportunity for all. But all thoughtful citizens recognize that we still are a long way from perfection and that much remains to be done. The task has been intensified by the rapid and continued growth of our school population with the conse-

quent development of serious inadequacies in school facilities and teachers. We still face the reality of an increase of 10 million school children during the next decade.

There are thus two compelling reasons for pressing the work for better education. One is that this work is yet far from finished. The second is that this work tests and measures the integrity of our own democratic purpose.

In reappraising the importance of this work in the light of current history, we believe it has gained rather than lost importance. The conflict in Korea is obviously a part of a much wider one which has been smoldering for many years and which cannot be expected to die down in the immediate future. While the early settlers in America could throw down their peacetime tools when threatened by attack, and take them up again when the danger had passed, we are faced with the more complex necessity of simultaneously continuing our constructive peacetime work and defending

ourselves during many long years of tension. If, by threatening us, our enemies were able to make us abandon the efforts necessary to maintain and improve our free society, they would by threats alone have won a major victory.

Of course, it will be necessary to adapt our plans for our schools to the immediate requirements of our expanding program for defense. But those who are in the fight for better schools should be alert to secure for our schools top priority in the new line-up of civilian activities that lie ahead.

Recently General Bradley, Chairman of the Joint Chiefs of staff, said: "An educated people is easy to lead but hard to drive; easy to govern but impossible to enslave." It is our public schools which must bear the main responsibility for maintaining an educated people here. It would be ironic indeed if we neglected them when we need them most.



Education Organizes fo

DURING THE MONTH of September further steps were taken at the national level that relate to the organization of education for service during the present defense emergency and educational planning for the future.

Meeting in Washington September 9-11, representatives of 75 educational organizations gave their approval to the organization of a permanent National Conference for the Mobilization of Education, as a means of tying American education into the defense program of the Nation. The conferees voted to set up the Conference as a permanent clearing house for information on defense developments and manpower policies and to work with the Office of Education in an advisory capacity. A resolution adopted by the Conference commended the National Security Resources Board and the President in establishing the Office of Education as an advisory and consultative agency on those aspects of security planning that relate to education.

Representatives of many Federal Government departments and agencies addressed the Conference on problems of special industrial and military training programs which may be needed. Spokesmen for the various educational associations urged top level educational representation on contemplated training programs, representation by education in civilian defense and other local responsibilities, and a strong training of teaching staffs.

Robert L. Clark, Director, Manpower Office, National Security Resources Board, again stressed that ". . . in the field of education, the National Security Resources Board and the President are looking to the Federal Security Agency and its Office of Education as the focal point within the Federal Government where we will attempt to bring together all the information we can gather to provide assistance to the schools and colleges and universities of this country in making their contribution to the total national effort."

Mr. Clark said further: "To meet the challenge that this situation presents to us,

we will need all the courage and all the resources, all the initiative and all the skill that we and all the other freedom-loving nations of the world can muster.

"We cannot begin to anticipate the problems with which we will be faced. We are in a world different from any other kind of world that any other civilization has had to face. Perhaps a historian would say it is only a matter of degree, but I think it is different.

"Now, since we cannot anticipate all the problems ahead of us, the keynote of what I would like to leave with you, is that I feel the role of education is to create a resourceful people. I want to emphasize that word 'resourceful.' That means that we must have a well-disciplined, well-educated, alert, healthy group of young people who can meet any kind of situation which may arise.

"We could take steps to have all kinds of specialized training during this period. But how do we know what we want to train for? We had better put our main hope on good basic education. It may mean that we will have to cut out some of the frills. Perhaps you would rather we would cut out some of the reporting procedures. But if this group and other groups like it will carry the word back to the people that this is what we need, and not specialized attempts to meet every minor situation which can be anticipated, you will have made your greatest contribution, in my view, to the defense effort."

Charles A. Thomson, Director, UNESCO Relations Staff, Department of State, called attention to the words of a UNESCO resolution passed on July 28, as follows:

"In addition to devoting the professional educational resources of the Nation to the furtherance of military security, the schools and colleges have also a responsibility to national security arising from the long-range need for well-informed, educated, and high trained citizenship.

". . . that the schools and colleges, the teachers and educators of the United States, have the responsibility for preparing our people, men and women, boys and girls, to

chart the course of this Nation in the present world situation and to chart a course which necessarily will have much to do in deciding whether the peoples of the world are headed for a safe harbor or for shipwreck."

Captain G. C. Towner, Training Division of the Bureau of Personnel, U. S. Navy, said, "Since the Navy is a firm believer in the value of a broad educational background as a prerequisite to military specialized training, I strongly recommend that you encourage your students to continue with their civilian studies without interruption. Special emphasis on mathematics, physics, electronics, and above all, citizenship, should be given."

Earl D. Johnson, Assistant Secretary, Department of the Army, stated, "The period our Nation is now in is not a total mobilization—only a twilight mobilization. Therefore, it is possible for us to do things in education that we could not do under total mobilization." He said that the Army wanted "to make maximum use of the educational facilities of today. The more we can parcel out to the civilian population the easier the job will be."

Federal Security Administrator Oscar R. Ewing, in addressing the Conference, spoke of the need for schools to train new workers, new advisory personnel, and teachers for the several training programs. He mentioned also "up-grading training for personnel already emphasized," and "refresher and transfer training for persons who have previously acquired some needed ability."

Rall I. Grigsby, Deputy Commissioner of Education, discussed the "necessity of putting the Conference discussion in some sort of framework as to the character and possibly the probable duration of the emergency . . ." He said, "I presume . . . that if we become strong enough to deter the aggressors in their aggression in other quarters, we will have to maintain a posture of strength for many years. I suppose also that that implies something in the nature of what some might be inclined to term a garrison state, in the sense, at least, that we will have a large standing military estab-

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lishment, that we will be devoting a very considerable proportion of our income to military expenditure.

"Another assumption seemingly implicit in the situation is that this is not exclusively—indeed, perhaps not chiefly—a question at this point at least of a contest of arms. This is an ideological combat at the moment, and in that ideological conflict, one of the elements certainly that will have to receive very great emphasis is the things that freedom and democracy mean to people in terms of standards of living, in terms of the Four Freedoms, shall we say, in terms of satisfactory conditions of living.

"It is a contest not only of ideas, but of actual accomplishment under a free system of society as opposed to a totalitarian, authoritarian system.

"I think those assumptions, both as to the duration and as to the character of the critical situation in which we find ourselves, may be reflected somewhat in the consideration of education's place, or role, in this situation."

Continuing, Dr. Grigsby, said, "First, as respects the long-range nature, or the probable long duration of the situation in which we find ourselves, General Hershey pointed out yesterday that youngsters who are now in the age group 8 and 10 years of age may be in a military age group within that period of time. What they receive in the schools by way of education and training has a rather direct bearing upon their effectiveness as members of the military establishment or as producers in our economy 10 years hence.

"In other words, as was emphasized in the first meeting of this conference, we have to keep an eye on the necessity of undergirding, shoring up, or strengthening, if you please, the going educational establishment. It cannot be permitted to deteriorate, and if we find ourselves in a situation in which teachers are leaving the classroom for higher-paid jobs in industry, in which the military are getting from our schools teachers in great numbers in the armed forces, we may find ourselves in a

situation in which we will have difficulty in continuing education as it should be continued during this period. . . .

"I shall not undertake to point out more specifically some of the implications of the necessity of keeping the schools strong. I would refer to the fact that proposals for Federal aid to education continue to make sense in that situation, since we may expect that the difficulties of the schools will be, and will continue to be, basically of a physical character. If we are to establish salary scales that will attract and hold teachers in the schools in the situation ahead, we have to be prepared to pay more adequately for the services of qualified teachers.

"If we are to house the young people who are coming to the schools in ever increasing numbers, we have to be able to construct school facilities in spite of shortages. In spite of allocations of critical materials, school construction, it would seem, ought to have at least a Number Two priority.

"If we are to provide, as General Hershey pointed out yesterday, at least for the time being, some method by which young people will be deferred, or their induction postponed, if they have superior qualifications for advanced study in colleges and universities, then certainly it would seem to follow that we ought to do something to make higher educational opportunity more freely available to young people regardless of the economic circumstances of the parents or of the homes from which they come. And that seems to imply something in the way of student aid.

"Now as you know, legislative proposals of this character have been before the Congress and no doubt will be before the 82d Congress. I simply point out that in terms of the long pull, we are under the necessity of strengthening, or shoring up, education in this emergency situation."

The Mobilization Conference named Willard E. Givens, Executive Secretary of the National Education Association, as chairman of its executive committee. Other officers named were Vice-Chairman: Edgar Fuller, executive secretary, National Council

of Chief State School Officers; Secretary: J. Kenneth Little, director of student personnel services, University of Wisconsin, Madison, Wis.; Coordinator: J. L. McCaskey, associate secretary, Department of Higher Education, National Education Association, Washington, D. C.

A Defense Information Bulletin of the Office of Education dated Sept. 11, 1950, titled "Amendment to Selective Service Act of 1948," reported the following information:

The President of the United States approved, Sept. 9, 1950, an Act of Congress relating to the induction of medical, dental, and allied specialists. This Act (Public Law 779, 81st Cong. 2d sess.) is an amendment to section 4 of the Selective Service Act of 1948.

That portion of the Act that will be of special interest to the colleges and universities is section (i) (3) which reads as follows:

"It is the sense of the Congress that the President shall provide for the annual deferment from training and service under this title of numbers of optometry students and premedical, preosteopathic, preveterinary, preoptometry and predental students at least equal to the numbers of male optometry, premedical, preosteopathic, preveterinary, preoptometry and predental students in attendance at colleges and universities in the United States at the present levels, as determined by the Director."

We shall inform you of any action taken by the Director of Selective Service in defining such terms as "premedical" and "predental students" and any other implementation of the preceding section that may be effected.

Another Defense Information Bulletin dated September 19 was titled, "President's Executive Order Issued Under Defense Production Act." Content was as follows:

The President on Sept. 9, 1950, issued an Executive order under the Defense Production Act of 1950. Part VI dealing with labor supply, stated: "The Secretary of Labor shall utilize the functions vested in

him so as to meet most effectively the labor needs of defense industry and essential civilian employment."

Section 601 (c) of the Executive Order assigned to the Secretary of Labor responsibility to "formulate plans, programs, and policies for meeting defense and essential civilian labor requirements."

The President on Sept. 9 also approved a memorandum from the Director of the Bureau of the Budget which included a reference to certain responsibilities of the Department of Labor and the Federal Security Agency in training defense workers. This reference further defines section 601 (c) of the Executive Order delegating functions under the Defense Production Act.

The memorandum indicated that the Department of Labor would identify training needs for defense activities, and 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 educational auspices, of personnel needed for work in occupations essential to the national defense."

Initiation of plans for specific training programs under the authorization of this order will depend upon certification by the Department of Labor that manpower shortages exist or are imminent in occupations essential to defense production needs. Plans are being made for the development of programs, to be conducted by schools, colleges, and universities under the sponsorship of the Office of Education, for meeting such shortages.

This bulletin also stated that as additional information concerning control of materials and supplies is released, it will be available from the Field Offices of the Department of Commerce.

As the month of September ended, the American Council on Education was completing plans for its October Conference on Higher Education in the Nation's Service which was expected to be attended by approximately 1,000 representatives of institutions of higher education and related grants. This meeting will be reported in a forthcoming issue of the Office of Education's semimonthly periodical, HIGHER EDUCATION.

A Defense Information Bulletin dated October 3 and titled, "Draft Regulations Affecting College Students," was issued to clarify questions which have arisen concerning the interpretation of the Selective

Service Act of 1948 and Selective Service Operations Bulletin No. 1 of August 8, 1950 as they apply to students.

This bulletin furnished the following information:

Under the Selective Service Act of 1948, Section 6 (i) 2, a student may have his induction *postponed* until the end of the academic year or until he ceases satisfactorily to pursue his course of instruction, whichever is the earlier. This means that a registrant who has been classified and is not deferred is entitled to have his induction postponed until the end of the academic year if he is ordered to report for induction while satisfactorily pursuing his full-time course of instruction. A postponement does not change the registrant's classification and, unless there should arise reason to have the case reopened, the order to report for induction is a continuing obligation on the registrant with which he is expected to comply at the termination of the postponement period.

Operations Bulletin No. 1 is intended to serve as a guide to local boards in determining which college students properly should be considered for *deferment*—in distinction from postponement—in an effort to carry out the desire of the Congress to provide the fullest possible utilization of the Nation's technological, scientific, and other critical manpower resources as expressed in the Selective Service Act, sections 1 (e) and 6 (i) 2. A student may be considered for deferment if he has completed at least one academic year of a full-time course of instruction in an institution of higher education; if he was in the upper half of his class during the last academic year he was enrolled; and if he had arranged prior to August 1, 1950, to enroll in a full-time course of instruction for the academic year ending in the spring of 1951. This means that a registrant may be classed in class II-A until the close of the academic year or for such other period as the board might determine, not to exceed 1 year. At the end of this deferment, the registrant must again present to his local board a request for deferment if he desires it and submit such information as the local board requires in support of his request.

Commissioner of Education Earl James McGrath made the following statement regarding education's role in the present emergency:

We cannot assume that the lessons learned in World War II will in themselves provide

adequate guidance for the present situation. According to all the signs we can see, we are now in for a long pull—perhaps for a generation. This will mean the vigorous furtherance of *all* essentials in our national life.

Among these essentials is education. The military strength of the Nation, over the long pull, is directly dependent upon adequate health and educational services to youth.

Equally important, we must as a free democracy be strong militarily without becoming a garrison state. If this is to be done, it will be necessary to strengthen our educational system and other basic institutions.

The Nation, then, will be vitally concerned with the education of American boys and girls. We cannot postpone education for a generation, and then hope to "take up slack." The oncoming generation comes on; its education cannot wait. That education must be adequate.

Special Announcement

THIS ISSUE of SCHOOL LIFE presents considerable defense information which requires the omission of the regular features, *Selected Theses in Education*, and *New Books and Pamphlets*, as well as *Aids to Education—By Sight and Sound*. It is hoped that these features will appear again in the December issue of SCHOOL LIFE.

See page 20 for a listing of Defense Mobilization Assignments in the Office of Education, and pages 24 to 26 for Defense Information Bulletins and emergency education developments.

See "Amendment to Selective Service Act of 1948" reported in the Defense Information Bulletin of September 11 (page 25) and "President's Executive Order Issued Under Defense Production Act" reported in the Defense Information Bulletin of September 19 (page 25).

See also "Draft Regulations Affecting College Students" presented in another Defense Information Bulletin dated October 3 (page 26).

Making Up Our Minds

by Oscar R. Ewing, Federal Security Administrator

WHEN THE Communist aggressors invaded the free territory of the Republic of Korea on June 25, the whole confused wilderness of international relations and of conflicting ideologies came into focus. We know now where we stand. We know some, at least, of the implications of what we have done to resist totalitarian aggression. We—and the whole free world—have abruptly called a halt to the creeping inroads of those who would undermine, or subvert, or utterly destroy, the free way of life which means so much to us.

The events of the past few months, climaxing the long and tortured logic of history which has forced our country into leadership of the free world, place us squarely in the middle of the battle for men's minds. The most fundamental difference between ourselves and our opponents, in this battle, is simply this: That the totalitarians seek to *capture* men's minds. We, on the other hand, seek to *free* men's minds. It is the strategy of en-

trapment, of terror, of the intellectual strait-jacket, against the strategy of release, of inquiry, of skepticism, of intellectual and academic freedom, and of mature judgment.

THIS STATEMENT is from an address made by Mr. Ewing at the banquet session of the 33d annual convention of the American Federation of Teachers, Detroit, Mich., August 23, 1950.

They want people to stop thinking, and to start accepting. *We* want people to think for themselves, to think harder and better than ever before, and by that means to reach joint decisions. *Their* idea is conformity, by force if necessary; *our* idea is free choice, influenced only by argument and knowledge.

It would be foolish to say that we will win this battle simply because our way is better than the totalitarian way. You have to work hard to live the life of the democratic man. You have to face facts, see through

propaganda, make up your own mind; and this is a process infinitely more difficult than the mere acceptance of the triple-talk of the totalitarian party line. Furthermore, you must make up your mind—not once—but again, and again, and again, as new problems and new dilemmas confront you.

We use many tools in making up our minds. We use the press and radio and television and motion pictures and books. We use the common sense which God may have given us. We use the everyday experience of our everyday lives, and we check the larger problems against this practical yardstick. We use the talents and leadership of our great men and women, our politicians and philosophers and writers and distinguished citizens in every field.

But, of all influences, perhaps the most profound and lasting is the influence of the classroom teacher. The teacher, more than any other person, molds the thinking of young people when they are most impressionable—and thereby fixes the patterns for tomorrow's thinking. You cannot shirk this responsibility. I do not think you want to do so. Your job is not entrapment, but release—you are not trying to force young people into a rigid pattern, but just the reverse, for you are trying to show them how to use the wisdom and experience of the past to create new patterns of life and behavior.

We have always needed to do this, and we have always tried to do this. But we have reached a time when the need is greater than ever before. We are confronted by a Communist ideology which appeals even to a few Americans, and which appeals to very many people in other countries. Now that the United States is clearly the leader of the free world, it is incumbent on us that we show to ourselves and the whole world just what we mean by the democratic philosophy.

Let us start with the educators themselves. We believe in freedom of thought and speech, and therefore we stand firmly for academic freedom in the schools and colleges of the Nation. There is no place in the ranks of teachers and administrators



Arriving in Detroit, Mich., to address the annual convention of the American Federation of Teachers, American Federation of Labor, on August 22, Federal Security Administrator Oscar R. Ewing is greeted by the welcoming committee. Left to right are: Mr. Ewing, Mrs. Harriet Pease, President, Empire State Federation of Teachers Unions, and Miss Etta Greenberg, New York City Local of the American Federation of Teachers.

for either brand of totalitarianism—whether of the left or of the right. We know from experience—and the American Federation of Teachers knows particularly well—that the closed mind of the doctrinaire dogmatist has no place in the American school.

Making up America's mind does not mean closing it. It means opening it to truth, and subjecting all that comes before the bar of human judgment to the impartial, unbiased verdict of consistent logic and clear reason. It also means holding firmly to standards of value which alone make such judgment meaningful. It means the unremitting defense of freedom to think and to learn, and therefore to teach. It means the relentless pursuit of truth for truth's sake. And, above all in this time of crisis, it means knowing clearly *why* our freedom is better than tyranny, *why* the individual is more important than the state, *why* each child holds within him the future of the community, *why* the strength of democracy rests upon the basic human freedoms and human values.

The Nation looks to you, as teachers, for leadership in making these things clear to every one of our children. But you, in turn, have a right to look to the Nation for support. Part of the community's responsibility to you is to see that the men and women on whom we depend for the teaching of our children are paid enough to be able to speak of the fruits of American freedom in more than abstract terms.

The low salaries which teachers receive in too many parts of the country are nothing less than scandalous. Here is the very profession which is the foundation of all other professions, the profession which carries the banner of democracy and knowledge and understanding. Why should this profession, of all professions, be underprivileged, underrated, and underpaid?

We speak of the desperate shortage of working teachers in America today. What incentive are we offering to young men and women to go into the profession? Man does not live by the dollar bill, but neither does he live very well without it. You became working teachers, not because there were financial rewards offered to you, but because you saw in the classroom a great opportunity to render service to the people of America. Your reward, too often, is little more than your sense of personal satisfaction in a job well done. It seems to me that every one of us, as citizens, must do everything we can to add to this the additional satisfaction of adequate wages.

You need more than this. You need the tools with which to work. We turn out automobiles—and war weapons—in handsome, scientifically designed, spacious factories. We spend much time, much thought, and much money, to improve the conditions under which the vast industrial production of America is generated.

Yet in our schoolhouses—the fountainheads of ideas and knowledge in which we generate the citizenry of America—we have let the plant run down. At the very time when we expect education to do a bigger and better job than ever before, we ourselves are not doing as well by our schools as we have in the past. Twenty years ago the country invested three cents out of every dollar of national income in education. This year, our investment in education has fallen well below two cents on the dollar. We are short-changing our own children.

Over the next 10 years, we need to spend a billion dollars a year to improve our educational facilities. This money will not come, to any large degree, from the Federal Treasury. It will have to come from the States, the counties, and the municipalities of the country. It will only come when the parents of America are aroused to the point where they are willing to pay the extra pennies that will prevent their own children from being short-changed in education.

Biggest Educational Job

You as teachers are now facing up to the biggest educational job of all—the job of educating the American public to its own needs in the schools. I recall that, some time ago, teachers were accused of running a sinister lobby for education. If you as members of the American Federation of Teachers insist upon your right to a more adequate salary, if you insist on informing the community about the crying need for more and better schools, if you insist on expressing your views on the necessity to go forward in America—if you do those things, as you are doing, then you need not pay any attention to the shrill cries of the professional reactionaries. We need more lobbying like that in America.

We need Federal aid to education, so that children in every last corner of the United States can have at least the minimum of educational opportunity which all children deserve. We need a program of scholarships and insured student loans, so that these opportunities can be continued right through the college years, for those students who could not otherwise afford to pay

for higher education. We need to strengthen the leadership in the field of education that is already provided by the Office of Education, a part of the Federal Security Agency.

We need to do these things within the framework and philosophy of social progress. Last week Congress passed the amendments to the Social Security Act, greatly expanding the coverage of the social security program and bringing the benefits of social insurance more closely in line with today's costs of living. I have no doubt that this tremendous forward step in social legislation will be signed by the President within the next day or two. [EDITOR'S NOTE: President Truman signed the new social security law on August 28, 1950].

This too is part of the social program which the American people desire—more and better education, more and better family security, new and better ways of paying the high costs of medical care, new and better rules to govern the relations between labor and industry, new and better ways to eliminate discrimination and to promote civil rights. You know the roster of needs in America as well as I do, because these are your needs as well as mine. You as teachers and as a segment of organized labor have fought hard and well for these advances.

There are some who feel that we must stop working for this kind of progress because of the international situation. Certainly our primary effort must be on the strengthening of our country to meet whatever demands may be placed upon us. Nobody who understands the difference between Democracy and Communism, between freedom and the police state, will challenge this. What we must continue to remember, however, is that our country is strong only if our people are strong—and that our people are strong only if our education, our health, and our family security are maintained and strengthened. There is no conflict here. There is merely the interplay of needs for the making of a powerful America in a turbulent world.

In issuing its call for this year's annual convention, the American Federation of Labor, of which you are members, stressed its insistence on the need to go forward, constantly and unceasingly, in this hour of crisis. That is what we must do—go forward—and the teachers of the United States stand in the very forefront of the unconquerable American movement to build, to improve, to strengthen, and to conquer.

Community College Education—A National Need

by William R. Wood, Specialist in Junior Colleges and Lower Divisions
and Homer Kempfer, Specialist for General Adult and Post-High School Education

"THERE ARE NOW more than 1,800 colleges and universities in America. Why do we need a Nation-wide development of community colleges?" So wonder many laymen and some educators.

The reasons for further democratization of our system of education are many and specific. In accepting the comprehensive concept of the community college as a composite program of educational opportunities and services for older youth and adults,¹ we assume a public undertaking of immense scope. Reflected against the standard of high-school graduation, almost 50 percent of the older youth of the country, ages 18–20, for example, are educationally underdeveloped. They are chiefly elementary and secondary school drop-outs; some of them are functional illiterates. In our democratic society they constitute a very grave problem. Among young men and young women of this group delinquency and crime incidence is at its highest. Among them the rate of unemployment is greater than it is for any other age group in the labor force. They are society's neglected stepchildren.

The life-adjustment difficulties of these educationally underdeveloped older youth are of particular concern to the community college. These youth comprise too large a segment of our 18–20-year-old total population to be ignored indefinitely. Generally speaking, every one of them could find further educational opportunity in a properly developed local, public, tuition-free community college, either on a part-time or on a full-time basis. In serving these young people well, the community college can serve the Nation by contributing significantly to a general improvement in their civic competence, productive capacity, and personal satisfaction in living.

Of the fifty-odd percent of our older youth population who do complete the

twelfth grade, only about half (roughly one-fourth of the total age group) ever continue their formal schooling. By providing free opportunities within commuting range of all our academically ablest youth, the community college would make it possible for twice as many of them as are now in college to develop their special abilities to the full. In other words, thousands of our most talented young men and young women are now barred from the professions, and from top leadership of any sort, through no shortcoming of their own. For this prospective college-transfer group alone, the entire cost of establishing and maintaining community college education throughout the country could well be justified.

Our Soaring Youth Population

How many older youth are there in America today? How rapidly is that number increasing? The accompanying table tells the story. In 1950 we have about six and one-half million in the 18–20-year-old group, almost equally divided between young men and young women. There is a slight drop-off in prospect during the next

Continental United States, estimated total population 18, 19, and 20 years of age 1950–68

Year (1)	Age			Total 18–20 (5)
	18 (2)	19 (3)	20 (4)	
1950	2,139,000	2,211,000	2,232,000	6,582,000
1951	2,067,000	2,136,000	2,208,000	6,411,000
1952	2,041,000	2,064,000	2,133,000	6,238,000
1953	2,134,000	2,038,000	2,061,000	6,233,000
1954	2,178,000	2,131,000	2,035,000	6,344,000
1955	2,178,000	2,175,000	2,128,000	6,481,000
1956	2,269,000	2,176,000	2,172,000	6,616,000
1957	2,309,000	2,266,000	2,173,000	6,747,000
1958	2,309,000	2,307,000	2,263,000	6,878,000
1959	2,460,000	2,306,000	2,303,000	7,069,000
1960	2,647,000	2,457,000	2,303,000	7,407,000
1961	2,974,000	2,644,000	2,454,000	8,072,000
1962	2,832,000	2,971,000	2,641,000	8,444,000
1963	2,752,000	2,829,000	2,968,000	8,549,000
1964	3,288,000	2,749,000	2,968,000	8,963,000
1965	3,685,000	3,285,000	2,746,000	9,716,000
1966	3,520,000	3,682,000	3,282,000	10,484,000
1967	3,566,000	3,517,000	3,679,000	10,762,000
1968	3,435,000	3,563,000	3,514,000	10,512,000

¹ In 1947 a total of 3,699,940 live births were recorded—an all-time high. Source: Bureau of the Census.

few years, the total reaching a low point in 1953 of about six and a quarter million. Then, according to predictions based upon Bureau of the Census estimates derived from the official number of live births recorded annually, there is a rapid climb upward. In 1960 the total older youth population of continental United States, unless some catastrophe overtakes us, is certain to be well over seven and one-half million. From then on the pace is dizzy: in 1965 the total is nearly nine and a quarter million; 2 years later it is over ten and three-quarters million! The impact of these figures is startling; yet, henceforth, all of our thinking about educational opportunities for older youth must be adjusted to them. Certainly, they accentuate the urgency impelling the establishment of community college education on a Nation-wide scale.

The Job for the Community College

The over-all scope of the community college concept is shown graphically in the accompanying chart. The 4-year college and university group, for the most part full-time students with employment incidental during the school year, represents those students whose programs of instruction are concerned largely with liberal arts studies and professional preparation. The projection is based upon current enrollment percentages in degree-granting colleges, universities, and professional schools. The remainder of the chart represents potential enrollment in the community college. We may anticipate that about one-fourth of the total older youth population will be accommodated in 4-year colleges and universities. The community college will draw its enrollment largely from the other three-fourths. If adequate facilities and suitable programs of instruction are made available, a majority of the total older youth population may be expected to enroll in programs of general and occupational education of both transfer and nontransfer types. A large number of these students would be

¹ See Kempfer, Homer, and Wood, Wm. R. *The Community College—A Challenging Concept for You*. SCHOOL LIFE, June 1950.

enrolled on a full-time basis with part-time employment an integral part of their total learning experience. Of necessity, programs of instruction would be varied. There would need to be all types of work-study arrangements, including local, State, regional, or national conservation camp projects.

It is customary to consider older youth, especially those who are to become essentially full-time students for one or more years, as the core of the community college concept. Much larger numerically, however, is the adult and employed older youth group, representing students primarily on a part-time basis. Most of these are engaged in homemaking, employed full time, or actively seeking employment. In this category might also be included the unemployable and those beyond retirement age. Based upon studies made by the American Institute of Public Opinion, it is estimated that approximately 40 million adults desire

further education. This number is greater than the total enrollment of all other parts of our educational system from nursery school through graduate school. Many more have educational needs of which they may be unaware—often in such fields as health and citizenship. The total number of adults and employed older youth to be served in any community will be limited largely by the resources available for serving them and by the vision of community leaders in setting up suitable programs.

The scope of educational needs of the large adult group, the “developmental tasks”² of maturity, are suggested, also, on the chart, “The Job for the Community College.” These “tasks” provide high motivation for learning. They represent periods during which the proper kind of education can play a key role in helping individuals to achieve satisfactory personal adjustments

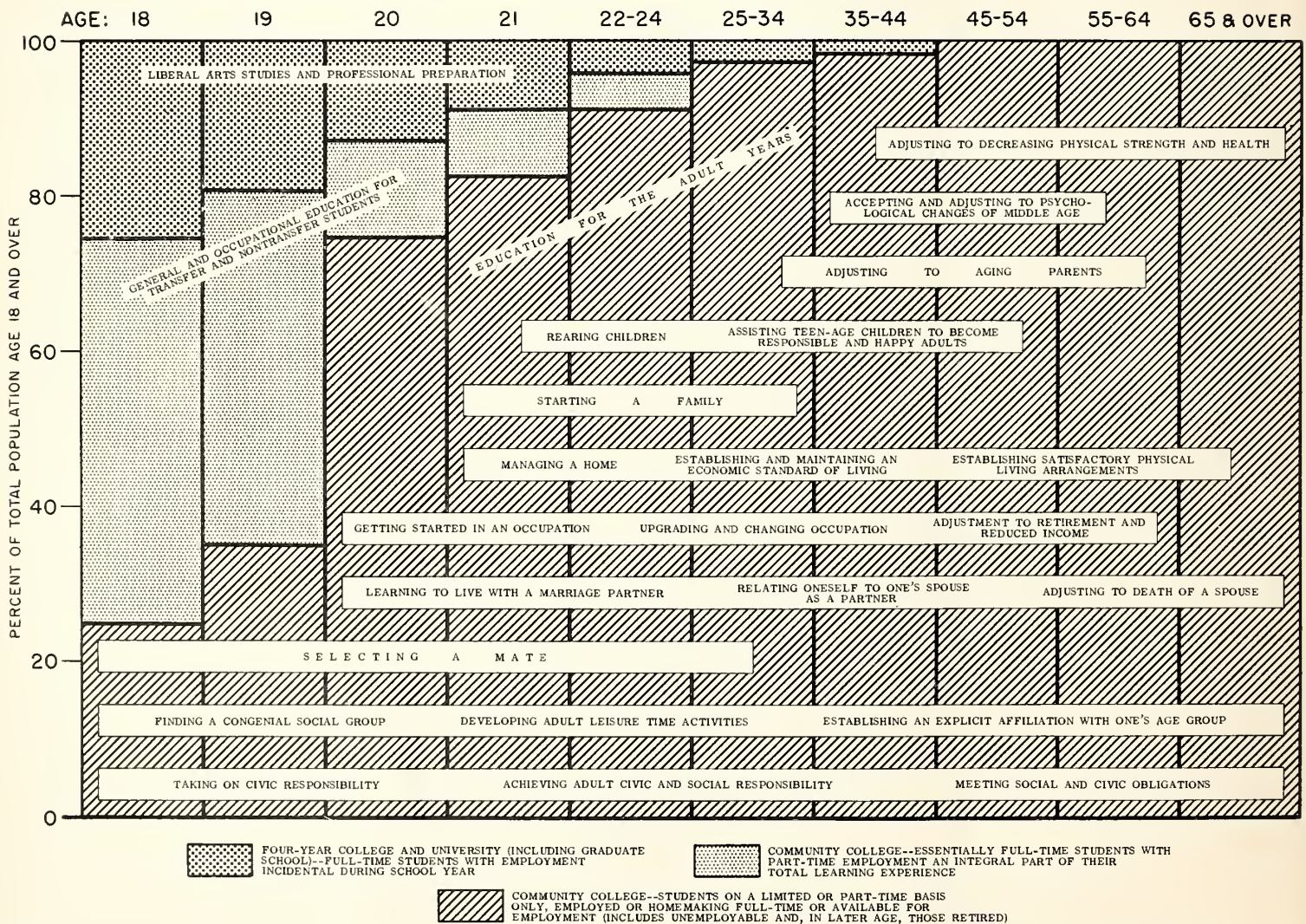
² Adapted from R. J. Havighurst's *Developmental Tasks and Education*, University of Chicago Press, 1948.

in living, and in strengthening family and community life, thus contributing to a general improvement of conditions in our democracy.

Some of these tasks or subdivisions of tasks require adjustment and education only for short periods. The bulk of the learning and adjustment incident to starting a family, establishing satisfactory living arrangements at a given period in life, or getting started in a particular occupation or upgrading or changing occupations may be concentrated into a few weeks or months. Other tasks may cover years. In the fields of citizenship, leisure-time activities, and health, for example, adjustments are continuous throughout life.

Except in the case of occupational training many adults often fail to recognize certain of these periods and tasks as requiring education. Consequently they do not seek specific educational assistance until specific programs are called to their attention.

THE JOB FOR THE COMMUNITY COLLEGE



There is ample evidence to indicate, however, that whenever suitable educational opportunities are provided in a community, adults taking advantage of them are able to accomplish each "developmental task," to make the necessary life adjustments, more easily and satisfactorily.

At present the public schools, the extension divisions of colleges and universities, the public libraries, the Extension Service of the United States Department of Agriculture, and other public agencies are able to serve only a minor fraction of the adults who want more education. For a great majority of adults the community college could provide continuing educational opportunities. One of the most important functions of the community college, then, is to provide a strong and comprehensive program of educational opportunities and services for adults. In so doing it makes a vital contribution to the well-being of the Nation.

Underlying Economic and Social Forces

There are other impelling reasons why community college education is a national need.

1. *Living grows increasingly complex.*—It is generally recognized that life is much more complicated today than ever before in history. Consequently, everyone, if he is to lead a satisfying and useful existence, needs more education than formerly.

Each one of us has a role to play as a citizen of the world as well as a citizen of the United States and as a citizen of a local community. Perhaps education of all of the people for international living is the only basis upon which world peace can be built. This cannot be done at a single time but is a matter for continuous study and application on the part of every adult citizen throughout his life.

2. *Education, continuous and lifelong, is a necessity for the survival of democracy.*—The community college provides a means of putting together in a purposeful way all educational experiences for older youth and adults.

Since there is every indication that educated people on the whole take better care of themselves and of each other than do the uneducated, it is held that continued education serves to reduce crime, dependency, and other negative burdens upon society. Public education, available and accessible to all of the people on a continuing basis throughout life, is a necessity for the survival of democracy.

3. *A dynamic economy demands increased educational opportunities for everyone.*—The possibility of a continued expanding economy in America rests upon providing more education for more people. Studies conducted under the sponsorship of the United States Chamber of Commerce have shown rather conclusively that education increases the productive and consuming capacity of people and that regardless of the abundance of natural resources, areas of economic well-being definitely reflect a high level of education. Education of everyone to the fullest extent possible is the basis of national welfare.

4. *Technological change compels everyone to learn more.*—New technological developments are rapidly changing the patterns of living of millions of Americans. As new equipment is perfected and installed, the unskilled are released from the work which they are able to do. Either they must be retrained or accepted as a social burden.

New jobs are continuously being created, however, for those who have competencies that are needed in the construction and maintenance of the new equipment and in the management of personnel. There is an increasing number of employment opportunities for persons who possess some education beyond the twelfth grade but who have not completed a 4-year college program. For every professionally trained person there is need for four or five persons of the technician or managerial type.

There is growing recognition among employers and prospective employees that technical skill alone is not enough. Competencies that grow out of a program of general education combined with occupational training and part-time work experience is accepted as more desirable. This combination, of course, increases the amount of time that must be spent in schooling and supports the conviction that a twelfth-grade education is no longer sufficient for today's needs.

5. *The span of employable years of life is being reduced.*—Technological changes are definitely pushing upward the age at which young people can become gainfully employed. To get a job greater understanding, adaptability, skill, and maturity are needed than formerly. The going-to-work age for a large segment of our older youth population has advanced from 16 or 18 to 20 and beyond. If young people are not required as workers until they are 20 or older, and if adults are encouraged to retire not later than 60, what provision is

the Nation going to make for these groups?

Late employment of youth is one of the most serious social problems of our times. We are not now making adequate use of the creative and productive potential of our older youth population. Large numbers of young people who have passed the typical age for the completion of the twelfth grade are not needed as full-time workers in our economy. For these youth a combination program of study and part-time work in their own communities that will make it possible for them gradually to assume full employment status and adult obligations is highly desirable.

Through continuous exploration and study of jobs-for-youth possibilities, the local community can contribute much toward the solution of the older youth unemployment problem. In many instances, however, it is not possible for a given locality to carry all of the responsibility. There are many communities of relatively low economic status that have an excess of population. A national effort is needed to alleviate such situations. Young people from overpopulated places should be given opportunities for *work and study* on State, regional, and national projects. Employment alone does not solve the life-adjustment problems of older youth.

6. *All may vote.*—Under a government of free people that guarantees every adult citizen the privilege of voting on issues of common concern, "Who shall be educated?" is a futile question. ALL MUST BE. Upon this fundamental principle there can be no compromise if the government of free people is to endure and to prosper. There is no other way that the individual worth and dignity of every human being can be recognized and guaranteed.

7. *Social mobility must be maintained.*—The chance to move freely from one socioeconomic group to another has been a powerful motivating force in American life. The hardening of class lines would inevitably endanger our way of living. The democratization of education through the community college is probably our best means of combating undesirable tendencies toward social stratification.

Could existing 4-year institutions handle the job that has been projected for the community college? The rapid growth in our older youth population, as indicated in the table shown above, will necessitate within the next dozen years, at least a 50-percent increase in higher educational facilities of existing types. This expansion would *not*

accommodate any increase in the percentage of older youth who might wish to attend a 4-year college or university. Yet that percentage has been moving upward for several decades. There seems no prospect that the current proportion of older youth attending college will be reduced in the years ahead. Obviously, therefore, existing colleges and universities will need to expand their facilities to the utmost coincidentally with the establishment of a very large number of community colleges if the needs of the older youth and adults are to be met adequately.

It is quite doubtful, moreover, that existing institutions should attempt to provide educational opportunities of the varied types and on the scale suggested for the community college. They have a unique responsibility to perform in providing upper division work of high academic quality and expanded graduate research opportunities. Upon them falls the burden of the preparation of teachers for the elementary and secondary schools, as well as for the community colleges and the 4-year institutions. Upon them ultimately rests responsibility for leadership in all educational endeavors. To argue that existing institutions can meet, or be expected to meet, the total educational need of all older youth and adults is to shut one's eyes to the existence of much of that need and to ignore many of its unique characteristics.

It is difficult to estimate the extent to which some of the services and opportunities included under the definition of community college education are now being offered by existing agencies and institutions. Certainly, on a relatively limited scale, excellent work is being done in some special-

interest areas. Efforts, unfortunately, are scattered. There is considerable overlapping and a complete absence of coordination and integration for the individual or the community. The result is incomplete, inadequate, and in most cases unsatisfactory. Only a fraction of the total need is being met. The expansion of the educational programs of existing agencies or the addition of new programs by other unrelated agencies, however, would merely increase present confusion.

The Community College Provides a Unified Approach

A unifying concept of education for maturity and a means of effecting it are needed. The community college could supply both without interfering with good work that is now in progress. It could act as a clearing house or headquarters for educational projects of many sorts and as a coordinating and cooperating agency for existing educational programs. It could and should be the local center of educational activity for older youth and adults. As such its facilities and resources should provide substantial assistance to all types of sound educational opportunities now available to the general public. The function of the community college is not to compete, but to complement. In the education of older youth and adults there is plenty of opportunity for all organizations which desire to render service.

Since the community college provides a comprehensive plan for the future, it will be instrumental in eliminating piecemeal and haphazard development of education for older youth and adults. In time of national emergency, moreover, the community col-

lege could provide extensive training facilities and well-qualified staff personnel available for immediate service. *Clearly there is genuine need for the rapid development of community college education on a Nationwide scale.*

"...To Meet the Challenge..."

"AMERICAN EDUCATION can play a major role in strengthening our national security through renewed stress upon Zeal for American Democracy programs in each school and community."

With these words the Office of Education introduced to teachers and school administrators in February 1948 a special issue of SCHOOL LIFE titled "Zeal for American Democracy—Education To Meet the Challenge of Totalitarianism."

This special issue of SCHOOL LIFE has been a best seller. Copies are still available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., price 20 cents.

Government Guides

THE THIRD edition of Anne M. Boyd's reference guide, *United States Government Publications*, revised by Rae Elizabeth Rips, has just been issued by the H. W. Wilson Company.

Extensive revision has been necessary in nearly every chapter of the work, and two chapters, one on the National Military Establishment and another on Wartime Emergency Agencies, have been added.

It presents a general survey of the publishing bodies of the Government, giving a concise account of the history, organization, and functions of each agency, followed by an annotated list of its more important publications. Twelve charts illustrate the organization of the principal Government departments.

Miss Boyd is Associate Professor of Library Science at the University of Illinois Library School.

Editor's Note.—Valuable Government guides are also the *U. S. Government Organization Manual*, 1950-51, price \$1, and the *Congressional Directory*, price \$1.50, available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

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Office of Education

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Core Curriculum in Public High Schools: An Inquiry Into Practices, 1949. Bulletin 1950, No. 5. 15 cents.

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How To Interpret Cumulative Records. Misc. 3209, Part I, Revised 1950. Free.

Index, School Life, Volume XXXII, October 1949—June 1950. Free.

Know Your Capital City. Bulletin 1950, No. 18. 20 cents.

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School Buildings: Remodeling, Rehabilitation, Modernization, Repair. Bulletin 1950, No. 17. 20 cents.

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1949. Bulletin 1950, No. 11. 15 cents.

Statistics of State School Systems 1947-48. Chapter 2, Biennial Survey of Education in the United States—1946-48. 30 cents.

Summaries of Studies in Agricultural Education. An annotated bibliography of studies in agricultural

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education with cumulative classified subject index. Vocational Division No. 242, Agricultural Series No. 59, Supplement No. 3. 20 cents.

Atomic Energy Commission

The Effects of Atomic Weapons. 1950. \$1.25.

Department of Agriculture

Titles of Completed Theses in Home Economics and Related Fields in Colleges and Universities of the United States. Bureau of Human Nutrition and Home Economics, Agricultural Research Administration, in cooperation with Home Economics Service, Office of Education, Federal Security Agency. Department of Agriculture PA-99. Free.

Department of Interior

Answers to Your Questions on American Indians: Pamphlet I, Questions on Indian Culture. Pamphlet II, Questions on Education, Health, Land, Citizenship, Economic Status, etc. Pamphlet III, Tables on Hospitals, Schools, Population and School Census. United States Indian Service. Free.

Navaho Indian Rugs. Indian Arts and Crafts Board, United States Indian Service. Free.

Silver Jewelry of the Navaho and Pueblo Indians. Indian Arts and Crafts Board, United States Indian Service. Free.

Department of Labor

Apprenticeship Past and Present: A Story of Apprentice Training in the Skilled Trades Since Colonial Days. Bureau of Apprenticeship. 15 cents.

Federal Security Agency

The Human Heart. By N. S. Haseltine.

A series of articles reprinted by special permission of *The Washington Post*. Public Health Service. 15 cents.

Priorities in Health Services for Children of School Age. Children's Bureau, Office of Education, and Public Health Service. Free.

Readings on the Psychological Development of Infants and Children. Children's Bureau, Social Security Administration. Free.

Library of Congress

Catalog of Press Braille Books Provided by the Library of Congress 1931-1948. Division for the Blind. Free.

Motion Pictures and Filmstrips, July-December 1949. Catalog of Copyright Entries, Third Series, Vol. 3, Parts 12-13, No. 2. Available from the Copyright Office, the Library of Congress, at 50 cents.

Natural Resources Activity of the Federal Government. Legislative Reference Service, Public Affairs Bulletin No. 76, January 1950. Available from the Card Division, the Library of Congress, at \$1.70.

National Gallery of Art

Makers of History in Washington 1800-1950. Catalog of an exhibition celebrating the Sesquicentennial of the Establishment of the Federal Government in Washington June 29-November 19, 1950. Available from the National Gallery of Art, Washington, D. C., at \$1.

Treasury Department

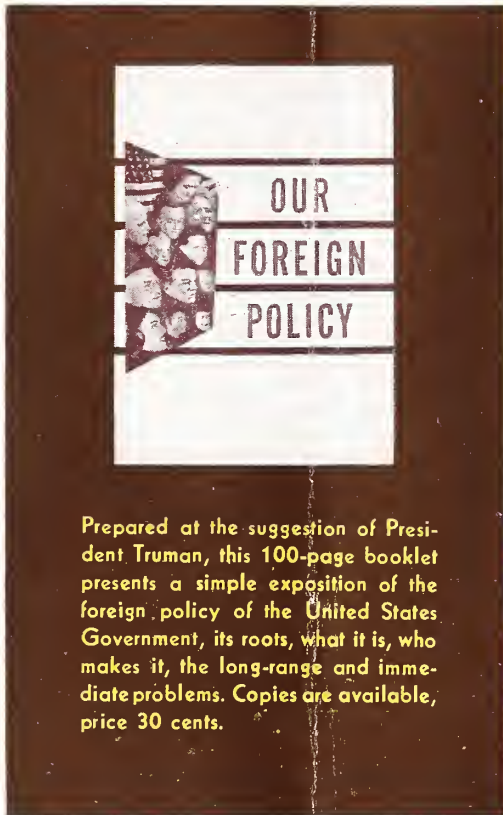
School Savings Journal for Classroom Teachers, Fall 1950. U. S. Savings Bonds Division, Education Section. Free.

—Compiled by Florence E. Reynolds, Information and Publications Service.

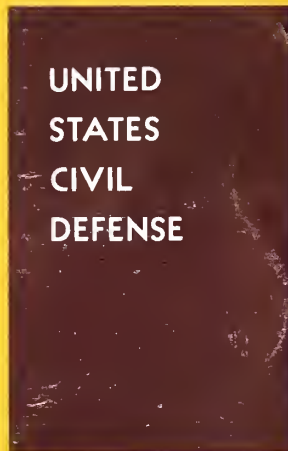
Three new Government publications



"Because of developments in this air-atomic age, the United States can no longer be free from the danger of a sudden devastating attack against the homeland . . . Such an attack would be against all the people of the United States, and therefore defense against it must require the coordinated effort of the whole Nation . . ."—From Part I of "United States Civil Defense."



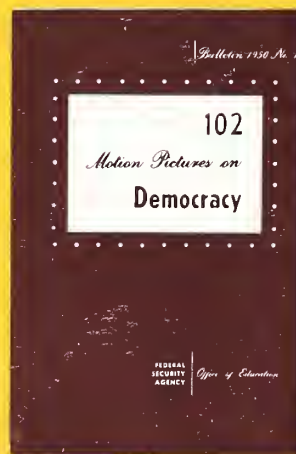
Prepared at the suggestion of President Truman, this 100-page booklet presents a simple exposition of the foreign policy of the United States Government, its roots, what it is, who makes it, the long-range and immediate problems. Copies are available, price 30 cents.



A plan for organizing the civil defense of the United States has been submitted to the President by W. Stuart Symington, Chairman, National Security Resources Board. This plan is now available in published form, price 25 cents.



"There is no need to create a ferment of ideas in the world. It already exists. The need—and this the United Nations can meet—is to translate the ideas of freedom and progress into practical terms of better health, better nutrition, better homes, and schools—in short, the chance to work for a better life."—From Part IV of "Our Foreign Policy."



This selective bibliography of motion pictures on democracy has been prepared by the Office of Education, with the advice and judgment of leaders in the field of visual education. Motion pictures recommended portray the historical development of democracy and the meaning of democracy today. The bibliography should be a guide to teachers, school administrators, and community leaders interested in choosing and using visual aids in the teaching of democracy. The price is 20 cents.



"It is our hope that the motion pictures recommended in this bibliography will be widely used in American schools and colleges to help bring about in American youth a better understanding of and a greater faith in American Democracy."—Rall I. Grigsby, Deputy Commissioner of Education, in the foreword of this publication.

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Route to

School Life



THE UNIVERSAL DECLARATION of Human Rights

Article 1: Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Article 2: No one shall be subjected to discrimination on the basis of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3: Everyone has the right to life, liberty and security of person.

Article 4: No one shall be held in slavery or servitude; no one shall be subjected to such treatment or punishment as to constitute slavery or servitude.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone has the right to recognition everywhere as a person before the law.

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any discrimination on any basis.

Article 8: Everyone has the right to an effective remedy by the competent national authorities for acts violating the fundamental rights granted him by the constitution or by law.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.

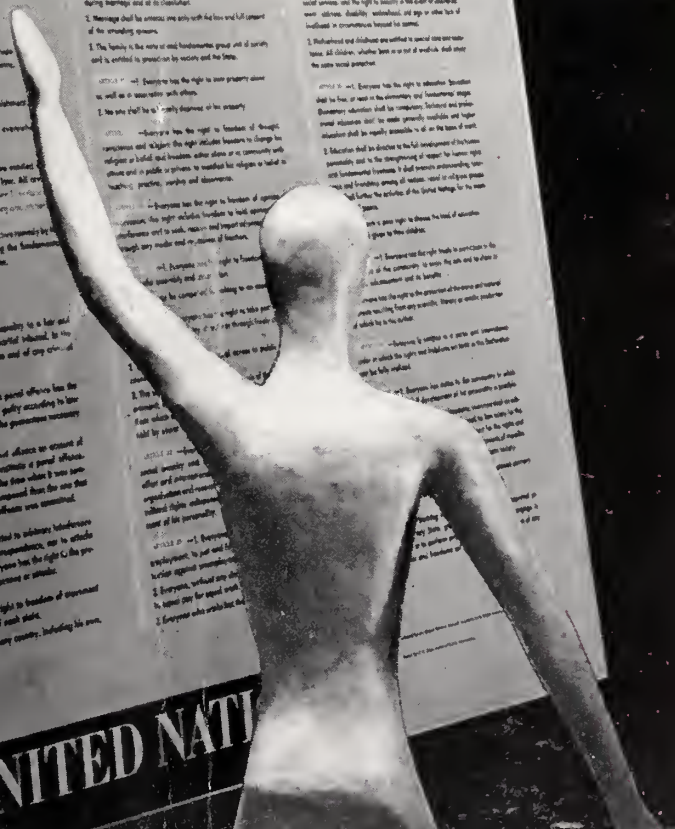
Article 10: Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11: Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

Article 12: No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13: Everyone has the right to freedom of movement and residence within the borders of each state.

Article 14: Everyone has the right to leave any country, including his own, and to return to his country.



UNITED NATIONS

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FEDERAL SECURITY AGENCY
Office of Education



CONTENTS FOR December 1950

Volume 33

Number 3

The cover photograph shows a chart of the Universal Declaration of Human Rights. It is appropriate to this month, which marks the third anniversary of Human Rights Week. See article on Education and Human Rights, page 37. The photograph by the Federal Security Agency, follows the same style of presentation used in the filmstrip on The Universal Declaration of Human Rights produced by the United Nations Department of Public Information Films and Visual Information Division.

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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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- EARL JAMES McGRATH.... Commissioner of Education
- RALPH C. M. FLYNT..... Director, Division of Special Educational Services
- 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."



Warren R. Austin



Dwight D. Eisenhower



Bernard M. Baruch



Mrs. Franklin D. Roosevelt

Continue the Fight for Better Schools

MEMBERS OF THE National Citizens Commission for the Public Schools—36 prominent citizens—recently called upon Americans to continue their fight for better schools during the period of mobilization now facing our Nation.

The National Citizens Commission for the Public Schools, a nonprofit organization that encourages citizen participation in public school improvement, received statements in support of the Commission's crusade from many citizens.

SCHOOL LIFE presents the messages addressed to Roy E. Larsen, President of Time, Inc., and chairman of the Commission, by four outstanding Americans—Warren E. Austin, Bernard M. Baruch, Dwight D. Eisenhower, and Mrs. Franklin D. Roosevelt. The Commission's statement

on "Citizens and Schools in the National Crisis" was published in the November issue of SCHOOL LIFE.

Statement by Warren R. Austin

Korea is a foundry where patterns for years ahead are being molded. It is the hot center of conflict between those who would fabricate iron weapons of tyranny and those who would create tools for constructing freedom and well-being. This conflict, however, now dramatically spotlighted in Korea, is world-wide in scope. It will continue long after the fires in the Korean furnace die down. The conflict among the patternmakers may be fought out in economic, social, political, and military terms for years to come. There need not be

world war, but the strength of the free world must increase—spiritually and physically.

American education carries a heavy responsibility for contributing to this strength. Its tasks are great. Students must learn how to unmask the "Big Lie." They must have activities which teach them the values of a free society. Because we cannot afford to waste our manpower, schools must be able to look to the physical and mental well-being of youth. Many young people must be given vocational skills and basic knowledge which will equip them either to take on productive jobs in industry or to assume places in the armed services. All students, to the extent of their abilities, must be trained to assume useful places in democratic life. Finally, they

must have opportunity to learn about world affairs and about the United Nations as an instrument in world affairs through which the purposes of peace can be realized.

As I see it, this means that the Nation must give high priority to its educational system. The needs of the country today cannot be met by schools adequate only for the demands of yesterday. The quality of teachers and buildings must be commensurate with education's heightened responsibility.

Building a stronger educational system calls for widespread citizen support. By focusing attention on the country's need for better schools, the National Citizens Commission for the Public Schools is contributing to the Nation's strength.

Statement of Bernard M. Baruch

I owe one of my greatest debts to the teachers of my boyhood and feel that our teachers do most for our society and are recognized least. They have molded the character and conscience of the Nation and have implanted our people with ethics, decency, character, and will to do the very best.

We certainly must continue to strengthen the role played by our teachers and our

schools. Education will help our citizens to distinguish between truth and falsehood, and thus better our chances for freedom.

Statement of Dwight D. Eisenhower

The American public school is the principal training ground for informed American citizenship; what is taught in the classroom today shapes the sort of country we shall have decades hence. To neglect our school system would be a crime against the future. Such neglect could well be more disastrous to all our freedoms than the most formidable armed assault on our physical defenses.

The lowering totalitarian menace on the international horizon must not blur our perspective. America will arm itself and survive. But the gravity of our problems and the resolution required to end them emphasize again that our chief resource is the American citizen's intelligence and understanding, readiness and capacity to do his full duty.

When real peace is achieved—as it surely will be, however distant it may now seem—this will be a nation of better citizens, more conscious of their blessings, more resolute in their responsibilities, more dedicated to their freedoms, if even in these crisis-days

we are vigilant that our school system continues to improve in physical facilities, in the calibre of its teaching staff, in education for citizenship.

The National Citizens Commission for the Public Schools is committed to that purpose and has rallied a great host of fathers and mothers behind it. Even as the men and women in our armed forces, these men and women merit our loyalty and support. Where our schools are concerned, no external threat can excuse negligence; no menace can justify a halt to progress.

Statement of Mrs. Franklin D. Roosevelt

I am very glad to add my voice to those of the members of the National Citizens Commission for the Public Schools. In spite of the necessity to increase our expenditures for national defense we must not curtail expenditures for constructive work and our progress in providing educational opportunities for our children. The success of democracy depends upon an enlightened citizenry and as the world grows more complex, it is even more important to continue our efforts in the field of public education.

Three-Year Report on Life Adjustment Education

"GOOD SCHOOLS don't just happen! Pupils, parents, and teachers must realize as never before that what our schools do or fail to do today determines the kind of citizens, homemakers, and workers we will have tomorrow."

These words form the central theme of the Report which the Commission on Life Adjustment Education for Youth presented for consideration at the fourth National Conference on Life Adjustment Education held at the Hotel Sherman in Chicago, Ill., October 16-18.

In May 1947, the first National Conference on Life Adjustment Education recommended the formation of a Commission "for the purpose of promoting, in every manner possible, ways, means, and devices for improving the life adjustment education of all youth of secondary school age." The 1947 Conference also recommended that the new Commission should report in writing, at the end of 3 years, to a national

conference of educators from American secondary schools.

The 1950 Chicago Conference considered the Commission's Report, formulated recommendations for the continuance of the Commission, and submitted suggestions for modifying and expanding the original Report. As drafted by the Commission on Life Adjustment Education for Youth, after completing its 3-year study, the Report revealed that "one of the real challenges to schools in the days ahead is that of providing boys and girls opportunities to achieve economic, social, and political maturity."

As of July 1950, 20 States had appointed new committees or designated existing committees to cooperate with the national Commission on Life Adjustment Education for Youth. The Commission's summary of activities during the past 3 years included the reports of 10 States which have

been carrying on secondary school curriculum revisions along lines recommended by the Commission.

"The aim of life adjustment education," according to the Report, "is to develop an individual who achieves reasonable compromises between his own aspiration, attainment, and happiness, and the welfare of society as a whole. The realization of this goal involves separate planning with regard to each pupil . . . for years some leaders have been at work in secondary schools helping to bring about school reorganization in the direction of life adjustment education. Under such leadership, many high schools have progressed a long way toward the development of educational services useful to each pupil and to the enrichment of his daily living."

The Commission's Report goes on to point up the importance of "fact-finding,"

(Continued on page 38)

Waging Peace Is an Educational Task

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

WHEN the chips are down, Americans know how to win wars. Intelligence, initiative, manpower, and natural resources are focused on the task at hand until the last battle is over. Then, too often, we relax.

Problems solved by wars do not stay solved. Wars change some forces and remove some threats, but new tensions soon arise, which, if not relieved, often lead again toward war. We must gain insight into this situation and break the circle.

"Peace has to be made or it can't be kept." So said Ralph J. Bunche, educator, statesman, director of the United Nations Division of Trusteeship, and the 1950 winner of the Nobel peace prize. The future, of course, cannot be foretold, but Dr. Bunche and many others in high places do not think a third war is inevitable *provided we learn in time to wage peace.*

That is the necessary insight. We need *to learn* that peace has to become as dynamic as war—that peace isn't a static thing—that it is positive progress—that it has to be created—continuously waged. We need *to learn* that energy spent in the resolution of human problems all around the world *is creating peace.* We need *to learn* to spend far more energy in peace-making activities, to mobilize our total manpower to win the peace and to keep it won. We need *to learn* that there are better ways, less costly ways, of changing men's minds and behavior than through force of war.

As the United States and other democracies face a long period of international tension, alternative ways of gaining peace must be weighed.

Preventive war? That is out—a primitive, uncivilized way.

A state of armed readiness? That probably will have to be, but, by itself, is a negative approach to peace. Historically, military force has never for long guaranteed the kind of peace desired by free men.

Another way is necessary, a positive program of building understanding and good will among all peoples, everywhere. This

is a mission for education although it does not exclude armed readiness. As war belongs to the military, so peace building is the educator's task. In modern times, both require the full energies of everyone. Waging peace is everybody's job. Every man, woman, and child can take part—must take part.

Building peace is a complex undertaking. It is fully as intricate as waging modern war. It will take time, possibly a generation, which military and industrial strength must provide. As we plan militarily for the long pull, we must mobilize even stronger forces for waging peace. Building a warless world will take resources which we have freely spent in armed conflict but have reluctantly used to win peace. If money to help people throughout the world solve their real problems is increased, billions for battles may decrease. The cost of the entire Marshall Plan has been less than the appropriations brought on by the war in Korea. Enough lives devoted to brotherly helpfulness can save lives in armed conflict. The small beginning in Point IV gives great hope to people in undeveloped areas. Peace that satisfies the democratic spirit can be created when enough people are willing to serve in a world army of peace builders. Like soldiers, they must become aware of their roles and be trained for them.

Building this awareness and providing the training are tasks for education. *If* a teacher or administrator deeply believes that men can learn to live together in peace, and that peace is dynamic and must be positively waged, *then* he is a commissioned officer in the army of education fighting for peace. Volunteer leaders are noncommissioned officers, and citizens who continue learning and working for peace are enlisted personnel.

Many battles for peace can be fought without an act of Congress. As long as danger of war exists, local civilian defense activities may be necessary; but an even more thorough-going peace-waging machine needs to be built. Much of the

structure for waging peace already exists. Boards of education, community councils, committees, and innumerable neighborhood and community organizations are among the policy-making bodies in this struggle for peace. Each has its duty—all guided by ideals expressed in such documents as the Magna Charta, the Declaration of Independence, the United Nations Charter, and the Universal Declaration of Human Rights. If these local groups do their work well, peace may be won; if they fail, it will be lost. Like any single battalion, they cannot win the whole war, but they can help mightily.

Battles for peace can be fought on every front—in cities, villages, and hamlets, at home and abroad, wherever people are. Behavior patterns of both peace and war are derived largely from the culture; for the most part they are learned. One task of education is to help people improve their culture—to help it yield better answers to problems. To do this successfully the school must accept responsibility for helping the *whole* community to change. The adult community, as well as children and youth, must be mobilized through education for waging peace.

Specifically, what are some of the missions for peace in which the modern community-oriented school can take leadership?

Build World Understanding Directly

A few thousand leaders from the occupied and other countries tour and study in the United States each year under a variety of auspices. Most of them benefit greatly from this experience and many of them help make material changes when they go back. Teachers are exchanged; college and high-school students spend a year or longer here. Schools can see that the foreign visitors have opportunity to get inside America—see family life in operation, see the power and methods of people working for community improvement through democratic group action, see the benefits of free public schools, see our industrial and

business processes, see the progress we have made toward democratic ideals as well as some of our unsolved problems.

Understanding of the common elements in humanity has a chance to develop when natives of the Orient, Africa, Europe, and other areas associate in classrooms, on campuses, on playgrounds, and in community groups with their age mates. In this respect foreign visitors are resources. We can learn much from them. Rabid nationalism can often be tempered by mutual understanding of common ideals.

In a growing number of communities, organizations are reciprocating by pooling their resources to send young people as community ambassadors to spend a few weeks or months to live with a family abroad. Under joint school-community sponsorship, dozens of organizations at Niagara Falls, New York, contributed money to send three young people last year and two this year to Europe. They are a program resource to community organizations upon return.

Hundreds and thousands of towns and community organizations can "adopt" their counterparts in a foreign country and establish and maintain communication, exchange visitors, and develop ties in other ways. Dunkirk-to-Dunkerque projects and similar enterprises can help build international understanding and help melt down the barriers of boundaries. All technical assistance need not stem from government. Universities, research agencies, developmental committees, and other private agencies can adopt specific areas in foreign lands and arrange lend-lease programs of mutual assistance. Hardly anything that we could give would cost as much as war.

The good wrought by these projects could be multiplied if more American families and communities would volunteer to help. Many families have given a boy to war. Some are now giving and many more could give a home to a foreign student or visitor for the cause of peace. The above programs and similar ones, multiplied many fold could build bridges of understanding by helping people speak to people. Science and technology have simplified communication and transportation. Travel and civilian maintenance cost only a fraction as much as maintaining a soldier in war. The school, in addition to taking community leadership in developing projects in international understanding, could

do specific tasks. Language teaching, study of cultural anthropology and foreign cultures, orientation of Americans for foreign travel, and preparation of a community for receiving visitors are among the educational tasks contributing to peace.

Help All Americans Achieve Human Dignity

America has long illustrated the possibilities of many cultures living together in peace. While the peace-maintaining possibilities of the ideals of cultural pluralism are not universally understood, they have been demonstrated in the United States and in enough other countries to warrant world-wide application. From the days of the Pilgrim Fathers to the DP's (Delayed Pilgrims), people of many nations, languages, ethnic origins, and religious backgrounds have found freedom and opportunity here. Certain intergroup prejudice and discrimination based on time of arrival, place of origin, color of skin, language, and religion, however, still exist in many quarters even though, from time to time, we have made and are still making great progress in extending to various ethnic groups within our borders opportunities to improve their level of living. These intolerances keep America from developing the internal strength and external influence which this country should be able to exert for peace. There is ample evidence that discrimination practices in our culture weaken our influence in international dealings far more than most Americans realize. When the Spanish-speaking, Negroes, orientals, and other minority groups in our midst are permitted to earn full privileges, rights, and duties, America's voice at world council tables will become clearer and our economy will be stronger. In few countries can individuals of varied ethnic backgrounds enjoy greater freedom and opportunity than in the United States. but we must continue to see that individual merit rather than class is increasingly the basis of distinction.

Education can help make citizens aware of the effects of intergroup discrimination and can help them develop new understanding and behavior patterns. Hortatory methods are weak. Legislation is useful primarily if it is preceded and accompanied by sound education. Education need not take the generations formerly thought necessary. Community self-surveys in-

volving scores of organizations and hundreds of community leaders can bring about significant change. Educational methods of integrating qualified minority-group workers into business and industry have proved effective. Local councils on human relations can take many other steps to build intergroup understanding. Communities can organize to assist with the assimilation of DP's and other immigrants rather than letting them settle in foreign-language-speaking colonies as in generations past. Schools should take leadership and play important roles in seeing that educational methods are used in these community-wide projects. United communities embracing all the cultural elements within them are the building stones for a united world.

Develop Civic Responsibility

A representative democracy can have domestic and foreign policies as good as its citizens help build. Recognition of the theory that democracy depends upon an educated electorate is widespread, but citizen participation in policy formation remains low. Education for civic responsibility is not yet sufficiently effective. Too few youth and adults feel responsible for making local government serve the interests of all. The number who see how they can contribute to building a better state, a more serviceable national government, or a strong United Nations is still smaller. There are hundreds of ways of participating in civic life, yet seldom do 50 percent of our adults vote—a most basic and simple civic responsibility. Of major age groups the voting rate is lowest among young adults, those most recently out of school. Usually fewer than half of any age group participate in group consideration of local, State, national, or international problems. Waging peace in a modern world requires a fully alive body politic, one in which every citizen at his level of competence is aware of the major public issues and the implications of alternative solutions. If peace is to come in any democratic way, then all people must learn to participate in making the decisions which affect them.

As the state is interested in education primarily as a means of self-perpetuation, the public schools should see that citizens of every age are made and kept aware of their civic responsibilities. This task is never finished. Civic education through-

(Continued on page 44)

Education and Human Rights

by Helen Dwight Reid, Chief, European Section, Division of International Educational Relations

THE UNITED NATIONS Educational, Scientific, and Cultural Organization, at its General Conference in Florence last May, adopted a resolution enjoining "an intensive campaign with a view to providing a better understanding of Human Rights and of the part played by them in society and in the relations between peoples."

Jaime Torres Bodet, Director General of UNESCO, wrote in mid-September to the governments of the Member States, asking their cooperation in "the patient, planned and sustained work of collective education that we are called upon to carry out," and offering a program for observance in the schools of Human Rights Day—or preferably Week, since December 10 falls on Sunday this year. Dr. Bodet suggests, "teachers might be asked, in teaching their various subjects, to lose no opportunity of explaining the history of Human Rights and the meaning of the Universal Declaration. While certain subjects lend themselves more readily to this, the process can be applied to nearly all of them.

"In *History* classes, the teacher can tell his pupils to what extent human rights were or were not respected at such and such a place; if he is dealing with a fairly remote past, he can describe the progress accomplished since, and so outline the history of the slow conquest, by man, of the rights that are now recognized as being his. The same applies to curricula in *Social Studies*, which provide many opportunities of commenting on certain Articles of the Declaration (the right to work, the right to education, etc.) In *Geography* classes, it is . . . possible to bring out . . . the similarity between forms of human activity under like or identical geographic conditions . . . and to present these series of facts as one of the universal bases of the Declaration. In *Civics*, one could, say, devote one session to a study of the points of connection between the national Constitution and the Universal Declaration of Human Rights.

"In many of the pieces of *Literature*, ancient or modern, that are read or studied in primary or secondary schools there is no difficulty in pointing to human rights, as

invoked, defended or violated by the protagonists in conflicts of ideas or passions. The teacher imparting elementary notions of *Philosophy* can outline to his class, briefly, the philosophic history of human rights and examine, with his pupils, the notions of 'right' and 'duty.'

"Teachers of *Science* (Biology, Physics, and Chemistry) can in a few sentences emphasize the unity of the 'human state,' which is everywhere subject to the same laws, and remind their pupils that scientific progress can only be a benefit if it is accompanied by respect for human rights.

"IN THE FIRST PLACE, therefore, the text of the Universal Declaration of Human Rights should become a feature of the classroom. The child must be shown how, from the outset, his life at home and at school is influenced by its principles; it is even well to convince him that the instruction he receives flows likewise from those same principles; and above all, he must be taught to realize that the rights conferred upon him imply that he for his part will, now and in the future, fulfill corresponding duties, so that all of his fellows may enjoy the advantages that he himself enjoys."

—JAIME TORRES BODET
Director General UNESCO

Finally, the *Art* teacher can suggest to his pupils that they draw or paint scenes, described by him or imagined by them, illustrating the application of human rights; and the work thus produced by a class or by a school can then be used to form an exhibition.

"The object is, of course, not to introduce human rights into the curricula artificially, but to make use of the fact that all science and all studies presuppose the existence of universal rights and the accepting of the duties they imply. . . . Even in the brief space of a week, a child can discover the reality underlying the abstract terms of the Declaration, if his creative imagination is given free rein and his desire for action is satisfied. . . . Here, for example, are a few activities that might

be assigned to pupils of between 10 and 15 years of age, in teams or individually:

"Composition and production of short plays.

"Organization of several teams within a given class, each team being instructed to draft comments on a group of Articles in the Declaration.

"Election of 'observers' having the task of finding, in the daily life of the class, examples of the application of human rights.

"Drafting of a message addressed, on the occasion of Human Rights Day, to the pupils of other schools either within the country itself or abroad."

Educators everywhere have an especial interest in article 26 of the Declaration, which states categorically certain principles not yet fully realized even in the most advanced countries. It reads:

"1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be equally accessible to all on the basis of merit.

"2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace . . ."

The United States National Commission for UNESCO suggests that any project about Human Rights, from a single discussion to a long-term program involving the whole community, "can move forward through seeking answers to the following questions:

"1. What is the historical background of the rights which the Declaration enumerates?

"2. What is the significance of the Declaration in the world today?

"3. How can we use the Declaration as a yardstick to be applied to our own country, our community, ourselves?"

"In the long history of mankind's struggle toward maximum fulfillment and self-realization it is possible to trace the story of human rights through three channels:

"1. *as a philosophic concept*: Intimations of the dignity and worth of the individual have been an emergent but disconnected theme since earliest times. . . . These teachings are the common characteristics of the world's leading philosophers, the hallmark of its great religions, and for brief and infrequent periods a few enlightened rulers have attempted to put some of them into practice.

2. *"as stated in declarations and legal instruments or accepted as customs by individual nations*: The protection or guarantee of many of these rights has been recognized by many nations for their citizens. . . .

"3. *as a recognizable set of principles which can be applied to all people anywhere*—not because they are citizens of any one particular country but because they are born into the world . . . human beings."

What makes the Declaration such an historical landmark and of such significance in the world today—is that its rights apply to a person not because he belongs to a particular race, or nation, or religious group, but because he is a member of the human family. In this generation the renewed emphasis upon human rights has been in large degree a reaction against abuses, for as the world saw many basic rights and liberties nullified under dictatorships preceding and during World War II, people everywhere looked for renewed affirmation of the dignity and worth of the human spirit. Are such rights inalienable, by nature belonging to a person regardless of the society in which he finds himself, as is the contention of western civilization? Or are they held on sufferance of the state, a point of view continually reiterated by the Soviet nations? Happily, the former concept became the accepted one. When the Declaration was put to a vote before the General Assembly of the United Nations in December of 1948, it won the wholehearted approval of 48 member nations; two representatives were absent, eight abstained, but none voted against it. The point has been emphasized by Dr. Philip C. Jessup, United States Ambassador at Large:

"It is not a new thing in American history that we care and care deeply what happens to human beings throughout the world. What is new is our acceptance, along with that of the great majority of other members of the family of nations, of the principles which give us a legal as well as a moral interest in human happiness."

The UNESCO Story, a resource and action booklet prepared by the United States

National Commission for UNESCO, has a chapter on Human Rights that should be helpful in planning school activities. The UNESCO Relations Staff, Department of State, Washington 25, D. C., will supply single copies free to schools requesting them, together with some new posters and other materials on Human Rights, so long as their limited supply lasts. Here are a few additional materials that would be useful:

America's Stake in Human Rights: A resource pamphlet suggesting teaching activities, prepared by the National Council for the Social Studies, 1201 Sixteenth Street NW., Washington 6, D. C., September 1949; 25 cents.

Freedom's Charter, the Universal Declaration of Human Rights, by O. Frederick Nolde, with introduction by Eleanor Roosevelt: Illustrated account of the effort to guarantee basic rights; F. P. A. *Headline Series*, No. 76, 1949; 35 cents from Foreign Policy Association, 22 East Thirty-eighth Street, New York 16, N. Y.

Human Rights—Comments and Interpretations: a symposium edited by UNESCO, with an introduction by Jaques Maritain, presenting the views of 32 thinkers of many nationalities; could be used by advanced senior high school or college students as source material for programs on the philosophy of the Declaration; Columbia University Press, 2960 Broadway, New York 27, N. Y., 1949, \$3.75.

Human Rights: Unfolding of the American Tradition: A selection of documents and statements compiled by the Division of Historical Research, Department of State, 1949; available on request, so long as supply lasts, from UNESCO Relations Staff, Department of State, Washington 25, D. C.

Improving Human Relations Through Classroom, School and Community Activities: A compilation of materials published in recent years dealing with educational principles for better human relations, human relations in the curriculum (content and method) and human relations in the total school program; National Council for the Social Studies, November 1949, 50 cents.

Our Rights as Human Beings: A discussion guide on the Universal Declaration of Human Rights prepared by the UN Department of Public Information for teachers and group leaders, 1949; Columbia University Press, 15 cents.

The World at Work: A pamphlet presenting the economic and social work of the United Nations, including the structure and activities of each of the specialized agencies (UNESCO, FAO, WHO, etc.), and of the commissions under the Economic and Social Council (Human Rights, Status of Women, etc.); comments, questions, and illustrative charts; Rotary International, 35 E. Wacker Drive, Chicago 1, Ill., 1949; 50 cents.

"follow-up studies," and "drop-out studies" in school administration. "The reasons given by drop-outs for leaving school are frequently symptoms of causes rather than causes themselves," the Commission states. "If a school's holding power is low, an analysis should be made of the factors causing pupils to drop out of school. On the basis of the study, steps should be taken to improve holding power."

The Commission also states that the "greatest achievements in the direction of life adjustment education have been made in those communities which have begun where the people . . . used the resources of the community for educational purposes. The best way to cause lay citizens to want better school programs and insist upon them is to involve them directly in the fact finding, interpretation, planning, and evaluation that are essentials in education as a cooperative community enterprise."

With reference to its ideas on the content and method of high school instruction, the Commission set forth "certain underlying principles which school faculties take into consideration in developing an effective curriculum in citizenship." A summary of these principles follows:

The program is planned to include all pupils: the emphasis is on acquiring "civic competence"; the class operates as a social unit which includes participation of all its members; each pupil is helped to "relate his own aspirations and activities to the life and work of the school"; each pupil is helped to understand his community and is encouraged to participate in the life of that community; courses of study designed to meet the needs of the pupil are the foremost concern of the school; and evaluations are made in terms of growth in understanding and changes in behavior.

"The ultimate goal for the program of citizenship," the report finds, "is to help every pupil function as an active citizen in all the communities in which he lives, from his local community to the United Nations."

Recommendations of the several working groups at the National Conference on Life Adjustment Education for Youth will be followed in revising the 3-year report to the Commissioner of Education. After revision, the report will be printed and made available to all high schools throughout the United States.

The Office of Education—Its Services and Staff

The Commissioner's Office

THE United States Commissioner of Education, under the general direction of the Administrator of the Federal Security Agency, is responsible for directing the program and activities of the Office of Education and for the administration of all funds appropriated by the Congress to the Office for allotment to the States and local communities. As head of a constituent unit of the Agency, the Commissioner maintains policy liaison with the Administrator, the Executive Office of the President, the Congress, other Government agencies, and State departments of education and institutions.

The organization of the Office is structured so as to implement sound principles as applied both to education and to public administration. In its general outline, the organization parallels the different levels and types of educational systems and institutions commonly found in the States and local communities of the Nation. It provides for the centralization in the Commissioner's office, of administrative and supervisory responsibility and authority for the operations of the Office as a whole. Within this framework there is provision for the proper devolution of authority and responsibility toward the periphery of the organization in order that administrative control can be made consistent with the pooled thinking of professional personnel at all levels. The Commissioner's office is responsible for the development of appropriate methods of insuring effective program planning and execution and for the development of policy regarding the conduct of Office programs. In this office, general direction is given to operations which affect education in general and the effectiveness of Office performance in particular. Here machinery is developed for

the coordination and evaluation of field service and conference activities of the Office staff.

The Commissioner's office provides machinery for identifying the problems toward which the professional program of the Office is directed. It assembles the means for effective accomplishment of these programs and for evaluating progress, and it provides central administrative services to assure effective work of the staff in the program divisions. The Commissioner receives the advice of the General Planning Council, consisting of heads of Divisions and selected staff officers, in planning and coordinating the over-all programs that are office-wide in their implications. This Council views program recommendations prepared by interdivisional committees of professional staff members who are concerned with particular subject matter areas whose assignment is to survey the broad needs in American education in relation to the fields of interest which they represent. By the process of program proposals following study by these groups, by analysis of these by the General Planning Council, and by consideration of recommendations of the General Planning Council by the division directors, who are the operating heads of the program divisions in the Office, recommendations for specific projects to be undertaken in a given period are placed before the Commissioner. He is thus able to determine the areas of endeavor to which the Office shall address itself within the bounds of its legislative authority and funds appropriated to it by the Congress.

There are centralized in the office of the Commissioner responsibilities for the direction of certain activities which cut across the field of interest of several of the Divisions. These include the consideration of legislation affecting the field of education and, in addition, coordination of program

plans for literacy education and intergroup or intercultural education. Other responsibilities concern relations with professional and lay groups constituted to advise with the Commissioner.

Direction is given to the management activities of the Office by the Commissioner's immediate staff. This responsibility involves the coordination of administrative management activities with program activities in order to assure continuous improvement of program operations. The Commissioner's office gives attention to management improvement in its larger sense by the correlation of the legislative and budget planning process with the program planning process. Program preparation, execution, and evaluation are continuously under way and the Commissioner has at all times an overview of the plans of the Office and accomplished progress.

Staff, Office of Commissioner

EARL JAMES McGRATH, Commissioner of Education
RALL I. GRIGSBY, Deputy Commissioner
BESS GOODYKOONTZ, Associate Commissioner
BUELL G. GALLAGHER, Special Consultant to the Commissioner
LANE C. ASH, Executive Assistant to the Commissioner
AMBROSE CALIVER, Assistant to the Commissioner
LUCILLE G. ANDERSON, Administrative Assistant
MARIE E. SCHUTT, Budget and Fiscal Officer
CLAIRE M. O'NEILL, Budget and Fiscal Analyst
JAMES J. CONWAY, Fiscal Accountant
R. C. CHRISTOFERSON, Personnel Officer

SCHOOL LIFE here presents another in the series of statements on the Office of Education begun in the April 1950 issue. This presentation reports on the services and staff members of the Office of the Commissioner of Education.



Education for the

PROBABLY THE MOST significant conference for education in the emergency during the month of October was the Conference on Higher Education in the National Service held October 6-7 at the call of the American Council on Education in Washington, D. C.

Approximately 1,000 educational leaders attended this meeting to hear Federal Government officials report on emergency programs which have implications for higher education, and to plan in general and sectional meetings "for the most effective utilization of our colleges and universities, both for the long-range future and to meet immediate and foreseeable emergency needs."

In a special message to the conference, President Truman said in part, "The institutions of higher education provide a reservoir of resources of utmost importance to the national welfare and defense . . ." Responding to the challenge of the President, the conferees reaffirmed the declaration which was made at a Conference on Higher Education and the War in 1942, as follows: "We pledge to The President of the United States, Commander-in-Chief of our Nation, the total strength of our colleges and universities—our faculties, our students, our administrative organizations, and our physical facilities."

Declarations

Six general resolutions or declarations were adopted by the Conference on Higher Education. These were:

1. The greatest power of the Nation lies in well-educated and well-trained men and women. To increase this power, it is imperative that opportunities for higher education for secondary school graduates of superior ability be substantially increased, irrespective of race, creed, or economic status.

We pledge the maintenance of high educational standards.

A properly safe-guarded student deferment policy is in the national interest. Such deferment should employ measures of individual aptitude and capacity and also take cognizance of the continuing educational performance of the individual. It should not be based on courses or curricula leading to specific professions or vocations, except in so far as such specific deferment is now established by law or directive or shall later be judged to be necessary in the national interest. There is an obligation on the part of deferred students to serve in the armed forces or in other work of national importance on the completion of their education.

2. In order that all available facilities of institutions of higher education may be used to the maximum extent in the service of the Nation, we recommend that a detailed survey of such facilities be undertaken as soon as practicable.

It is imperative that any program of priorities and allocations which may be established by the government include educational institutions at a sufficiently high priority level so that they may further effectively render essential services for national defense and public welfare.

3. Basic research in all fields of knowledge should continue unabated. Universities must, in all probability, undertake an increasing amount of applied research of military interest. We commend the principles and policies under which the Office of Naval Research has been conducted as exemplifying satisfactory relationships between universities and government agencies.

4. We recommend that colleges and universities assume their full responsibilities as community and educational leaders in the program of civil defense.

5. We pledge the resources of higher education to define and promulgate the principles of American democracy both among our own people and to the other peoples of the world. Furthermore, we welcome the cooperation of Federal agencies in strengthening program for international responsibilities, particularly in the Far East.

6. Finally, the Conference directs the standing committees of the American Coun-

cil on Education to continue the study of the topics discussed in these resolutions and in the reports of our special section meetings and urges the Council to participate actively in the continuing process of national planning concerning all aspects of the relationships between higher education and the Federal Government in these days of crisis.

Sectional meetings discussed specific problems and reported to the conference as a whole on (1) military and other training programs; (2) research; (3) contractual relations with governmental agencies; (4) allocation of matériel; (5) manpower utilization; (6) policies relating to student admission and withdrawal; (7) acceleration; (8) civil defense; (9) continuing essentials of higher education, and (10) education for international responsibilities.

1950 not 1941

Commissioner of Education Earl James McGrath addressed the opening session of the conference on the subject, "Higher Education, National Defense, and Public Policy." He said that "facing a long haul, we have not only to build combat strength and keep it at a high level indefinitely, but also to equip the oncoming generation of youth for life in this new world and, at the same time, greatly to extend and strengthen the basic services which meet the nonmilitary needs of the people. Policies and programs which were adequate 'the last time' will not do today. 1950 is not 1941. . . . Military know-how and educational know-how, basic essentials in all fields—these are the considerations of national policy which may guide higher education in the years ahead," said the Commissioner. The complete address appears in the November 15 issue of HIGHER EDUCATION.

A 20-page preliminary report of the Conference on Higher Education in the National Service is available from the American Council on Education, 744 Jackson Place, Washington, D. C. Up to 50 copies

tion's Defense—III



will be sent without charge to any institution or organization, upon request. A complete report of the conference will be ready in a few weeks.

Tentative plans are being made for another meeting of the National Conference for Mobilization of Education in Washington, D. C., early in 1951. Ad hoc committees have been appointed by the chairman of the Conference to consider emergency-related educational problems. These committees and their chairmen are as follows:

Universal Military Training, J. Kenneth Little; Child Care Centers and School Extension Services, Mary E. Leeper; Programs for Training Industrial and Other Workers, L. H. Dennis; Training of Children and School Personnel in First Aid and Home Care of the Sick and Injured, Paul E. Elicker, and Expansion of Conference Participation, Ralph McDonald.

Edgar Fuller is serving as chairman of a committee to study the nature and content of the next national conference, based upon recommendations of organizations to participate.

To acquaint State department of education representatives and others with provisions of Public Laws 815 and 874 (see p. 46) the Office of Education sponsored a conference on October 19 and 20 in Washington, D. C. The State representatives from Delaware, Maryland, New Jersey, Ohio, and Pennsylvania, and superintendents of schools from Fairfax County, Va., Chester, Pa., and other points, met with officials of the Army, Air Force, Navy, Community Facilities Service, Bureau of Mines, and other Government agencies to consider problems of providing school assistance in federally affected areas.

The Office of Education issued a Defense Information Bulletin on October 18 on "Defense Mobilization Assignments in the Office of Education." (See p. 20, November 1950 SCHOOL LIFE.)

On the same day, the Fourth National Conference on Life Adjustment Education for Youth came to a close in Chicago, Ill., after a 3-day series of general sessions and working group meetings devoted to summarizing 3 years' activity in life adjustment education throughout the United States stimulated by the Commission on Life Adjustment Education appointed by the Commissioner of Education in 1947. Addressing the opening session, Commissioner McGrath urged the conference to give increased consideration to the effects of low family income on education. He called for acceleration of programs of life adjustment education for youth to meet emergency and peacetime needs. The report of the Commission on Life Adjustment Education for Youth covering the period 1947-50 will be revised in accordance with recommendations of working groups at the Chicago conference and will be available in printed form at a later date. First copies of a new life adjustment education publication just published by the Science Research Associates, Chicago, Ill., were distributed at the national conference. The content was prepared by staff members of the Office of Education. The title of the publication is "Good Schools Don't Just Happen."

For Veterans

The American Council on Education recently circulated a bulletin reemphasizing the entitlement of veteran students reentering the active service. Originally issued by the Veterans Administration, the directive referred to is quoted in part:

" . . . any veteran who has initiated his course of education and training, whose conduct and progress in such course has been satisfactory, and who is prevented from resuming education or training before 7/25/51, or the date four years subsequent to his discharge, will be permitted to resume education or training within a reason-

able period following his release from the active service, even though such release is subsequent to 7/25/51." A directive of the National Production Authority effective October 27, 1950, has many possible implications for schools and colleges. Release NPA-37 of October 26, calls attention to the directive known as NPA Order M-4, the purpose of which is the conservation of materials in short supply needed for national defense. NPA Order M-4 lists 44 specific types of "prohibited construction," among which are the following: Assembly hall used primarily for recreation or amusement; athletic field house, bleachers, and similar seating arrangements; community recreation building; gymnasium, except where incidental to a building used for general classroom, laboratory, or other instructional purpose; recreational club, any kind; stadium; swimming pool, except where incidental to a building used for general classroom, laboratory, or other educational purposes.

Fewer Students

The National Production Authority has also announced its policy on the dissemination of information "for the convenience of industry and the general public." Information "on all aspects of NPA activities will, insofar as possible, be made available from the field offices of the Department of Commerce." (List of field offices is available from the Department of Commerce, Washington 25, D. C.)

At the time of going to press, the Office of Education Research and Statistical Service released information on the 1950 fall enrollment in the Nation's colleges and universities. These data, available in summary form in Federal Security Agency Release B-11, of November 9, and in more detail in Office of Education Circular No. 281, reveals a decrease of 6.6 percent in the 1950 higher education enrollment from the peak 1949 enrollment.

Fourth National Conference on Life Adjustment Education

NEARLY 200 educational leaders from all parts of the United States attending the Fourth National Conference on Life Adjustment Education for Youth at the Hotel Sherman, Chicago, Ill. (October 16-18) heard Earl James McGrath, United States Commissioner of Education, challenge the Nation's high schools to accelerate programs of life adjustment education for youth to meet emergency and peacetime needs.

Commissioner McGrath told the conferees, "I doubt if the high-school program will be seriously disturbed by the drawing out of students in this emergency. I am certain, however, there will be a reexamination of high-school programs in terms of the emergency and the long-time pull. There will be an acceleration of life adjustment education as the result."

The Commissioner of Education cited, as an example of the need for high-school education adjustment in this period of world unrest, the request of the American Red Cross to the Nation's high schools for assistance in providing first aid instruction for 20 million persons as a civil defense measure.

Dr. McGrath said the reason so many high-school youth drop out of high school before they graduate is that their parents cannot afford to have them continue their studies. He said that of every 1,000 who enter high school today, only 481 continue to graduation. "I hope the Commission on Life Adjustment Education for Youth will not fail to give consideration to the effect of low family income upon education," said the Commissioner.

Benjamin C. Willis, Superintendent of Schools, Buffalo, N. Y., and chairman of the Commission on Life Adjustment Education for Youth since 1947, presented to Commissioner McGrath the report of the Commission's activities during the 3-year period from 1947 to 1950 for which it was originally appointed by the Commissioner of Education, and expressed appreciation to the Office of Education, Federal Security Agency, the State depart-

ments of education, and local school systems for their cooperation in this educational program and in preparation of the report. He introduced to the conference the members of the Commission on Life Adjustment Education for Youth, and also expressed appreciation for their efforts in helping to make programs of secondary education in the United States more effective.

Marcella Lawler, of Teachers College, Columbia University, New York City, representative of the National Education Association on the Commission on Life Adjustment Education for Youth, addressed the National Conference on issues and problems in developing programs for life adjustment education in local public schools. Miss Lawler called for a clear understanding by teachers and secondary school administrators of basic concepts of education for youth in our country. She asked, "Do we believe in secondary education for all the children of all the people?" If so, why do we have a 51.9 percent drop-out of the boys and girls who go to high school. "Furthermore," she pointed out, "if we wish to have all our boys and girls go to high school, then there must be certain problems of a democratic nature which all of these youth, not just a fraction of them, should be given the opportunity to explore. Some of these problem areas are: One, the ethics and moral area; two, the citizenship area; three, the communication skills area—not just reading, writing, and arithmetic, but skills which promote the democratic process."

Greatly needed by teachers and school administrators today, according to Miss Lawler, is an appreciation and new understanding of the purposes of education in today's world, the ways to teach how to meet changing social concepts, and to recognize what boys and girls of today want and need to know. "This is one of the most critical needs in the education of high-school youth today," Miss Lawler told the conference. "If a teacher recognizes a problem of a student, or a community's

educational need, no matter how simple it may be, that is the beginning of meaningful and effective education," said Miss Lawler. Speaking specifically of the large number of students who fail to complete their high-school studies, Miss Lawler said few high-school teachers have realized that so large a percentage of their students fail to graduate. The life-adjustment education program has focused Nation-wide attention upon this problem. Miss Lawler also said that many teachers have been shocked to learn the reasons so many high-school students offer for dropping out of school. "Young people need the help of teachers desperately. Their problems must be discovered and dealt with adequately by the schools, if life adjustment is to mean what it implies—adjustment of youth for life," Miss Lawler concluded.

Implications of life-adjustment education for vocational schools and classes were reviewed by Charles W. Sylvester, Assistant Superintendent of Schools for Vocational Education, Baltimore, Md. Representing the American Vocational Association and substituting for Dr. J. C. Wright, of Washington, D. C., as a member of the Commission on Life Adjustment Education for Youth, Mr. Sylvester said, "Vocational education essentially and in reality is life-adjustment education. The basic objective of vocational education is to provide adequate utilitarian education and training for youth in order that they may be prepared to earn their own livelihood and live and act as worthy, respected citizens."

"Vocational educators have recognized the importance of education to meet the needs of all youth, but they as well as the majority of other educators have done little to provide attractive, suitable, achievable and effective education for the unadjusted, the bewildered, disgusted, frustrated, low-ability, and dissatisfied youth in our schools. To educate 20 percent of our boys and girls for college and another 20 percent for the skilled occupations is not compatible with the American way of life nor in accordance with American ideals

and purposes. The 60 percent representing a cross section of youth in the United States must and can be educated and prepared to enter into remunerative employment and life's activities if the educators of our land are willing and determined to provide for them proper and adequate educational programs and facilities. Life adjustment education is the joint responsibility of general and vocational education. It is a cooperative enterprise which calls for sympathetic understanding, sound judgment, intelligent planning, a meeting of the minds, and a willingness to face reality in carrying forward the projected life adjustment education program for all." Mr. Sylvester, expressing the need for school people to keep in touch with the people they serve, recommended to all educators the operational procedures which have been developed by vocational educators in their contacts with advisory groups. "These procedures could well be applied by schools in carrying on the total life adjustment program," said Mr. Sylvester.

The same thought was expressed by Sister Mary Janet, S. C., of the Commission on American Citizenship, Catholic University, Washington, D. C. Sister Mary Janet, representing the National Catholic Welfare Conference on the Commission on Life Adjustment Education for Youth, told the conferees. "The problem of lay participation in planning programs is probably more pressing in the private school because it has been less utilized." She said, "We cannot have effective programs unless the laymen—both parents and nonparents—understand what we are trying to do. . . . If we sell it to those who have children in the schools, then they can become our agents to sell it to the rest of the world."

Sister Mary Janet spoke of the appeal of Life Adjustment Education in parochial schools. "This appeal," she said, "is probably due both to the multiplicity of problems, and to the soundness of the guiding principles of Life Adjustment Education. The most stressed of these—recognition of the inherent dignity of the human personality—is, as you know, a basic principle of the Christian philosophy which directs Catholic education.

"Programs of general education need to be developed for the attainment of those common understandings, attitudes, and habits which will lead to Christian living in all walks of life. The educational experiences provided for this purpose should be

based on the problems existing in home living, in citizenship, in work and recreational life, in labor and capital, nationalism and internationalism, government, religion, agriculture, and industry." Sister Mary Janet said the problem of educating teachers is a great one. "I think it is true to say that the programs of teacher education are as much in need of reconstruction as are those of the education of high school boys and girls," she told the Conference. "Let us try to forget all our prepossessions unwarranted, and concentrate on boys and girls and their needs in today's society," she

said in conclusion. "This is not an impractical ideal."

Discussing the issues and problems in developing programs of life-adjustment education in the States, Paul D. Collier, representing the National Association of High School Supervisors and Directors of Secondary Education on the Life Adjustment Commission, said, "As this Life Adjustment Commission comes to the end of its work, we in the States should not diminish but rather should increase our activities for improvement. Because of the work

(Continued on page 44)

Recommendations of the National Conference

THE FOURTH National Conference on Life Adjustment Education held in Chicago, Ill., October 16-18, made a number of recommendations. These recommendations in full will appear in the complete report of the Conference now in preparation. For School Life readers the following excerpts of several of the recommendations are presented.

1. That "the excellent report of the Commission" concerning the activities of the Commission during the 3-year term for which it was appointed, be accepted, and printed, after suggested editing and revision.
2. That the Commission on Life Adjustment Education for Youth be discharged with thanks and commendations for their excellent work.
3. That the Commissioner of Education of the Office of Education, Federal Security Agency, should appoint a new Commission for a period of 3 years to continue study of and to promote action programs for education of youth for life adjustment, the membership of this Commission to represent the organizations represented in the preceding Commission, with the addition of lay representation, a representative of teacher education, a representative of classroom teachers, and such other groups as the Commissioner may designate.
4. That the Commission continue to operate under the auspices of the Office of Education, Federal Security Agency. The United States Commissioner of Education is requested to assign professional personnel, representing both vocational and general education, to a con-

tinuing staff for the purpose of carrying on the work of the Commission.

5. That the function of the Commission shall be to promote action programs in all public and private secondary schools, and to coordinate the efforts of all special interest groups in education toward providing better education for American youth.
6. That the Commission promote regional and national conferences during its tenure of office.
7. That the organization of life adjustment education programs on the State level should function under the State department and/or some organized State educational authority, and should function through an advisory committee or committees which are representative of State professional education organizations, including classroom teachers, and also representatives of industry, business, agriculture, labor, parents, and other interested lay groups.
8. That the organization of working groups in life adjustment education should include representatives of both vocational and general education, and that the future Commission be guided by the Statement of Purpose outlined by the National Conference on Life Adjustment Education at Chicago in 1947.
9. That the Commissioner of Education and the Commission be guided by recommendations and suggestions presented by the Working Groups reporting at the Fourth National Conference on Life Adjustment Education for Youth at Chicago in 1950.

AN EDUCATIONAL TASK

(Continued from page 36)

out life is necessary. In waging peace, every man's opinion and action is important. Through every effective way the school and all other educational agencies should help all citizens prepare for their parts in creating peace. Forums, panels, round tables, symposiums, and many other types of discussion activities can help develop awareness, disseminate information, and inspire action in many adults. Extension of leadership and educational services to community organizations and wide use of mass media of communication can train millions more to help maintain a strong domestic front and foreign policy. Through opinion polls, community surveys, discussion groups, study commissions, conventions, and scores of other educational approaches, education can become more effective in leading to fuller participation in civic processes. In much of this the school can work cooperatively with other community organizations. The school can take an impartial role on issues while seeing that educational processes are used and trusted.

Strengthen Foundation Education

While the average adult in the United States has approximately 10 years of schooling, over 8,000,000 have finished no more than 4 years and nearly 3,000,000 admit they are illiterate. Even so, only 30,000 native-born adults are in public literacy classes according to a recent estimate.¹ In spite of the ideal of a high school education for everyone, the fact remains in this decade of building and teacher shortages that hundreds of thousands of school-age children are not in school.² Many of them grow into adulthood without becoming functionally literate. The record shows that those who do not have the opportunity to learn to read and write in youth are unlikely to have the opportunity to achieve literacy in their adult years.

In World War II, 676,300 men, age 17-38, were classified as unfit for military service because their educational performance fell below the fourth grade level. Presumably there were as many women of

similar status. Again the rejection rate is very high and reflects heavily the educational shortages of the past two decades. In a technological world, functional illiterates can add little strength either in waging peace or war. If schools would offer a fourth grade, or better, an eighth grade or high school education to every adult who fell below those levels, much effective manpower could be added to strengthen our Nation. If done locally for prospective inductees, the expense would be a small fraction of the costs of similar instruction in the armed forces.

Build Satisfying Family Life

Peace is largely a task of building better human relationships among nations and peoples. The culture within the family is the earliest and strongest influence on personality. The basic difficulties in human relations often have their roots in unsatisfactory home life. Family life education should begin at all points on the circle. Educational help should be available for parents of unborn children, infants, young children, in-school children, and adolescents as they help build better adjusted young people. Likewise educational preparation for marriage, for adjustment in marriage, and grandparent education can play their roles. Through classes, clinics, cooperative nursery schools, child care centers, mothers' clubs, discussion groups, parent-teacher study groups, family recreational and learning activities, and in many other ways the school, directly and in cooperation with other community agencies, can help build satisfying family life and human relations.

These are only a few of the ways in which the schools and other educational agencies can help a democratic people mobilize for waging peace. Other ways are available and many more will have to be invented.

Hopes for Peace Are Increasing

The concept of waging peace is not new, although it has not been dominant during the thousands of years that war has been a part of our culture. There is evidence that the democracies are beginning to learn some of the tactics and strategy of waging peace—a peace so dynamic that war will vanish as a way of solving problems. The United Nations and its special-

ized agencies are probably stronger than they have ever been. The Marshall Plan, Point IV, assistance to Korea, and other help to people in need, give further hope. The task of educational agencies in a democracy is to help with this learning. Christ, Gandhi, and others of deep insight have laid down the principles of peace. This Season offers an opportunity as never before to dedicate our professional energies to appropriate ends—the building of peace on earth and good will among men.

LIFE ADJUSTMENT

(Continued from page 43)

of this Commission, State departments have broadened and deepened their attacks on important problems. They have gained experience and 'know how' in a great variety of techniques. The growing edges of youth education have been more clearly identified. Our programs of action should become increasingly more effective."

Dr. Collier, Director of the Bureau of Youth Services, State Department of Education, Hartford, Conn., reported that 26 States approved statements for inclusion in the report of 3 years' activity by the Commission. "Never has a Commission accomplished so much in so short a time with so little funds," he said. Disclaiming credit for these accomplishments for the Commission, Dr. Collier said the American people and educators were ready for the program which the Commission spearheaded. He said Life Adjustment Education has served as a booster to on-going streams of development in marshaling and coordinating educational agencies and institutions for in-service improvement. Superior improvement has resulted from combined and coordinated efforts of local and State educators, and colleges and universities. The most effective contributions have been in those areas where real problems were identified and solved.

It was emphasized by Dr. Collier that policies on coordination are needed; that such coordination cannot be left to chance which may result in competition between and among various agencies and institutions. He pointed to the need for financial support both at local and State levels for in-service programs. "The teacher must not bear the whole burden of paying for her own service improvement," he said.

Areas in which greatest progress can be made in life-adjustment education, accord-

¹ Adult Literacy Education in the United States. Office of Education Circular No. 324, November 1950.

² Foster, E. M. Children Not in School. *The American School Board Journal*, April 1950, p. 36.

ing to Dr. Collier's report, are determined by conditions and resources within a State. A widespread attack upon numerous problems was recommended rather than a concentrated attack by all schools on one problem, such as the drop-out problem. State departments of education are urged to serve as a clearing house for information on life adjustment plans and progress.

The report on State progress in life-adjustment education stressed also that all States are faced with the need for additional and improved buildings and facilities. Redistricting problems are important ones. They are common to all States. We cannot stand by and wait for the solution of this long-term problem, however. We should start to work immediately upon a continuous plan of reorganization which should make sense in any community or State, taking into consideration factors of size, resources, and personnel.

Dr. Collier also told the National Conference that sustained support of education depends upon adult lay citizen and youth conditioning. "One of the most significant trends is the participation of lay citizens' groups in all areas and levels of education. Youth is still participating little in this phase of planning," Dr. Collier said. "The three groups—youth, teachers, and citizens, must work together to realize effective Life Adjustment Education."

In closing, Dr. Collier said, "A fundamental problem facing schools today is to build a functional program in common learnings for all children. This pattern of education should supplement that of the college-preparatory pattern which has dominated the curriculum organization in the Nation's secondary schools for so many years. United efforts in State departments of education between vocational and general education consultants have led to better common learnings in vocational and technical schools, to extension of vocational education opportunities in the comprehensive secondary school. It is no longer an either-or choice. Every youth is entitled to common learnings and to vocational education of a general character. This philosophy is leading to the extension of free public education today beyond the twelfth grade."

Commissioner of Education Earl James McGrath presided at the Fourth National Conference on Life Adjustment Education for Youth. U. S. Office of Education staff members serving on the Steering Committee of the Commission on Life Adjustment Edu-

cation are: Raymond W. Gregory, Assistant Commissioner for Vocational Education; J. Dan Hull, Assistant Director, Division of Elementary and Secondary Schools, *executive secretary*; John Dale Russell, Director, Division of Higher Education; and Galen Jones, Director, Division of Elementary and Secondary Schools, *chairman*.

Members of the Commission on Life Adjustment Education for Youth and the organizations they represented on the Commission were:

BENJAMIN C. WILLIS, *chairman*, Superintendent of Schools Buffalo, N. Y., *American Association of School Administrators*.

CHARLIE S. WILKINS, President, State Agricultural and Mechanical College, Magnolia, Ark., *American Association of Junior Colleges*.

J. C. WRIGHT, Washington, D. C., *American Vocational Association*.

PAUL D. COLLIER, Director, Bureau of Youth Services, State Department of Education, Hartford, Conn., *National Association of High School Supervisors and Directors of Secondary Education*.

FRANCIS L. BACON, Professor, School of Education, University of California, Los Angeles, Calif., *National Association of Secondary School Principals*.

M. D. MOBLEY, Director, Division of Vocational Education, State Department of Education, Atlanta, Ga., *National Association of State Directors for Vocational Education*.

Sister MARY JANET, S. C., Commission on American Citizenship, Catholic University, Washington, D. C., *National Catholic Welfare Conference*.

DEAN M. SCHWEICKHARD, State Commissioner of Education, St. Paul, Minn., *National Council of Chief State School Officers*.

MARCELA LAWLER, Teachers College, Columbia University, New York, N. Y., *National Education Association*.

By Sight and Sound

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

Radio Recordings

Newest additions to the library of the Script and Transcription Exchange, Office of Education, include one 60-minute program from United Nations' Department of Public Information, and 11 out of a possible 13 musical programs from the European Cooperation Administration. All are available on free loan for periods of 2 weeks, without expense except for return insured postage. Recorded at 3:31 1/3 p. m., they are described as follows:

Year of Decision.—A 60-minute program produced by United Nations Radio, with film star John Garfield as narrator. The fourth in the documentary series "The Pursuit of Peace," as broadcast over the Mutual Network, it examines where we are, how we got here, and where we can hope to go in this atomic age. Appearing at interludes throughout the dramatization are such world authorities as Albert Einstein, J. Robert Oppenheimer, David Lilienthal, Robert M. Hutchins, and others. Actual excerpts from sessions of the United Nations Atomic Energy Commission also are featured.

Orchestras of the World.—A series of symphonic music programs recorded by out-

standing orchestras in the Marshall Plan countries, in cooperation with the European Cooperation Administration, with the underlying theme that there are no boundaries in the world of good music. Intermission commentary on each program is by correspondent Frank Gervasi, who reports on conditions in the featured country especially as they are reflected in the ECA aid program. To date programs from the following 11 countries have been received:

- AUSTRIA: Vienna Philharmonic Orchestra, Rudolf Moralt, conducting
- DENMARK: Danish Radio Symphonic Orchestra, Launy Grondahl, conducting
- FRANCE: National Orchestra of French Radio, Henri Thomas, conducting
- GERMANY: R. I. A. S. Symphony Orchestra, Derenc Fricsay, conducting
- GREAT BRITAIN: British Broadcasting Symphony Orchestra, Sir Adrian, conducting
- IRELAND: Radio Eireann Symphony Orchestra, Jean Martinon, conducting
- ITALY: Turin Symphony Orchestra, Mario Rossi, conducting
- NORWAY: Oslo Philharmonic Orchestra, Odd Gruner-Hegge, conducting
- PORTUGAL: Symphony Orchestra of the Portuguese National Radio, Pedro de Freitas Branco, conducting
- SWEDEN: Swedish Radio Symphony Orchestra, Sten Frykberg, conducting

(Continued on page 47)

Aid for Schools in Federally Affected Areas

by Erick L. Lindman, Director, Division of School Assistance in Federally Affected Areas

DURING the final sessions of the 81st Congress two laws were enacted under which financial aid will be given to schools in federally affected areas, namely, Public Law 815, approved Sept. 23, 1950, which authorizes financial aid for the construction of school buildings, and Public Law 874, approved Sept. 30, 1950, which authorizes financial assistance for the operation of schools. The Congress appropriated for school construction \$21,500,000 to remain available until expended and authorized in addition contracts to be entered into in an amount not to exceed \$25,000,000. For maintenance and operation \$23,000,000 has been appropriated for the 1950-51 fiscal year.

Since the early days of the Nation the Federal Government has held nontaxable property in communities of the various States. However, it was not until World War I that "there was a heavy expansion in Federal activity in many areas, and serious problems were created for some local school districts."¹ These problems were adjusted within a short time after the war as they were not widespread or critical. World War II was global in nature and the greatest expansion of military and production activities resulted. The United States became "an industrialist, a landlord, or a businessman in many communities of the Nation without accepting the responsibility of the normal citizen in a community, because property under Federal ownership or control generally is not subject to local taxation."

In 1941, the Congress passed the "Lanham Act" which authorized the appropriation of funds to assist communities affected by the National Defense program in providing necessary facilities and services. Under this act Federal funds were made available both for the construction of schools and for school operating expenses. Financial assistance for the maintenance and operation of federally affected schools has been provided each year by the Congress since that time. It has been made

clear each year, however, that it was the intention of Congress to restrict the program and to withdraw Federal aid as soon as possible. At the same time it was evident that "a number of the Federal activities which had caused these severe prob-

lems were continuing and were being expanded in some cases, and that the affected communities would require Federal assistance for a considerable period in the future if they were to provide normal school services."

Eligibility Requirements for Current Expense Assistance

Public Law 874 establishes requirements for eligibility for Federal assistance under the following general provisions:

- (1) The Federal Government has acquired and removed from the local tax rolls since 1938 property constituting 10 percent or more of the assessed valuation of all real property in the school district.
- (2) The local school system is educating a number of children residing on Federal property or whose parents are employed on Federal property within the same State, which number of children amounts to 3 percent or more of the total average daily attendance of the district.
- (3) The local school system will experience an increase in average daily attendance *due to activities of the Federal Government* carried on directly or through a contractor, which increase amounts to 10 percent or more of the average daily attendance for the preceding three-year period.
- (4) The local school system experienced an increase in average daily attendance after June 30, 1939, and before July 1, 1950, which increase was *due to activities of the Federal Government* carried on directly or through a contractor and the portion of such increase which still exists amounts to 25 percent or more of the 1939 average daily attendance. To be eligible under categories 3 and 4 above it must also be shown that the local school system is unable to secure sufficient funds to provide education for the additional children. Eligibility requirements for local educational agencies having an average daily public school attendance in 1939 in excess of 35,000 are substantially higher than those indicated above.

Eligibility for Assistance in the Construction of Schools

Public Law 815, Title II, provides for assistance to eligible local educational agencies as follows:

- (1) With respect to children residing on Federal property and with a parent employed on Federal property, there must be at least 15 such children and a minimum of 5 percent of all in average daily attendance. A local school district is entitled to receive an amount not to exceed the estimated number of children with respect to whom it is eligible for payment multiplied by 95 percent of the average per pupil cost of constructing complete school facilities in the State.
- (2) With respect to children who reside on Federal property or who reside with a parent employed on Federal property, there must be at least 15 such children and a minimum of 5 percent of all in average daily attendance. A local school district is entitled to receive an amount not to exceed the estimated number of children with respect to whom it is eligible for payment multiplied by 70 percent of the average per pupil cost of constructing complete school facilities in the State.
- (3) With respect to children whose attendance results from activities of the United States, there must be at least 20 such children and a minimum of 10 percent of all in average daily attendance. In addition, it must be shown that an undue financial burden has been imposed on the taxing and borrowing authority of the agency. A local district is entitled to receive an amount not to exceed the estimated number of children with respect to whom it is eligible for payment multiplied by 45 percent of the average per pupil cost of constructing complete school facilities in the State.

¹ Quotations in this article are taken from House of Representatives Report No. 2287, 81st Congress, 2d sess.

After considering several bills that were introduced in the Eighty-first Congress, first session, to provide school plant facilities and current operating expenses on a uniform and permanent basis, members of the Committee on Education and Labor in the House of Representatives became convinced that the information available was insufficient to enable them to take definite action on any permanent proposal. The committee recommended a temporary continuation for one year of the maintenance and operation assistance to schools, and appointed two subcommittees to study the entire matter and make their recommendations to Congress in the second session. These subcommittees conducted field investigations in 23 locations in 16 States, receiving testimony from approximately 600 witnesses from 42 States. The subcommittees found that two types of problems existed in which Federal activities placed a financial burden on adjacent school districts as follows:

"1. Federal ownership of property reduces local tax income for school purposes.

"2. A Federal project or activity causes an influx of persons into a community, resulting in an increased number of children to be educated."

These subcommittees found that in 410 school districts in the Nation, there are 1,816,000 children in school, 738,535 more than there were in the districts before the Federal impact occurred. The 410 school districts represent, it is believed, approximately two-thirds of the federally affected school districts in the Nation. In or adjacent to such school districts, there are 136,398 children living on nontaxable Federal property who attend schools in these districts, and 23,764 children who live on Federal property and attend schools operated by the Federal agency having jurisdiction of the property. There are 137,157 additional children whose parents are employed on nontaxable Federal property attending these schools. In these school districts, there are 250 million acres of federally owned property valued at more than 13½ billion dollars. The cost of operating such schools has increased from 86 million dollars in the year before the Federal impact to 257 million dollars in the current school year, which represents an increase of 171 million dollars, or approximately 200 percent.

The two laws recently enacted by the Congress provide assistance on a per pupil

basis in average daily attendance. These laws recognize the responsibility of the United States for the impact by Federal activities upon local school systems and declare it to be the policy of the United States to provide financial assistance to such schools.

Additional limitations (see box on p. 46) include the following: (a) A child may be counted under only one of the foregoing categories; (b) the total number of children for whom a local educational agency is entitled to receive payment under (1) and (2) may not exceed the estimated total A. D. A. during the current fiscal year minus the total A. D. A. at such agency's schools during the fiscal year ending June 30, 1939; (c) the total number of children for whom a local educational agency is entitled to receive payment under (3) may not exceed the estimated total A. D. A. during the current fiscal year minus 110 percent of the total A. D. A. at the local agency's schools during the fiscal year ending June 30, 1939; and (d) additional restrictions for school districts that had an average daily attendance of over 35,000 in 1939.

A local educational agency may also apply for reimbursement for local funds used in the construction of buildings since 1939, due consideration being given to Federal contributions for such construction, less building depreciation. Such applications are to be given a lower priority rating than applications for buildings to be constructed.

The statements on eligibility above do not include all elements entering into determinations under the laws but they indicate in a general way which communities may be eligible.

Application Instructions and Forms

Application forms and instructions have been sent to Chief State School Officers for distribution to local school systems which are likely to be eligible for assistance under the terms of the acts. Representatives of the Office of Education will be available to assist Chief State School Officers in interpreting the provisions of the laws as they apply to specific situations and to consult with them and, when necessary, with local school authorities, concerning certain determinations which the United States Commissioner of Education is required to make under the law.

By Sight and Sound

(Continued from page 45)

TURKEY: Presidential Philharmonic Orchestra, Hasan Ferit Alnar, conducting

Handbook on Discussion Techniques

The Script and Transcription Exchange also has available, on request, copies of a booklet prepared by the Junior Town Meeting League as a manual to help teachers use discussion techniques. Titled *Make Youth Discussion Conscious*, the manual describes techniques which have been found to be effective for the classroom study of current affairs as well as techniques designed for assembly and radio discussion programs.

New USDA Films

The U. S. Department of Agriculture has completed and released 5 new 16mm films. Prints can be borrowed from USDA film depositories or purchased from United World Films, Inc., 1445 Park Avenue, New York 29, N. Y.

A Destructive Invader (14 min., color):—Blister rust control in Northwest.

The Greatest Good (11 min., color):—Tribute to Gifford Pinchot, conservationist.

King of the Soft Woods (15 min., color):—Blister rust control in California and Oregon.

Livestock Cooperatives (15 min., color):—Marketing livestock.

Today's Chicks (19 min., color):—Poultry raising; hatcheries.

Projectors in U. S. Public High Schools

Five out of six of all high schools in the United States now have 16mm sound projectors. In rural areas, four out of five high schools have projectors and even in the very small high schools (enrollment of less than 100) over half now have projectors. These are some of the interesting facts about visual education which are described and discussed in a new Office of Education publication *Movie Projectors in Public High Schools*, Pamphlet No. 109, available from the Superintendent of Documents. Price: 15 cents.

Facsimile of Emancipation Proclamation

A facsimile reproduction of President Lincoln's Emancipation Proclamation, on five large sheets suitable for bulletin board display or for permanent framing, together with an explanation of the background of the Proclamation and its issuance, has recently been issued by the National Archives. Copies may be purchased from the Superintendent of Documents. Price: \$1 each.

New Books and Pamphlets

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

Aids to World Understanding for Elementary School Children. An Annotated Bibliography, compiled by Eva M. Dratz; presented by the Commission of International Understandings and World Peace of the Minneapolis Public Schools. Minneapolis. Minn., Minneapolis Public Schools, 1950. 47 p. Apply.

Bibliography of Railway Literature. Compiled by Association of American Railroads. Washington, D. C., The Association, 1950. 48 p. Free.

Christmas Plays for Young Actors. A Collection of Royalty Free Stage and Radio Plays, Edited by A. S. Burack. (Suitable for all age levels, Junior High and older, Intermediate, and Primary.) Boston, Plays, Inc., 1950. 308 p. \$2.75.

Connecticut Schools Today, June 1950. Hartford, Conn., Connecticut State Board of Education and Connecticut Public School Building Commission, 1950. 38 p. Illus. Apply.

Fire Safety for Teachers of Intermediate Grades. By National Commission on Safety Education and National Council for the Social Studies. Washington, D. C., National Education Association of the United States, 1950. 48 p. Illus. (Fire Safety Series, No. 2.) 50 cents.

Home Nursing Textbook. Prepared Under the Supervision of Nursing Services, American Red Cross. Philadelphia, The Blakiston Company, 1950. 235 p. Illus. Apply.

How To Help Your Child in School. By Mary and Lawrence K. Frank. New York, The Viking Press, Inc., 1950. 368 p. \$2.95.

A Manual of Cerebral Palsy Equipment. Chicago, The National Society for Crippled Children and Adults, Inc., 1950. 127 p. Illus. Apply.

A Re-Study of the Public School Building Needs of Columbus, Ohio. By John H. Herrick and Francis T. Rudy. Columbus, Ohio, Bureau of Educational Research, College of Education, Ohio State University, 1950. 117 p. Processed. Apply.

Social Living in Junior High Schools and Grades Seven and Eight of Elementary Schools. New York, Board of Education of the City of New York (110 Livingston St., Brooklyn 2), 1950. 98 p.

Selected Theses in Education

Ruth E. 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.

A Comparative Study of Accident-Repeaters and Accident-Free Pupils. By Sidney B. Birnbach. Doctor's, 1947. New York University. 134 p. ms.

Compares the home, health, social, and emotional adjustment of 103 pupils from Hawthorne Junior High School, Yonkers, N. Y. Concludes that children who are well adjusted emotionally and in the home have fewer accidents.

The High School Records of Students from Elementary School Single and Double Grade Classrooms. A Comparative Study of the Achievement Scores of Two Matched Groups in an Urban High School. By Guy L. Quinn. Doctor's, 1948. New York University. 204 p. ms.

Covers a 12-year period, from 1934-45, and concludes that students in the double-grade classrooms do as well as students in the single-grade classrooms.

The Influence of the Group on the Judg-

ments of Children: An Experimental Investigation. By Ruth W. Berenda. Doctor's, 1948. Teachers College, Columbia University. 86 p.

Describes four experiments in an attempt to analyze the effect that group pressure has on judgments of children between the ages of 7 and 13.

The Living Newspaper: A Study of the Nature of the Form and Its Place in Modern Social Drama. By Marjorie L. P. Dycke. Doctor's, 1947. New York University. 167 p. ms.

Traces the history of the living newspaper which was developed by the New York area of the Federal Theater Project, 1935-39, as a form of documentary theater. Indicates that the living newspaper technique has a future in the United States.

Moral Values and Secular Education. By Robert E. Mason. Doctor's, 1949. Columbia University. 155 p.

Discusses the emergence of the secular school in America; and the development of moral values.

Problems and Emotional Difficulties of Negro Children as Studied in Selected Communities and Attributed by Parents and Children to the Fact That They Are Negro. By Regina M. Goff. Doctor's, 1948. Teachers College, Columbia University. 93 p.

Studies 90 children in New York City, and 60

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children in St. Louis, Mo., and analyzes replies to inquiries of 150 parents representing contrasting socio-economic levels. Indicates that guidance in Negro-white relations is inadequate in that it fails to establish in the Negro child a feeling of personal adequacy in meeting situations.

Public Education in Haiti Since 1934, or a Survey of Education in the Republic of Haiti. By Juliette V. Phifer. Doctor's, 1948. New York University. 259 p. ms.

Sketches the history of Haiti; its occupation by America 1915-34; and its system of education from 1934-41.

The Struggle for Federal Aid: First Phase. A History of the Attempts To Obtain Federal Aid for the Common Schools, 1870-90. By Gordon C. Lee. Doctor's, 1949. Teachers College, Columbia University. 188 p.

Surveys extension of Federal aid to education, 1785-1870; attempt to establish a national system of education, 1870-71; attempts to aid common schools by direct application of revenues from public land sales, 1872-1880; and attempts to aid common schools by direct appropriation of money.

A Study of School and Outside School Activities of Junior and Senior Students of the East High School, Rockford, Illinois. By Donald G. McNary. Master's, 1950. Indiana State Teachers College. 115 p. ms.

Shows the need for the home, school, and community to show more interest in providing well-planned and well-supervised programs of recreation.

A Study of the Intelligence, Achievement, and Emotional Adjustment of Crippled Children in an Orthopedic Hospital School. By Anthony F. Donofrio. Doctor's, 1948. New York University. 105 p. ms.

Studies 270 children in an orthopedic hospital school and compares their intelligence, school achievement, and emotional adjustment with those of normal children. Finds their average intelligence falls within the normal range, their school achievement compared favorably with normal children when age-grade placement data were analyzed; and their ranking on the Brown personality inventory fell within the range of normality.

Atomic Energy Sourcebook

JUST PUBLISHED this month by the D. Van Nostrand Co., Inc., New York 3, N. Y., is a "Sourcebook on Atomic Energy." Under contract with the Technical Information Service of the Atomic Energy Commission, Dr. Samuel Glasstone has written this sourcebook, which is an illustrated presentation of the history, present status, and probable future of atomic science. Royalties on sale of the book will go directly to the Atomic Energy Commission.



Office of Education

Florence E. Reynolds

Information and Publications Service

About Children in Grades Seven and Eight. Selected References, No. 21, August 1950. Free.

Adult Education and the International Situation. Adult Education Ideas No. 11, October 1950. Free.

Compulsory Education Requirements. Circular No. 278, September 1950. Free.

Counselor Competencies in Occupational Information. Misc. 3314-3, March 1949. Free.

Extraclass Activities for All Pupils. Bulletin 1950, No. 4. 20 cents.

The Functions of State Departments of Education. Misc. No. 12, 1950. 40 cents.

Holding Power and Size of High Schools. Circular No. 322, 1950. 20 cents.

Home Economics in Degree-Granting Institutions 1949-50. Misc. 2557, Revised 1950. Free.

Orientation and English Instruction for Students From Other Lands. Bulletin 1950, No. 8. 20 cents.

Physical Education in the School Child's Day. Bulletin 1950, No. 14. 30 cents.

Promising Developments in Elementary Social Studies. Education Briefs No. 20, September 1950. Free.

Selected Approaches to Adult Education. Bulletin 1950, No. 16. 20 cents.

Teachers Abroad. Bulletin 1950, No. 10. 20 cents.

The Teaching of Science in Public High Schools. Bulletin 1950, No. 9. 20 cents.

Toward Better College Teaching. Bulletin 1950, No. 13. 25 cents.

Other Agencies

Atomic Energy Commission

Civil Defense Against Atomic Warfare: A Selected Reading List. Prepared for the National Security Resources Board, March 1950. 10 cents.

Medical Aspects of Atomic Weapons. Prepared for the National Security Resources Board, 1950. 10 cents.

Department of Agriculture

Pots and Pans for Your Kitchen. Bureau of Human Nutrition and Home Economics, Agricultural Research Administration, August 1950. Home and Garden Bulletin No. 2. 10 cents.

Department of State

Cultural Relations Between the United States and the Soviet Union. Department of State Publication 3480, International Information and Cultural Series 4, 1949. 10 cents.

United Nations Action in Korea Under Unified Command. Five Reports to The Security Council. Department of State Publications Nos. 3935, 3955, 3962, 3978, and 3986, respectively. 5 cents each.

Federal Security Agency

Clean Water Is Everybody's Business. Public Health Service in cooperation with the State Water Pollution Control Agencies. Public Health Service Publication No. 11, 1950. 20 cents.

Conservation of Hearing. Public Health Service Publication No. 1. Free.

National Institute of Mental Health. Mental Health Series No. 4, Rev. 1950. 10 cents.

General Services Administration

United States Government Organization Manual 1950-51. Revised as of July 1, 1950. Federal Register Division, National Archives and Records Service. \$1.

Superintendent of Documents

Homes and Homemaking. Government Printing Office Price List 72, 29th edition, May 1950. Free.

Occupational Outlook Publications. List. Free.

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Volume 33

Number 4

Cover photograph, appropriate to this season of the year, was taken by George Bailey, press photographer for the Louisville Courier-Journal. The photograph was selected as a prize winner in The Book of Knowledge First Annual Competition for Press Photographers sponsored by The Grolier Society, 2 West 45th Street, New York 19, N. Y. The theme of the first-year competition was "America's Children Today."

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(Single copy price of SCHOOL LIFE—15 cents.)

School Life Spotlight

"... The national security demands it and the democratic principle of equal educational opportunity supports it . . ."— p. 50



"The responsibility of Government to protect the public interest at all times is a clearly recognized principle, particularly so when a new frontier is being opened . . ."— p. 51



"... And this is but a part—a very important part—of a total integrated 12-year educational program directed toward life adjustment for every youth."----- p. 54



"... The teacher must deal wisely with every situation involving human relationships during the school day . . ."----- p. 56



"... Rarely does some one in authority settle a problem by 'laying down the law.' . . ."----- p. 57



"... You can't do today's job with yesterday's tools and be in business tomorrow."----- p. 61

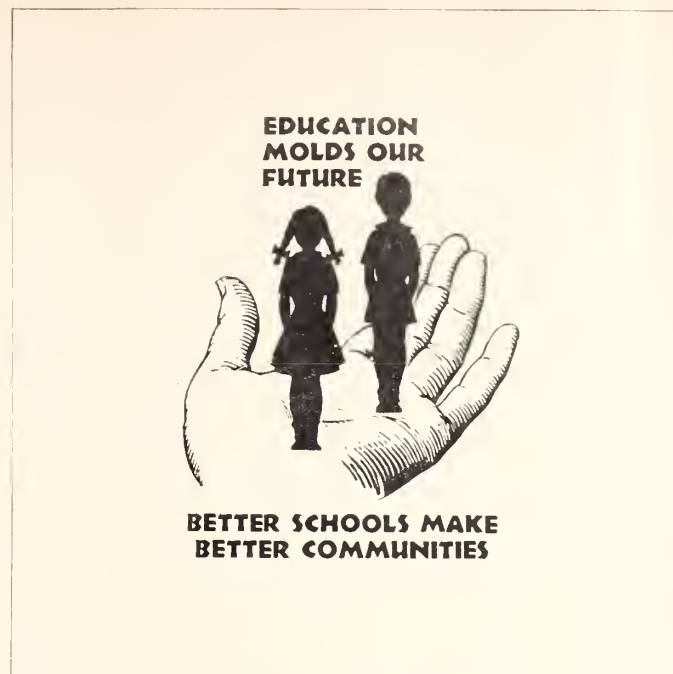
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EARL JAMES McGRATH.....	Commissioner of Education
RALPH C. M. FLYNT.....	Director, Division of Special Educational Services
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Address all SCHOOL LIFE inquiries to the Chief, Information and Publications 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."



Teacher Situation Critical—What Can Be Done?

by W. Earl Armstrong, Associate Chief for Teacher Education

TEACHER-WISE, the Nation is in relatively worse condition this year than it was in 1941. The situation today differs from conditions that prevailed before World War II in several respects:

1. The teaching profession suffered losses between 1940 and 1945 from which it has not fully recovered. Research studies of the Office of Education, National Education Association, and other groups estimate that over and above the usual turn-over approximately 300,000 teachers left the profession between 1939 and 1945. About 85,000 of these went to the armed forces. The others left the teaching field to go into war-related work or into business. Few of these have returned to the profession. This deficit has never been fully made up.

Only a trickle of teachers graduated from the Nation's colleges and universities the first year after World War II. By 1947 the normal supply had still not begun to flow. In 1948 the supply of teachers coming from institutions of higher education was, for the first time since 1941, equal to the 1941 supply. In spite of the great increase in college and university enrollment in the postwar period, not until 1949 and 1950 were our higher education institutions able to turn out more teachers than they prepared for the schools in 1941.

2. There is greater competition between teaching and other occupations today than there was before World War II. In the years before World War II teaching was something of a preferred occupation. It provided sure income, even though the salary was small. This was perhaps the major reason why the percentage of the total college enrollment preparing for teaching was much higher before than after World War II. There was a slight shift toward the teaching profession among college students in 1949 and 1950, but that gain will likely be wiped out quickly by the present military crisis. If the present emergency continues for any length of time, schools may find themselves in competition with the military for needed teachers. Instructors will be needed to fill demands of the highly developed education and information services which the armed services operate.

3. The increased birth rate, which began during World War II and has continued in postwar years, has already created a greater demand for teachers, one that will rise a great deal more during the next decade. The number of births climbed approximately 40 percent by 1948 over 1941. The high level has not yet subsided. It is conservatively estimated that the public and

private elementary schools will reach a peak enrollment of 29,500,000 by 1957, as compared with 20,300,000 in 1947. Public and private high schools are expected by 1957 to enroll 7,300,000, as compared with 6,500,000 in 1947.

Assuming that the 10,000,000 additional boys and girls in elementary and secondary schools by 1957 will be taught in classes of 30 pupils each, the need for teachers in 1957 will be greater than it was in 1947 by 330,000. This is about one-third of the present total number of elementary and secondary school teachers in the United States. These facts ignore the need for college teachers, which will increase unless college enrollments are reduced by military service induction.

4. There is a greater imbalance in the supply of teachers today than there was in 1941. In 1941, for example, there were approximately 35,000 elementary school teachers and 40,000 secondary school teachers prepared by colleges and universities. By 1950 the balance had shifted so that 36,000 elementary school teachers and 85,000 secondary school teachers were prepared by colleges and universities. Normally the demand is for about twice as many elementary as secondary school teachers.

5. It is doubtful whether there are as

Estimated Change in Enrollment and Estimated Number of Teachers Needed in Public and Nonpublic Elementary and Secondary Schools, 1950-51 to 1959-60¹

School year ending	Change in enrollment from previous year	Number of new teachers needed for			Total number of teachers needed
		Increased enrollment ²	Normal 10 percent turn-over	Total	
1	2	3	4	5	6
1950-51	+828,000	28,000	106,000	134,000	1,085,000
1951-52	+808,000	27,000	109,000	136,000	1,112,000
1952-53	+1,691,000	56,000	111,000	167,000	1,168,000
1953-54	+1,534,000	51,000	117,000	168,000	1,219,000
1954-55	+1,348,000	45,000	122,000	167,000	1,264,000
1955-56	+950,000	32,000	126,000	158,000	1,296,000
1956-57	+625,000	21,000	130,000	151,000	1,317,000
1957-58	+402,000	13,000	132,000	145,000	1,330,000
1958-59	-81,000	-3,000	133,000	130,000	1,327,000
1959-60	+33,000	1,000	133,000	134,000	1,328,000
Total	+8,138,000	271,000	1,219,000	1,490,000

¹ Compiled by Research and Statistical Service, Office of Education, Federal Security Agency, Sept. 26, 1950.

² Estimated at the rate of 30 pupils per teacher.

NOTE: The foregoing estimates on number of new teachers needed do not make allowance for a larger than normal turn-over due to partial or total mobilization.

many "reserves" available in 1950 as there were in 1941. No one knows the exact number of persons who are certificated to teach each year that never actually teach. The number is considerable. There are also many women who teach for 2 or 3 years and then drop out. These two groups constitute a potential teacher reserve. This reserve is believed to be smaller today than it was in 1941, for a number of reasons. In 1941 the Nation was emerging from a long depression. During the late 30's many persons who met minimum teacher certification requirements were unable to secure employment. They went into potential reserve. Scarcity of teachers since the close of World War II has prevented the building up of a similar reserve. Those prepared for teaching before 1941 and not actually employed were recruited between 1941 and 1948. Today there is no substantial backlog of fully qualified teachers available to the profession. Lack of such a reserve could be a greater shock to the profession than that felt during World War II when teachers were so much in demand.

6. There is a very definite shortage of educational administrators and supervisors today. It takes longer to prepare administrators and supervisors than it does to prepare teachers. Thousands of young men who might ordinarily have been prepared in educational administration during the early 40's were in service or otherwise occupied during World War II. Furthermore, most graduate schools were closed during the war period. As a result, thousands of young men were lost to the profession. They are, therefore, not available to succeed to positions vacated by those who transfer or are retired. Larger numbers of children in school emphasize the need for additional numbers of supervisors and administrators today and in the years ahead.

7. Standards for beginning teachers are being raised in many States. Some States that previously required 2 years of college work for beginning teachers in the elementary school have raised their requirements to 3 years of college preparation. Others have moved from 3 to 4 years of college work as an elementary school teach-

ing requirement. Nearly all States now require secondary school teachers to hold bachelor's degrees. As society places greater demands upon teachers, so the various States in turn require greater preparation to meet society's demands.

What Can Be Done About It?

The present threat to our national security may continue for several years. In view of this fact, it would seem wise to keep each level of the school system strong at all times. The national security demands it and the democratic principle of equal educational opportunity supports it. During this period it is necessary that schools and colleges not only be as good as usual but better than usual if they are to meet the special demands made upon them. To insure strong school and college programs to meet both civilian and military needs in a world of uncertainty, serious consideration could well be given the following:

1. The supplementing of teachers' salaries at all levels, by special appropriation or other provision, so as to make teaching positions sufficiently attractive financially to discourage teachers from shifting to higher-paying types of employment frequently considered more critical.
2. Establishing and extending present programs for the conversion of persons prepared for secondary school teaching into elementary school teachers.
3. Reexamining the curricula for the preparation of elementary and secondary school teachers for the purpose of identifying and incorporating the common elements in both. This might result in a curriculum which, with minor adjustments, would prepare a teacher for service at either the elementary or secondary school level.
4. Expanding the services of colleges and universities to include the provision of leadership for in-service teacher education programs in the schools within a reasonable service area.

At the A. A. S. A. in Atlantic City

PLAN TO VISIT the Office of Education exhibit booth at the Convention of the American Association of School Administrators to be held in Atlantic City, N. J., February 17 to 22, 1951. The Office of Education Booth will be located in Spaces F-16 and F-18.

We shall look forward to seeing you.

Safeguarding Television Channels for Education

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

APPEAR BEFORE this Commission as Commissioner of Education in the Office of Education in the Federal Security Agency to encourage the safeguarding of the access of education to broadcasting opportunities in the television field.

In this matter, the Federal Communications Commission and the Office of Education have certain closely similar concerns and share a common purpose. Both the Commission and the Office of Education recognize that the Government has responsibilities for safeguarding and promoting the public interest in our respective fields. I feel, therefore, that I do not appear before you under the necessity of pleading a cause which is alien to your concerns.

In its January 16, 1945, report, the Commission guaranteed that the applications of educational institutions for television licenses would be treated "on an equal basis with applications from noneducational applicants." At that time, the Commission felt unready to reserve a television band for educational use because there seemed to be insufficient evidence of an effective interest in the use of television by educational institutions and systems. My purpose in appearing today is to suggest that that conclusion should be reexamined.

The responsibility of Government to protect the public interest at all times is a clearly recognized principle, particularly so when a new frontier is being opened. The shameless exploitation of natural resources in the opening of the Great West has demonstrated the result of governmental failure to protect the public interest. Mountain ranges denuded of timber and the blank openings of abandoned mines are mute evidence leading us in a later day to wish that governmental action had earlier exhibited more foresight.

Likewise, the concern of the National Government in protecting and furthering the cause of education goes back to our national beginnings. Even before the Constitution of the United States of America had been written, the precedent was set. In opening the Northwest Territory, the Congress of the Confederation adopted an

ordinance which reserved part of the public lands for educational purposes, thereby establishing a precedent which was followed without deviation in the subsequent

BECAUSE of the widespread interest in television and its potential use for educational purposes, SCHOOL LIFE presents in full Commissioner McGrath's testimony before the Federal Communications Commission on November 27, 1950. Presentation of this testimony by the Commissioner marked the opening of hearings before the FCC, during which many educational organizations and leaders urged the setting aside of frequency allocations for educational television use in the years ahead.

admission of every one of the States into the Union. There is, of course, a difference between setting aside capital assets such as land to endow education and reserving channels of communication for use by educational institutions and systems; but both actions rest on the same fundamental notion that the public interest is best served when the need of the people for universal access to good education guides governmental action.

Assured of Access

The point can be sharpened further. Education depends upon communication. Thoughts and ideas, the material of education, have to be transmitted and disseminated. In an earlier day, when word-of-mouth communication to a visible audience was the sole means of reaching a circle of listeners, the Bill of Rights forbade the Federal Government to abridge the freedom of assembly or of speech. With the broadcasting of sound, freedom of assembly became less important educationally and freedom of speech more important; freedom of access to the radio became essential to the effective exercise of the right to freedom of speech. If the purpose of democracy, to secure the universal enlightenment of its members, is to be served, education must, at all times, be assured of access to

the means of mass communication. This principle must be recognized in the field of television.

The highly restricted number of channels available for television emphasizes the necessity of forehanded action. For example, it is unnecessary for the Government to reserve certain printing presses for educational use because more presses may always be put into operation. Education is assured of access to the use of the printed word because there is no limit to the number of presses which may operate. But if education's right of access to every means of communication is to be recognized and applied in the field of television, Government action must now reserve opportunity for education because there are only 12 channels in the very high frequency band. In the field of sound broadcasting, the Federal Communications Commission has already recognized the principle I am stressing here. It is my hope that the Commission will find some way of recognizing and safeguarding the need, and hence the right, of the public to have access to television broadcasting facilities for education.

The marked development in the field of audio-visual aids the past quarter century has witnessed is eloquent evidence that education does move. A steady stream of highly effective educational motion pictures is now being produced, and is being widely used at all instructional levels from kindergarten through the graduate school. Filmstrips, with and without accompanying recordings, offer a wide variety of instructional content. These devices combine photographically accurate visual representation with animation to add living reality, plus verbal content, sound effects, and music. And since learning is closely dependent upon effort, which in turn is closely associated with interest, the use of audio-visual aids has become standard practice in our schools and colleges. Each successive advance in technology, from the lantern slide to sound-on-film, has won its way into the teaching process. I know of

(Continued on page 58)

Toward Life Adjustment Through "Special Education"

by Elise H. Martens, Chief, Exceptional Children and Youth
Division of Elementary and Secondary Schools

SOMETIMES only an emergency reveals untapped resources through which urgent needs can be met. During World War II the Army and the Navy showed what it was possible to do, through intensive special training units, in teaching illiterate and slow-learning young people to become fit members of the military forces. War-time industries gave a clear demonstration of what physically handicapped workers could accomplish on the production line. Civilian employers found in handicapped persons a sorely needed supply of manpower.

Today a similar situation faces us. Manpower shortage is threatening again. Lowering the standards of physical and mental efficiency for entry into the armed forces has been suggested. Industry, business, and professions are all calling for men and women with the right kind of preparation and—what is even more important—with the right attitudes of citizenship and service.

What are the schools—specifically *high schools*—doing to meet such demands? What are they doing particularly about the boys and girls who are handicapped? How are *these* being prepared to take their places in the world's work as citizens in a democratic society? What the high schools are doing today will help to determine what their students *can* do tomorrow.

The Place of "Special Education"

There was a time 25 or 30 years ago when provisions made for the adjustment of high-school programs to meet the requirements of handicapped pupils were really "special." While the need was becoming fairly well recognized at that time in elementary schools, it was unusual to find special adjustments made on the high-school level for students with serious mental limitations, crippling conditions, or other marked deviation from what is supposed to be normal.

Today "special education" is Nationwide and almost world-wide in scope. It has come to be a part—in many communities an *indispensable* part—of the total ele-

mentary and secondary school program. It is not in any sense of the word an auxiliary service appended to the program, but part and parcel of it. To be sure, it has not reached nearly all the children who need it. Many boys and girls with seriously defective sight or hearing, crippling conditions, mental retardation, or severe speech defects are still struggling along as best they can or are dropping out of school because nothing is done to help them. Neither do young people with special talents or extremely high intellectual abilities find the encouragement and help they need. But the concern for *all* exceptional children and young people is growing, and, as that concern becomes deeper, programs become more flexible in an increasing number of schools.

In the 10-year period between 1938 and 1948, the number of exceptional pupils enrolled for some form of "special education" in high schools almost doubled. In the latter year the total number so reported by city school systems was 50,486, and the number of cities (of all sizes) reporting such provision at least for a minimum number of pupils was 325. Reports from individual cities in the past 3 years would indicate that by 1951 these figures have still further materially increased. Yet, according to conservative figures, the estimated total number of exceptional pupils that *should* be so served is almost 10 times the number now receiving the special help they need.

Acknowledgment is made to the following persons and sources of information on programs described in this article: Herman R. Goldberg, Rochester, N. Y.; Arthur S. Hill, Des Moines, Iowa; Leon Mones, Newark, N. J.; Jeanette Riker, Indianapolis, Ind.; Leo Cain, Flora Daly, and Jerome Rothstein, San Francisco State College, California; and Office of Education Circular, No. 269, 1950, on "Why Do Boys and Girls Drop Out of School?"

These developments are quite in accord with the repeated emphasis that has been placed upon the need of education for all American youth. Statistical studies show all too clearly that the goal is far from being realized. I quote from one of the most recent studies, entitled *Holding Power and Size of High Schools*:¹ "Well over half of all youth either do not enter high school or drop out before graduation"; and again "Two of every five boys and girls drop out *after* entering high school." Intellectual limitations, physical disabilities, and emotional frustration or disturbance are among the logical causes for leaving school. *The only way to combat them is to provide the "special" educational services the boy or the girl needs.*

Life Adjustment Education

"Special education" in elementary schools has attained middle age. It is more than 50 years old, and it has grown steadily from year to year. In secondary schools its growth has had a real impetus in recent years through introduction of the concept of "life adjustment education." This concept is proving a potent influence in bringing about greater flexibility in traditional high-school programs and greater emphasis upon the need of providing "special" educational services for youth who have serious mental, physical, or emotional problems. For such children, "life adjustment education" and "special education" have much in common. Both would offer to the blind, the deaf, the crippled, the mentally retarded, the mentally gifted, and those with serious personality maladjustments the opportunities of a school program tailor-made to fit them for adult living.

The content of a recent report on *Why Do Boys and Girls Drop Out of School?* gives excellent examples of how developments in special education for exceptional children and youth fit into the program

¹ *Holding Power and Size of High Schools*. Office of Education Circular No. 322, 1950, p. 19.

for life adjustment education, and how the two are inextricably interwoven. Limited intellectual ability, physical handicaps, and emotional instability are cited again and again in this report as causes for drop-outs. What some schools are reported as doing to counteract these through special education is encouraging.

Oklahoma City reports the inauguration of vocational training programs for semi-skilled occupations. Some boys who do not have the ability to become expert auto mechanics are taught simpler operations that are within their capacity and that at the same time satisfy their urge for mechanical activity.

Richmond, Va., reports a high-school special class for pupils with I. Q. below 80, where students have an opportunity to study the practical problems involved in citizenship, home life, and in getting and holding a job. When the class was organized, it was thought that the pupils would be leaving school after 1 year of such a program, but they surprised everybody by wanting to stay on for further work!

Newark, N. J., reports that the designation of high-school programs and diplomas by curriculum has been eliminated. Each pupil's progress is studied as he goes on from term to term, and adjustment is made as necessary. A number of special courses and classes for pupils with special problems are maintained. "These boys and girls take full part in our school life, in the orchestra, the clubs, and all the extraclass-

room activities," writes the principal of one of Newark's junior high schools in describing the program for the mentally retarded. "They are never made to feel unwanted or rejected. . . . They grow through the social life of the school and contribute to the social life." A similar program has been begun to a limited extent on the senior high-school level.

Some Other Tailor-Made Programs

In September 1950, more detailed reports came from a number of other cities. Rochester, N. Y., reported at the beginning of the school year that 886 boys and girls were receiving specialized educational services in regular high schools. More than half of these were pupils with serious speech defects—and who but a stutterer or a lisper knows the embarrassment and frustration that result from such a handicap! But there were also students with crippling conditions, hearing defects, emotional disturbances, and serious intellectual limitations. In addition, 142 boys were enrolled in a special trade school where academic requirements and tradition are thrown to the winds, and the curriculum is entirely re-framed in terms of the practicalities of life.

The Director of Special Education in Rochester reports also that some mentally retarded girls coming from special classes in elementary schools are eligible for a high-school program in either of two secondary schools. The curriculum includes practical English, community civics, business arith-

metic, and job techniques looking toward job placement. Each girl spends alternately 4 weeks in industry and 4 weeks at school, the goal being to have her try out five different types of employment before she leaves high school. The minimum wage is paid. Some of the employment opportunities that have been open to the girls are in packing plants, cafeterias, laundries, hospitals, retail stores, candy kitchens, and private homes. The teacher of the group is assigned half time to guidance functions and placement work with industry, in order to help bring about the best possible adjustment on the part of the girls.

Indianapolis reported, at the beginning of this school year, 395 handicapped pupils enrolled in special classes in junior high school and 309 in 4-year high schools. These include the hard of hearing, the partially seeing, delicate children, crippled, speech defective, and mentally retarded pupils with intelligence quotients from about 50 to 75. The special educational services are maintained throughout the high-school years. Physically handicapped pupils in special classes follow the same curriculum as do other children, with a selection of subject fields suited to their abilities and with special program adjustments and equipment as each physical handicap requires.

For the mentally retarded, curriculum modifications place emphasis upon home and community living, occupational experiences, and civic obligations. The extra-class activities of the school are open to these pupils as their interests suggest. Those who continue the work of the special classes for the entire period of high school receive a certificate of graduation.

In Des Moines, Iowa, as of September 1950, there were 409 mentally retarded pupils enrolled in special classes in junior high school and the first year of senior high school. A special school for the physically handicapped offers junior high-school work for the crippled, delicate, and partially seeing. High-school pupils who are home-bound because of a physical disability carry on their school work by means of a two-way telephone service or bedside instruction.

During the last year of junior high school, mentally retarded pupils are given the benefit of guidance and counseling, and also the assistance of the State Vocational Rehabilitation Service. Most of them leave school for suitable employment at the end of the



Getting ready for a job with the neighborhood grocer. Courtesy, Detroit, Mich., Public Schools.

first year of senior high school. However, some remain through the twelfth year, and full credit is given for the special work they have taken, no qualifying statement appearing on their diplomas.

A Research Project in Progress

In all of the cities named and in scores of others, both large and small, a sincere effort is being made to meet the life needs of at least some of the children and young people who are seriously different or exceptional. Even in a few cities of 10 to 25 thousand population one finds *something* being done for one or more exceptional pupils who need an adjusted high-school program. The fundamental problem that they all must solve, individually or together, is: What kind of curriculum experiences in secondary schools will help these young people to achieve optimum life adjustment?

One project, designed to answer this question for the seriously retarded, was set up at San Francisco State College in March 1950 and is planned to run for 2 consecutive years. Necessary funds have been provided by the Rosenberg Foundation. Those responsible for the project define its major objectives as follows:

To develop, in secondary school situations, curriculum materials appropriate to the needs, capacities, and interests of mentally retarded students.

To observe and record data relating to behavior adjustment of these students.

To evaluate the extent to which satisfactory adjustment has been attained through the use of curriculum materials and experiences.

The study involves approximately 175 students and 15 classroom teachers in 10 secondary schools located in 6 geographical areas of the State. Urban and rural centers are included. Junior and senior high schools in high and low socio-economic districts are represented, and even a community college is in the group.

The students enrolled for the study range from 13 to 18 years in chronological age and from approximately 50 to 75 in intelligence quotient. In 8 of the 10 schools, special classes are operating on plans which provide varying degrees of segregation from and association with other students in regular classes. In the other two schools, the mentally retarded students will remain en-

tirely in regular classes, with additional counseling and curriculum adjustment within the class.

A common body of information as to mental, physical, social, and educational development of the pupils is being assembled. A variety of curriculum experiences is being developed in terms of local school and community needs. In evaluating pupil development and adjustment over the period of the study, use will be made of observation and anecdotal records, sociograms, case studies, achievement tests, intelligence tests, and social maturity ratings. A special advisory committee is working with the project staff.

It is expected that the findings will be reported in two sections: (1) A descriptive analysis of pupil adjustment effected under a specific training program; (2) suggestions as to curriculum experiences, classroom organization, and administrative procedures appropriate to the needs of mentally retarded students in secondary schools. The objective of the entire study is to help point the way toward the preparation of the mentally retarded to become efficient workers and socially minded citizens and homemakers.

Need for Continuing Program

Such research projects as this are needed in every area of "special education" and for every group of exceptional youth, whether physically handicapped, mentally handicapped, emotionally disturbed, or intellectually gifted. Yet it would be folly to think that even the best of programs in high school and the most tireless efforts in working with adolescents could compensate for the lack of appropriate early education. "Get them young" is, from an educational point of view, particularly important for the blind and the deaf and the otherwise handicapped child; for thus one can promote a sense of social well-being, prevent undesirable attitudes and mannerisms peculiar to the handicap, and build a firm foundation for the growth and development which is to follow. A continuing program of well-planned tailor-made "special education" from early childhood through the high-school years is, for exceptional children and youth, the only basis for successful adult living. And this is but a part—a very important part—of a total integrated 12-year educational program directed toward life adjustment for *every* youth.

Off the Rostrum— Off the Press

"... Young citizens need to develop the habit of keeping informed, of weighing evidence, and of reaching decisions in the light of such evidence. . . ."

—Howard R. Anderson, Division of Elementary and Secondary Schools, Office of Education, Federal Security Agency, in address before the National Council for the Social Studies, Minneapolis, Minn., November 23, 1950.

★ ★ ★

"The task we face is a difficult one—to strike a proper balance between normal education and emergency training—to provide adequate services for defense, without endangering that which we are trying to defend. . . ."

—Henry H. Armsby, Division of Higher Education, Office of Education, Federal Security Agency, in address before the Division of Engineering, Association of Land-Grant Colleges and Universities, November 14, 1950, in Washington, D. C.

★ ★ ★

"... We wish to have assurance that the dentist is not a mere silversmith or goldsmith. In short, we want him to recognize that he is dealing with a human being; that he treats disease and its results; that by intelligent action he can help prevent disease or retard or stop the progress of disease; that by unintelligent action he may be the means of initiating a pathologic process. . . ."

—Lloyd E. Blauch, Division of Higher Education, Office of Education, Federal Security Agency, in paper read at the University of Oregon Dental School Seminar on Dental Teaching, Portland, Oreg., September 11–14, 1950.

★ ★ ★

"The development of counseling skills in increasing numbers of the faculty should, in the long run, result in better instruction and a more vital institutional attitude. . . ."

—Willard W. Blaesser, Division of Higher Education, Office of Education, Federal Security Agency, in address at Conference on General Education, Florida State University, Tallahassee, Fla., November 20–22, 1950.

★ ★ ★

"The great objective of conservation education is the betterment of human welfare through the development of social groups and individual citizens with attitudes, habits, and patterns of behavior that make conservation 'a way of living.' . . ."

—Halene Hatcher, Division of Elementary and Secondary Schools, Office of Education, Federal Se-

(Continued on page 61)

Acts of the 81st Congress—Second Session Relating to Education

by Ward W. Keesecker, Specialist in School Legislation

WHILE THE responsibility for administering and supporting education in the United States is principally a State and local function, an increasing number of legislative measures affecting education are introduced in each session of the Congress. Although comparatively few of these proposals become law, they testify to the active national interest in education.

Presented here is a résumé of outstanding provisions of the principal acts of the Eighty-first Congress, second session, which relate to education. No attempt is made to include all operative provisions of the acts reported or to include those enactments which may relate to education only indirectly.

Copies of the Public Laws reviewed in this article may, as a rule, be obtained by writing to the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

National Survey of School Building Facilities

Public Law 815 (approved 9/23/50).—Title I of this act authorizes an appropriation of \$3,000,000 to assist the States to inventory their existing school facilities, to survey their needs for the construction of additional facilities in relation to 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 administration of this title is vested in the United States Commissioner of Education who shall approve any application for funds for carrying out the purposes above stated, "if such application—

"(1) designates the State educational agency . . . as the sole agency for carrying out such purposes;

"(2) provides for making an inventory and survey . . . containing information

requested by the Commissioner, and for developing a State program [for school construction] . . .

"(3) provides that the State educational agency will make such reports, in such form, and containing such information as the Commissioner may from time to time reasonably require, and, to assure verification of such reports, give the Commissioner, upon request, access to the records upon which such information is based."

Of the sums appropriated pursuant to title I, \$150,000 shall be allotted by the Commissioner to the District of Columbia, Alaska, Hawaii, Puerto Rico, and the Virgin Islands according to their respective needs and upon the basis of agreements made with their respective chief educational authorities, and the remainder shall be allotted to the States in the same proportions as their respective school-age populations bear to the total school-age population of such other States, except that the allotment to any State shall not be less than \$10,000. States and Territories are required to match Federal funds on a 50-50 basis for carrying out the purposes of title I.

Education in Areas Affected by Federal Activities

Federal Funds for Constructing School Building Facilities, Public Law 815 (approved Sept. 23, 1950).—Title II of this act authorizes the use of Federal funds to assist local school agencies in bearing the cost of constructing school facilities where Federal activities have increased the need for school buildings.

This title includes specific conditions under which aid for school facilities are available in behalf of children residing on Federal property, and/or children of Federal employees, and children whose attendance otherwise results from Federal activities. The conditions upon which Federal assistance may be granted are based principally

upon the number and percentage increase of pupils in average daily attendance. Under certain conditions school districts, which have provided school facilities for children for whose education contributions are provided in the act, may be entitled to reimbursement from the Federal Government.

In case of children who reside on Federal property, if no State or local tax revenues may be expended for free public education; or, if in the judgment of the Commissioner, after he has consulted with the appropriate State educational agency, no local school district is able to provide suitable free public education for such children, then the Commissioner shall make such arrangements for constructing or otherwise providing the necessary school facilities for such children.

In the administration of title II of this act the Commissioner of Education may, pursuant to proper agreement with another appropriate Federal agency, "utilize the facilities and services" of any Federal agency and may delegate the performance of any of his functions to any officer of such agency.

All applications for school facilities assistance under this title shall be submitted by the local school districts through their appropriate State educational agency and filed with the Commissioner of Education prior to July 1, 1952.

In order to carry out the provisions of Public Law 815, the Congress appropriated (Public Law 843) \$24,500,000, and "in addition contracts may be entered into not to exceed \$25,000,000." Out of the first-mentioned amount, \$3,000,000 has been budgeted for a Nation-wide survey of public elementary and secondary school building facilities. The balance of the appropriation plus the contract authority has been budgeted for school construction in federally affected areas.

(Continued on page 60)

Universal Declaration of Human Rights *Can Children and Youth Learn*

In the Elementary School

by *Wilhelmina Hill, Specialist in Social Science, and Helen K. Mackintosh, Chief, Instructional Problems—Elementary*

CAN THE Universal Declaration of Human Rights have any meaning for children of elementary school age? The answer is, "Yes," but success in teaching about this great human document depends upon each individual teacher for whom it must have a personal meaning. It is the teacher's responsibility to help children *experience* rather than merely *verbalize about* human rights. Every day in every classroom there are opportunities for teacher and children to realize good human relations, provided the teacher recognizes such situations and uses them wisely.

Young children of primary school age are usually more dependent upon the teacher or parents than older children and take their behavior cues from the attitudes of grown-ups. It is therefore highly important that adults show that they value every child and respect his rights as an individual.

In the early school years the teacher will keep in mind those articles in the Declaration that stress the rights of the individual (1) as a person, (2) as a pupil, and (3) as a member of a family group. She can give emphasis to such activities as getting along together in the classroom when children use toys and materials. If Bobbie in the kindergarten has the toy truck first, does Bill have the right to take it because he wants it? Does Bobbie have the right to keep the truck for a whole play period, if there is only one truck in the room? Does first-grade Mary have the right to out-talk children in the group who do not think as quickly as she does? Does June in the third grade have the right to loiter on the way home from school so that she is an hour late reaching home, while her

mother, who has a new baby, is worried because she does not arrive? These are the kinds of problems that may be worked out with children individually or with their group, depending upon the situation. The teacher must deal wisely with every situation involving human relationships during the school day. Then at some point, she can tie together a number of such experiences as those described and help children to generalize with regard to human rights.

In intermediate and upper grades, children should become acquainted with the actual document of the Universal Declaration of Human Rights. They may see it in the form of a poster, pamphlet, or magazine reproduction, which is displayed and to which attention is called when an appropriate situation arises that is meaningful to the children themselves.

Pupils may learn about some of the problems and difficulties encountered in writing a Declaration which would have a common meaning to the people of the world. Eleanor Roosevelt has pointed out some of the language difficulties and other problems, such as differences in cultural background and customs, encountered by the Commission on Human Rights, of which she is chairman. Children in the intermediate and upper grades may listen to a brief cutting from a record or recording on the Declaration and be asked what the words mean to them in terms of experiences they have had; what they would mean to a boy or girl in Liberia, in the Philippines, or in France. A recording may be made of their discussion, and then be played back for further discussion.

While it is desirable that pupils become familiar with the Declaration as a whole,

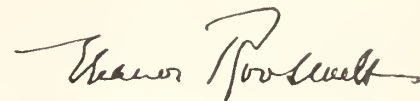
the first study of its articles might well be of those for which they have a basis of understanding through their own experiences. Boys and girls can understand article 17 concerning property rights and article 24 about the right to rest and leisure. More mature pupils may study the meaning and application of such articles as 15 about the right to a nationality, and 29 on duties to the community in which human rights are accepted as belonging to everyone. Does money left lying on a desk or dropped on the cloakroom floor belong to the finder? Does Dad, who works in an industrial plant, get two weeks' vacation with pay so the family can take a trip together? Are children entitled to the fun of smashing school-house windows at Hallowe'en? Though every child born in this country is a citizen of the United States, how many nationality groups are represented in his family tree?

Such questions should stimulate the teacher to take an inventory of her school day to see how many situations offer the opportunity to point up the very heart of the Universal Declaration of Human Rights as a part of everyday living.



Rights in Its Meaning?

It would be very helpful if young people now in school could study the Universal Declaration of Human Rights as it was accepted by the General Assembly in 1948 in Paris. This would give them an idea of what the peoples of the world would like to see as an ultimate goal in human rights and freedoms, and would therefore point up to them what must be accomplished at home in order to be in line with world thinking.



In the Secondary School

by Howard Cummings, Specialist in Government and Economics, and
Howard Anderson, Chief, Instructional Problems—Secondary

ON DECEMBER 19, 1948, the General Assembly of the United Nations passed and proclaimed a *Universal Declaration of Human Rights*. The spirit of the declaration is familiar to Americans, but a study of the document is necessary to understand the full scope of the subjects with which it deals. Moreover, there is always the problem of translating principles which are accepted into behavior consistent with these principles. This problem is being dealt with daily in the high schools of America. In order to make clear how experiences in the everyday life of pupils may be used as a basis for developing the principles set forth in the new declaration let us take a look at Central High School.

The pupils at Central High School are divided into cliques. Membership in these groups is by invitation, and many pupils are left out. The principal has asked the pupils to give up the practice of organizing exclusive clubs and secret societies. He holds that such clubs contribute little to the life of the school, and points out that they make many pupils unhappy. The club members refuse to give up their societies. This is a free country, they reply. Freedom means that one has the right to choose his friends and to carry on activities with them so long as the public order is not disturbed. In the controversy at Central High two human rights are involved: Freedom of association and the right to the pursuit of happiness. The principal and the pupils are not in agreement as to the relative importance of each.

This is not the only issue in human rights which is debated at Central High. Pupils must eat lunch at the school cafeteria and they may not leave the building and grounds

during the lunch hour. This arrangement is for their own protection says the principal. The neighborhood lunchrooms are insanitary, and if students use their cars in driving to lunch there is danger of serious accidents. But many pupils ignore this line of reasoning and argue that one should be free to choose his eating place.

There is no end to the list of questions which are discussed: Should every pupil be required to take certain courses? Do seniors have the right to special privileges? Should sophomores have the right to haze freshmen? Should school parties be so expensive that many pupils cannot attend? Does a good athlete have a right to refuse to play on the school team if he wants to spend the time taking private music lessons?

Central High School pupils have a great deal of freedom but problems relating to the rights and duties are not solved automatically by the free atmosphere of the school. Teachers and pupils try to think through the problems which arise and find a solution. The ideal solution is one where all agree. Compromises are made if consensus cannot be reached. Rarely does some one in authority settle a problem by "laying down the law." Less rarely do the pupils "fight it out" in open conflict. The general principle upon which the school operates has never been stated. If it were, it would read something like article 29, section 2, of *The Universal Declaration of Human Rights*:

"Everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements

of morality, public order and the general welfare in a democratic society."

In America some human rights have been established so long that the people who enjoy them do not realize that they were gained after a long struggle. Central High School is built upon the principles stated in article 26 of the declaration which states: "Everyone has the right to education . . . technical and professional education shall be made generally available . . . education shall be directed to the full development of the human personality. . ." Education in America was not always free. The decision to provide free elementary education was made only about a hundred years ago. American communities have gone beyond the call of the declaration, which asks for free education "at least in the elementary fundamental stages." In the United States, high school and, in some communities, college education is free.

The declaration further states that one of the aims of education shall be to strengthen respect for human rights and fundamental freedoms. How can this be done at Central High School? Or perhaps there is no need to do it because the pupils of Central High School have grown up in a democratic atmosphere where respect for human rights is learned as a part of normal daily living?

It is always dangerous to assume that specific understandings are the probable outcomes of unplanned life experiences. Americans have seen human rights disappear from enough countries where they were once respected to realize the tremendous difference which their observance or nonobservance makes in the life of a people. One need not read the history of seventeenth

century England to reconstruct a picture of society which demanded a *Bill of Rights* to protect its members from tyranny, of eighteenth century America to understand the grievances which called forth the *Declaration of Independence*, or of eighteenth century France to know the tyranny which called forth the *Declaration of the Rights of Man*. In our day the story of the struggle for human rights has been made more dramatic by the disappearance of these rights in countries where they were once established. Americans are coming to realize that there are many countries where democratic human rights have never existed. Even without the perspective of history, Americans now sense that human rights have been won by struggle and are maintained by eternal vigilance. In a matter which lies so close to the general welfare of all as does an understanding of and personal commitment to democratic human rights, can the Nation's schools put their trust in the vagaries of chance learning?

What then should be the nature of planned learning experiences which will lead to personal commitments to uphold and observe human rights for oneself and for others? We may begin with the dictum: Never underestimate man's intelligence; never overestimate the amount of information he has. The following areas of living are covered in the Declaration of Human Rights:

1. Rights as a person.
2. Rights as a member of a family.
3. Rights to education.
4. Rights as a worker.
5. Rights in court.
6. Rights in deciding where one shall live.
7. Rights to hold property.
8. Rights to receive and advocate ideas.

The following steps are suggested for studying the declaration:

1. Read the document carefully and list the rights described in it under the areas of living outlined above.

2. Which of the rights described in the document are of most value to each individual member of the class? The right to an education might seem of little value to a boy waiting impatiently for his sixteenth birthday when the law will permit him to quit school. Or the boy who has little interest at the moment in information and ideas might not place a high value

on his right "to seek, receive, and impart information and ideas."

3. What would life in this community be like if we did not have these rights? The answer to this question will suggest the conditions of life in those parts of the world where human rights have ceased to be, or have never been recognized.

4. To what extent is *each one* of these human rights accepted as an *inalienable right* in our community?

5. To what extent are human rights valued, observed, and defended in our school and community?

Religious leaders, philosophers, and democratic statesmen have always conceived of human rights as inalienable and universal. They viewed them as the natural birthright of all men in all places and held that they could neither be given nor taken away by states or other institutions of society. The history of the growth of human rights has been the greatest story of western civilization. Devotion to the principles of human rights may be increased when the long struggle which has preceded the writing of a *Universal Declaration of Human Rights* is understood.

TELEVISION FOR EDUCATION

(Continued from page 51)

no reputable educator who questions the superior effectiveness of teaching which makes judicious use of audio-visual aids.

It is, of course, true that basic instructional content has to be expressed in words, printed or oral. But everything which sharpens the meaning of the spoken or written word greatly facilitates the learning process. For example, a teacher might describe a cuttlefish as being very much like a squid except that it is larger and has no calcified internal shell. That is a very concise description; but it assumes that the student has already seen a squid, or a good picture of one; and unless the concept of a "calcified internal shell" is reasonably clear to him, the student is not likely to walk out of the classroom and recognize the first cuttlefish he meets or be able to distinguish it from a squid.

Education continues to rely primarily on the use of language. The more important intellectual processes of analysis, synthesis, invention, and projection operate chiefly with the use of verbal symbols. I am using verbal symbols to convey meanings to the Commission at this moment.

But the effectiveness of the symbols I am using depends in no small part upon the fact that the members of the Commission are already possessed of a full background of general and technical knowledge into which they quickly fit what I say. If, instead, I were talking to high-school freshmen, I could not use the words "very high frequency band" without stopping to give those words specific content. Yet, if, as I spoke, the high-school freshman saw before him a schematic chart representing the whole series of frequency bands and their use, several hours of laborious instruction could be condensed into a few minutes of intensive and pleasurable learning.

From this perspective, I make one comment on the comparative importance of sound broadcasting and of television for educational purposes. The principal limitation of the radio for educational purposes lies precisely in the fact that it is limited solely to sound. As an amplification, enrichment, or expansion of the instructor's effort, radio's spoken word is excellent. With the round-table discussion or effectively dramatized presentation, radio adds new effectiveness to verbal instruction. It brings variety and new dimensions of importance to the student's experience. I would in no way minimize the importance of radio as an educational device, and I would demur strongly if it were suggested that the educational potential of sound broadcasting is unimportant. At the same time, this serves only to emphasize the much greater potential importance of television broadcasting for educational purposes. Where radio uses only the ears, television uses both ears and eyes. Television's potential advantage over radio appears to be as great as sound-on-film over the silent motion picture.

The contrast may be extended. Just as radio has the great advantage of timeliness and immediacy over the phonograph, so television has this same advantage over the sound film. For some teaching situations, a library of recordings (say, of great music) is preferable to the radio because the things to be taught are not related to immediate moments of the passing parade of history. In such situations, the sound film is likewise highly usable. But just as the radio makes a contribution to education which the phonograph cannot make, so, too, television serves a purpose which the sound film can never accomplish. Timeliness is an element of interest which, in

the audio-visual field, can be served by television and only by television.

As I have said, television, like radio, has the advantage of timeliness and immediacy. Like motion-picture films it combines photographically accurate visual representations with animation to give living reality to the subject. But television's great contribution to education will be the combination of these advantages of timeliness, immediacy, and realism in one medium plus its ability to reach people without requiring their assembly in a classroom. While institutional use of television for educational purposes should not be minimized and should be very substantial, its anticipated use in community or extension education should be even greater.

These considerations lead me to suggest that it is vital to the continuous improvement of public education that every school system and college competent to produce educational television programs and financially able to construct and operate a station be assured that, when the time comes that it is ready to start construction of a television broadcast station, a suitable locally usable transmitting frequency will be available.

Firm Government Action

It is my belief that there is only one way to insure this desirable result: Firm Government action now to protect the future. It cannot be concluded from the present showing that access of educational institutions and systems to television channels should, for the future, be left to the accidents of competitive bidding between educational and commercial interests. History clearly demonstrates that the opening of a new frontier calls for a wise balance between the stimulus of private development and the permanent safeguarding of the public interest. I do not believe that it can be demonstrated that the public interest can be served best by permitting the entire field of television to be preempted for private and commercial purposes. The Federal Government has a clear responsibility to protect the future by holding open a modest opportunity in television for education. In view of what I have said, the present financial ability of educational institutions to build and operate television stations should not be considered decisive of the issue before the Commission.

Development of means and methods of instruction is and should be a gradual

process. Even if innovations in educational instruction on a substantial scale are financially feasible, educators cannot in good conscience experiment with the minds and lives of large numbers of American children by instituting such changes before they have been proven to be effective. Educators, and those who are responsible for financing of education, must plan and operate in terms of decades and generations rather than in terms of months or weeks. Even after an educational method has been accepted by the profession, the task remains of convincing the general public who must finance the innovation. Personnel must then be trained to apply the new methods or means of instruction. This process may be slow, but it does have the advantage of proceeding on a surer footing.

The fact that it takes a great deal of time to develop new means of instruction places educational institutions at a competitive disadvantage with commercial interests whenever the two begin to bid for access to facilities which are limited. Business enterprises enjoy the advantage of being able to move much more quickly than educational institutions in matters of this kind. This means that, if education is to make any use of any new medium of mass communication such as television, where the opportunities are strictly limited by the number of channels open in any particular broadcast area, Government must reserve that opportunity against the day of effective educational demand. I believe that evidence to be presented at this hearing will clearly establish that the leading educators of the country believe that television broadcasting is an appropriate and even necessary educational medium. It, therefore, becomes the obligation of the Government to take such action as will assure the educational institutions and systems that they will be given adequate opportunity to plan, construct, and operate television stations.

The experience of educators with radio reinforces the case for the educational use of television. In the early days of educational broadcasting of sound, a few hours a week provided about all the air time the average city school system or college could use to advantage. Over the years, however, the experience of educators in using radio under commercial management has brought unfavorable developments of which this Commission is fully aware. On the one hand, educational plans call for the production of more and more programs with

specific content, beamed at particular audiences, for special purposes. At the same time, commercial stations have been confronted with increasingly sharp competition for audiences. Moreover, educational plans frequently call for the development of integrated series of broadcasts. The managers and owners of commercial stations have, quite naturally I think, exhibited some reluctance to meet these increasing demands of education for broadcast time. The better the programs became for specific educational purposes, the more likely they were to jeopardize the sales value of the commercial station's time by limiting audience appeal. Inevitably, educators and commercial producers have pursued conflicting and increasingly incompatible objectives in programming. As educational demand for radio time increases, the time available for educational broadcasts on commercial stations decreases. Only the opening up of the frequency-modulation band has permitted an easing of this situation through the reservation of a series of channels in the FM band exclusively for educational broadcasting purposes.

Substantial Growth

There are now over 100 educational radio stations about evenly divided between universities and public school systems. Before the advent of FM, there were only 30 such stations. The more than 70 new ones represent substantial growth. Already one college-owned TV station is in operation, several others are actively engaged in planning stations, and some 50 others have evidenced their interest in establishing such stations.

In view of the greater costs of television installation and operation, the financial pressures on television station owners will be correspondingly greater. Any educator who has tried to get air time on a network radio station for a local school system or college will testify that it is next to impossible to get regular recurring broadcast time at hours most suitable for educational use. Therefore, we may expect commercial television station owners to be no less solicitous of their competitive audience appeal than sound broadcasters have been.

Television may be too costly at present to make it readily usable by the great majority of the institutions of higher education or public school systems, each acting independently. Cooperative programming by two or more educational institutions over a

single station appears to be one possible answer to the present difficulty.

Reflecting a realistic estimate of the immediate probabilities of educational television development, we suggest that it will probably be an adequate safeguard of the public interest in educational broadcasting to reserve one channel in the very high frequency band for educational purposes in each broadcast area in which the total number of usable channels has not already been assigned. Furthermore, the application by an educational institution for an unassigned commercial channel should be given preferential consideration by the Commission if the applicant can give reasonable assurance of present ability to provide a constructive educational program service. In those areas in which all usable channels are presently assigned for commercial purposes, the Commission is faced with a real problem in providing a locally usable very high frequency channel for assignment to educational institutions.

A more nearly comprehensive answer to the problem may possibly be found if and when actual television broadcast service in the ultrahigh-frequency band is established. If the public interest is to be served, allocation of the necessary channels in this band should be made and announced promptly so that, as the ultrahigh-frequency television broadcasting begins to open up, every school system or college which is financially able to construct and operate its own educational television broadcasting station, will be able to find a locally assignable operating frequency.

Two Recommendations

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 ultrahigh-frequency band be set aside for assignment to educational stations against the day when broadcasting in that band begins.

CONGRESS ON EDUCATION

(Continued from page 55)

Federal Funds for School Operating Expenses, Public Law 874 (approved Sept. 30, 1950).—This act authorized for the fiscal year 1951 and 3 succeeding years Federal assistance for current operating expenses to local school districts ["local educational agencies"] upon which the United States has placed financial burdens by reason of the fact that—

- "(1) the revenues available to such agencies from local sources have been reduced as the result of the acquisition of real property by the United States; or
- "(2) such agencies provide education for children residing on Federal property; or
- "(3) such agencies provide education for children whose parents are employed on Federal property; or
- "(4) there has been a sudden and substantial increase in school attendance as the result of Federal activities."

Certain specific conditions are enumerated as a basis for eligibility of a school district for assistance with respect to each of the categories mentioned above.

The administration of this act is vested in the United States Commissioner of Education, who is empowered "to make such regulations and perform such other functions as he finds necessary to carry out the provisions of this Act." Responsibility is placed upon the Commissioner, after consultation with appropriate State and local educational agencies, for determining, in conformity with the provisions of the act, what local school districts are eligible for Federal assistance and the respective amounts thereof.

The act requires that all applications from local school districts for Federal aid be submitted through the respective State educational agency and filed in accordance with regulations of the Commissioner, which applications shall give adequate assurance that the local educational agency will submit such reports as the Commissioner may reasonably require to determine the amount to which such agency is entitled. Payments of Federal funds to assist any local school district, upon certification by the Commissioner of Education, are to be made quarterly to the Secretary of the Treasury, who shall pay to the local educational agency in accordance with said certification.

This act provides that if no tax revenue of a State or a local school district may be expended for children who reside on Federal property, or "if it is the judgment of the Commissioner," after consultation with the appropriate State educational agency, that no local educational agency is able to provide suitable free public education for children who reside on Federal property, the Commissioner shall make arrangements (other than for capital outlay) as may be necessary to provide free public education for such children.

For the purposes of carrying out the provisions of this act, the Commissioner of Education is authorized, pursuant to proper agreement with any other Federal agency, to utilize the services and facilities of such agency, and, when he deems it necessary or appropriate, to delegate to any officer thereof the function under section 6 of making arrangements for providing free public education to children residing on Federal property.

In the administration of this act it is specifically stipulated that "no department, agency, officer, or employee of the United States shall exercise any direction, supervision, or control over the personnel, curriculum, or program of instruction of any school or school system of any local or State educational agency."

In order to carry out the provisions of Public Law 874, Congress appropriated [Public Law 843] \$23,000,000 for the fiscal year ending June 30, 1951.

Higher Educational Institutions

Public Law 475 (approved April 20, 1950).—This act, known as the "Housing Act of 1950," includes, among other things, assistance to educational institutions in providing housing facilities for their students and authorizes the Administrator of Federal Housing to make loans to such institutions for construction of such housing under certain conditions.

National Science Foundation

Public Law 507 (approved May 10, 1950).—This law is cited as the "National Science Foundation Act of 1950," designed to promote the progress of science, to advance the national health, prosperity, and welfare, and secure the national defense. It establishes in the Executive Branch of the Government an independent agency under the direction of a National Science

Board consisting of 24 members and a Director, all of whom shall be appointed by the President by and with the advice and consent of the Senate. The National Science Foundation, among other things, is authorized to award, within the limit of funds available specifically therefor, scholarships and graduate fellowships for scientific study or scientific work in the mathematical, physical, medical, biological, engineering, and other sciences at accredited nonprofit American or nonprofit foreign institutions of higher education selected by the recipient of such aid, for stated periods of time. Persons so selected for scholarships and fellowships shall be citizens of the United States and selected on the basis of ability.

Veterans Education

Public Law 456 (approved March 10, 1950).—Extended the period for which employees of the Veterans Administration may be detailed for technical training in the fields of medical education, research, and relative sciences and occupations, and their proficiency in medical administrative techniques which will contribute to the medical care and training of veterans.

Public Law 571 (approved June 23, 1950).—This act provides that in the computation of estimated cost of teaching personnel and supplies for instruction of veterans in any college of agriculture and mechanic arts no reduction shall be made by reason of any payments to such college from funds made available pursuant to the Land-Grant College Act of July 2, 1862, and acts supplementary thereto. It further provides that in computing cost of teaching personnel and materials for instruction of veterans in nonprofit educational institutions, no reduction shall be made by reason of any payment to such institution from State or local public funds or from private endowments or other income from non-public sources.

Public Law 610 (approved July 13, 1950).—Clarifies the educational rights and privileges of veterans under Title II of the Veterans Readjustment Act (Public Law 346, 78th Cong., approved June 22, 1944), and also establishes certain standards governing the Administrator of Veterans Affairs in the approval of schools and courses for the purpose of training veterans. This act stipulates that "no regulation or other purported construction of Title II of the Servicemen's Readjustment

Act of 1944 shall be deemed consistent therewith which denies or is designed to deny to any eligible person, or limit any eligible person in his right to select such course or courses as he may desire, during the full period of his entitlement or remaining part thereof, in any approved educational or training institution, whether such courses are full-time, part-time or correspondence courses," subject, however, to certain exceptions.

Public Law 610, among other things, also provides that:

1. The Administrator of Veterans Affairs shall, except under certain conditions, disapprove a course in any institution other than a public or other tax-supported school which has been in operation for a period of less than 1 year immediately prior to the date of enrollment.

2. The Administrator may for reason satisfactory to him disapprove a change of course of instruction and may discontinue any course of education or training if he finds that the conduct or progress of such person (veteran) is unsatisfactory.

3. The Administrator shall refuse approval to certain courses which are avocational or recreational in character. Courses such as the following shall be presumed to be of such character: Dancing, photography, bartending, personality development, horseback riding, swimming, etc.

Vocational Education

Public Law 462 (approved March 18, 1950).—Extends the benefits of the Vocational Education Act of 1946 to the Virgin Islands upon substantially the same terms and conditions as to any of the States.

Public Law 740 (approved August 30, 1950).—Grants to the Future Farmers of America a Federal charter. Among the objects and purposes of the corporation are the following:

1. To create, foster, and assist subsidiary chapters composed of students and former students of vocational agriculture in public schools qualifying for Federal reimbursement under the Smith-Hughes Vocational Education Act and acts supplementary thereto.

2. To develop character, train for useful citizenship, foster patriotism, and develop aggressive rural and agricultural leadership.

3. To create and nurture a love of country life.

4. To encourage the practice of thrift.

Alaska and the District of Columbia

Public Law 727 (approved August 23, 1950).—Directs the Secretary of the Interior to convey certain abandoned school properties in the Territory of Alaska to local school districts.

Public Law 744 (approved August 31, 1950).—Governs the disposal of materials from reserved school section lands in Alaska and the disposition of the proceeds therefrom.

Public Law 538 (approved June 30, 1950).—Continues "until June 30, 1953, and no longer," nurseries and nursery schools for the day care of school-age and under-school-age children in the District of Columbia with certain amendments of the original Act.

Public Law 698 (approved August 16, 1950).—Authorizes the establishment of an educational agency for surplus property within the Government of the District of Columbia under the Commissioners of the District of Columbia, to carry out in the District the "State functions contemplated" by the Federal Property and Administrative Services Act of June 30, 1949, Public Law 152, Eighty-first Congress.

ROSTRUM AND PRESS

(Continued from page 54)

curity Agency, before the Social Studies Section of the Middle Tennessee Educational Association, Nashville, Tenn., October 20, 1950.

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"How much time have we? Almost none, of course, for those young people at the age of induction, or about to leave school, or to be graduated. Yet some of these knowledges, skills, and attitudes will be more valuable as they are learned gradually and become part of the conditioning of each boy or girl . . ."

—Harry A. Jager, Division of Vocational Education, Office of Education, Federal Security Agency, in article, *The School and Its Counselor in These Times*, prepared for the January 1951 issue of *Occupations*, *The Vocational Guidance Magazine*.

★ ★ ★

". . . Education has made improvements in methods of working just as other professions have made improvements in their skills and technics. You can't do today's job with yesterday's tools and be in business tomorrow."

—Helen K. Mackintosh, Division of Elementary and Secondary Schools, Office of Education, Federal Security Agency, in article, *We Are Teaching the Three R's*, appearing in the *NEA Journal*, November 1950 issue.

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

THERE HAVE BEEN many reports in recent months concerning difficulties in obtaining materials for the completion of school construction now under way and in awarding new contracts for school buildings, and the Office of Education has had numerous requests for information about what is being done to prevent further shortages. Because of these uncertainties, a committee of educators called on Administrator William H. Harrison of the National Production Authority on November 27 to present to him information concerning these difficulties and to determine, if possible, whether there is any prospect of an immediate improvement in this situation. Mr. Harrison pointed out that at present the only priorities being granted are for defense-related activities and he indicated that it was the expectation of the National Production Authority that general cut-backs in certain types of production and the prohibiting of nonessential construction would allow sufficient materials for all essential civilian activities. He indicated that the imposition of any controls regardless of the system would cause many temporary dislocations and that it would require several months for sufficient adjustment to take place to determine whether the plan will work as anticipated. He also stated that he desired to avoid any general imposition of a system of priorities and allocations until it can be determined whether the plan now in operation will work satisfactorily. Mr. Harrison assured the members of the committee that in the event of a general system of priorities, education would rank high on the list of essential activities.

It is obvious from the information supplied by Mr. Harrison that little can be done during this trial period, except on an individual basis, to relieve these difficulties which it is hoped will be temporary. Any change in the international situation could cause an immediate shift in the policy of the National Production Authority, but barring such a change it must be presumed that for the next several months school construction will pass through the same period of

shortages and difficulties as any other type of activity which requires essential materials. In the meantime, the Office of Education is making plans to assemble information which would be needed if it becomes necessary to define the requirements of education before any Federal agency which has the responsibility for allocating materials in short supply.

First Aid Training

An Office of Education Defense Information Bulletin of December 7, 1950, transmitted facts about first aid and home care of the sick. Said Commissioner of Education Earl James McGrath in disseminating this information:

"The National Security Resources Board has informed the Nation that there is a need for millions of people to be trained in first aid and home care of the sick, and has requested the American National Red Cross to assume the responsibility for this training. The Office of Education, the American Red Cross, and other interested educational organizations are cooperating in this undertaking where it involves schools and colleges and school and college personnel.

"The basic principles of first aid and home care of the sick are important for daily living, as well as for emergency needs, and might well be included in any educational program. The skills and information included in these courses are important to assure maximum self-help for individuals and to prepare individuals to help others. Many schools and colleges continuously carry on programs which include instruction in first aid and home care of the sick. Others will be motivated by present conditions immediately to initiate such programs or expand those already in existence.

"The American Red Cross is prepared to help provide the training, both pre-service and in-service, for teachers to give instruction in first aid and home care of the sick—the courses recommended by the National Security Resources Board. It seems desirable to move toward providing such assistance as quickly as opportunities for training can be made available. If cooperative

plans have not already been made for your State participation in this program, the American Red Cross will be glad to arrange for a representative to visit you."

Accompanying the Defense Information Bulletin on "First Aid and Home Care of the Sick" were two enclosures, one a suggested guide for meeting the problem of training school and college personnel, which was prepared cooperatively by the Office of Education, the American Red Cross, and other interested educational organizations. A second enclosure, a leaflet issued by the American Red Cross, describes its standard requirements and courses in first aid and home care of the sick. The guide presents the problem, offers suggested general principles for State programs, and discusses curriculum implications for secondary and elementary schools. The guide suggests that "local school officials may wish to reevaluate courses to determine whether they include adequate instruction in first aid and home nursing." It warns, however, that "care needs to be exercised so that instruction in these subjects will not be given at the expense of other equally important areas." Copies of the two enclosures mailed with this Defense Information Bulletin are available from the Division of Elementary and Secondary Schools, Office of Education.

Training Programs

A statement prepared jointly by the Bureau of Apprenticeship, the Bureau of Employment Security, and the Office of Education was issued on December 15, 1950, to clarify the situation with respect to training programs now in operation as related to national defense activities.

This statement pointed out that "until such time as the Congress passes legislation appropriating Federal funds for defense training, the relationships between the several agencies, as well as with employers, should continue as they have since the war training programs of World War II were liquidated."

The statement continued as follows: "However, it is recommended that vocational education authorities, institutions of higher learning, representatives of the Bureau of Apprenticeship, and the State Employment Services cooperate closely in determining the needs for various types of training which can be provided from existing facilities."

The statement explained that "The United

States Department of Labor and the Federal Security Agency are currently developing a cooperative agreement between the two agencies which will be effective when Federal defense training funds are available, together with appropriate rules, regulations, procedures, and forms to be used in that connection.

It was further pointed out that "Regular training funds are being used to an increas-

ing extent in supplying training that is needed to assure defense production. In this connection, the Bureau of Employment Security and the affiliated State and local Employment Service offices should furnish to each of the above-mentioned training agencies all labor market supply-demand information, on a regular basis, which is pertinent to the planning of training needed in the defense effort."

Aids to Education—By Sight and Sound

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

Recordings

Document A/777. A recent addition to the library of the Script and Transcription Exchange, Office of Education, includes a recorded program which deals with the United Nations Declaration of Human Rights. Produced by United Nations Radio, the 60-minute program presents in dramatic form some of the ideas set forth in the authorized text of the Declaration, as adopted by the United Nations on December 10, 1948. Written by Norman Corwin, the program features a galaxy of prominent national and international stars from stage, screen, and radio. Because of its authenticity it offers excellent material for reference and study. It may be borrowed from the Exchange for the customary 2-week period.

This Is the UN. A timely album of phonograph records has just been released by Tribune Productions, 40 East Forty-ninth Street, New York City. Prepared especially as a teaching aid for high-school and college students, the programs tell the history of the formation, aims, principles, and achievements of the United Nations for the years 1945-50. Except for the narrator, film star Franchot Tone, all voices are those of actual participants in events having a direct relationship to the UN, not only at Lake Success but throughout the world. Programs were produced under supervision of the UN Department of Public Information. Manuals for teachers and discussion leaders accompany the records. Albums are obtainable in either 78 r. p. m. (standard) at \$15 or 33 $\frac{1}{3}$ r. p. m. (long playing) at \$12. Orders should be directed to Tribune Productions, 40 East Forty-ninth Street, New York 17, N. Y.

Annotated List of Phonograph Records. To aid teachers in the selection and purchase of phonograph records for classroom use, the Children's Reading Service, 106 Beekman Street, New York 7, N. Y., has just published its first catalog. Edited by Dr. Warren S. Freeman, Dean of the College of Music of Boston University, the catalog presents some 500 chosen records, arranged by subject areas and grade groups. They are listed not only for music, but for language arts, science, and social studies. Copies may be ordered through the Children's Reading Service for 10 cents each.

Radio Programs

The FREC fall quarter list of *Selected Network Radio Programs for Student Listening* contains 66 radio programs for possible assigned listening. Essentially a service for teachers, the programs are selected on a broad educational basis involving educational significance, program quality, and instructional adaptability. Each program is briefly annotated so as to provide teachers with sufficient information concerning the nature of a program to determine whether it might be useful as a teaching aid. Free copies are available on request to the Script and Transcription Exchange, Office of Education.

Films

Army Films on Korea. The Department of the Army has recently released three 16mm sound films portraying and explaining the Korean War. Prints can be borrowed from Signal Corps film libraries, rented from some 16mm film libraries, or

purchased from United World Films Inc., 1445 Park Avenue, New York 29, N. Y. The three films, with sales prices, are:

Our Stand in Korea

Background, reasons, and early days of the Korean War (22 minutes, \$28.56).

Battle for Time

Daily record of the Korean War from July 10 to August 8, the "battle for time." Maps (13 minutes, \$17.67).

The First Forty Days

Tribute to American and South Korean soldiers who fought against 10 to 1 odds during the first 8 weeks of the war (24 minutes, \$30.84).

The United Nations in World Disputes. This is the title of a new Army film which reviews four major achievements of the United Nations in settling disputes that have threatened world peace—in Indonesia, Palestine, India, and Korea. The film is 16mm sound, black-and-white, and runs 21 minutes. Prints can be purchased from United World Films (price: \$27.12) or rented from some 16mm film libraries.

Other Army Films. Three other Army films have been released for public educational use, and 16mm prints can be purchased from United World Films at the prices indicated below.

The Big Wheel

History of the 35th Infantry Division (17 minutes, \$22.83).

Communism

History of Communism, its totalitarian characteristics, and how Communists operate in the United States (32 minutes, \$38.72).

Education for Peace

Work of the American Friends Service Committee (11 minutes, \$14.97).

New Books and Pamphlets

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

Accident Facts, 1950 Edition. Prepared by the Statistical Division of the National Safety Council. Chicago, National Safety Council, 1950. 96 p. 60 cents.

Camping: A Guide to Outdoor Safety and Comfort. By Arthur H. DesGrey. New York, The Ronald Press Co., 1950. 171 p. Illus. \$3.

A Decade of Court Decisions on Teacher Retirement, 1940-1949, Inclusive. By Research Division and National Council on Teacher Retirement. Washington, D. C., National Education Association of the United States, 1950. 29 p. 25 cents.

Elementary-School Student Teaching. By Raleigh Schorling and G. Max Wingo. New York, McGraw-Hill Book Co., Inc., 1950. 452 p. Illus. \$3.75.

The Elements of Research. By Frederick Lamson Whitney. Third Edition. New York, Prentice-Hall, Inc., 1950. 539 p. (Prentice-Hall Education Series.) \$5.

How Science Teachers Use Business-Sponsored Teaching Aids. Report of a Study Made by the Advisory Council on Industry-Science Teaching Relations of the National Science Teachers Association. Washington, D. C., National Science Teachers Association, 1950. 36 p. \$1.

Manual for the Study of School District Organization by County Committees. Sacramento, California State Department of Education, 1950. 64 p.

The Nature of the Administrative Process With Special Reference to Public School Administration. By Jesse B. Sears. First

Edition. New York, McGraw-Hill Book Co., 1950. 623 p. \$5.

Public Opinion and Political Dynamics. By Marbury Bladen Ogle, Jr. Boston, Houghton Mifflin Co., 1950. 362 p. \$3.50.

Radio Plays for Young People: Fifteen Great Stories Adapted for Royalty-Free Performance. By Walter Hackett. Boston, Plays, Inc., 1950. 277 p. \$2.75.

Selected Films for Teacher Education; A Bibliography. By Nicholas A. Fattu and Beryl B. Blain. Bloomington, Ind., School of Education, Indiana University, 1950. 82 p. \$1.50.

What Do We Know About Our Schools? New York, National Citizens Commission for the Public Schools (2 West 45th St.), 1950. 34 p.

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.

Comparative Progress of Kindergarten and Non-Kindergarten Pupils in the East Chicago Public Schools. By Geneva A. Ross. Master's, 1950. Indiana State Teachers College. 58 p. ms.

General Principles of School Law Pertaining to Teaching Personnel in the Public

Schools of New York City. By Maurice Nadler. Doctor's, 1948. New York University. 135p. ms.

Methods in Vocational Business Education. By Harm Harms. Doctor's, 1949. Teachers College, Columbia University. 334 p.

The Organization of Mental Abilities in the Age Range 13 to 17. By Jerome E. Doppelt. Doctor's, 1949. Teachers College, Columbia University. 86 p.

Out-of-School Radio-Listening Interests of Senior High-School Pupils. By Margaret Nicholson. Master's, 1948. Boston University. 78 p. ms.

Parents and Teachers View the Child. A Comparative Study of Parents' and Teachers' Appraisals of Children. By Charlotte F. Del Solar. Doctor's, 1949. Teachers College, Columbia University. 119 p.

The Relationship Between Information and Attitudes of High School Students on Certain International Issues. By Benjamin Shimberg. Master's, 1949. Purdue University. 40 p.

A Unit of Work in Human Relations for the Teacher of Senior High School Pupils. By Virginia M. M. Juergens. Master's, 1948. University of Cincinnati. 109 p. ms.

The Use of Group Participation in the Development of School Health Programs and Policies. By Owen McWhorter. Doctor's, 1949. Harvard University. 292 p. ms.

What Children Like in Elementary Principals. By Rene R. Mathieu. Master's, 1949. Boston University. 68 p. ms.

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16. **Selected Approaches to Adult Education.** 20 cents.
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Miscellaneous

- Adult Literacy Education in the United States.** Circular No. 324. November 1950. Free.
- City School Systems: Preliminary Statistical Summary of Personnel, Attendance, and Expenditures, 1949-50.** Circular No. 280, November 1950. Free.
- Geographical Distribution of College Students, 1949-50.** Circular No. 279a, October 1950. Free.
- Health Education, Physical Education, and Recreation,** Office of Education Publications on. Selected References, July 1950. Free.
- Organization of Education in the United States.** Chart prepared in Division of Elementary and Secondary Schools. Reprint from *School Life*, October 1950. Free.

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.

Pupil Progress Reports for Parents: References To Aid Evaluation and Revisions. Selected References No. 12, Revised September 1950. Free.

Practical Nursing Curriculum: Suggestions for Developing a Program of Instruction Based Upon the Analysis of the Practical Nurse Occupation (Misc. No. 8, 1947). Misc. No. 11, 1950. 65 cents.

Radio Script Catalog, Sixth edition, 1950. 25 cents.

A Selected List of References on Life Adjustment Education. November 1950. Free.

State and Local Public School Finance Programs, 1949-50: A presentation of individual reports received from the States and the District of Columbia. Issued by School Finance Section, Division of School Administration in cooperation with State departments of education. Council of State Governments, University of California. Free.

Recently Off the Press

The Community College—A Challenging Concept for You. By William R. Wood. Reprint from June and November 1950 *School Life*. Free.

The Functions of State Departments of Education: With an Inventory of the Services Provided by the 48 Departments. By Fred F. Beach, in cooperation with the Study Commission of the National Council of Chief State School Officers. Misc. No. 12. 40 cents.

General Catalogs of Educational Films. November 1950. Free.

Geographical Distribution of College Students, 1949-50. By Robert C. Story. Circular No. 279a, October 1950. Free.

1950 Fall Enrollment in Higher Educational Institutions. By Robert C. Story. Circular No. 281, November 15, 1950. Free.

Up-to-date information on curriculum experiences for mentally retarded youth in high school is given in *Office of Education Bulletin 1950, No. 2, "Curriculum Adjustments for the Mentally Retarded."* Copies are available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 35 cents. (See article on page 52 this issue.)

Other Agencies

Department of Agriculture

Ranger Arithmetic for Seventh Grade Teachers. Forest Service, August 1950. Single copies to teachers free.

Federal Security Agency

After the Training School—What? Children's Bureau, Social Security Administration, 1950. Free.

Social Security Bulletin. Social Security Administration. Monthly. Annual subscription in United States, Canada, and Mexico, \$2.00; in all other countries, \$2.75. Single copy, 20 cents.

A Fair Chance for a Healthy Personality: The Goal of the Midcentury White House Conference on Children and Youth. Pamphlet No. 2. Midcentury White House Conference on Children and Youth, 1950. Free.

What Every Person Should Know About Milk. Supplement No. 150 to the *Public Health Reports*, 1949. 5 cents.

Library of Congress

Catalog of Talking Books for the Blind, Supplement No. 1, 1948-50. Free.

Monthly Checklist of State Publications. \$1.50 a year. 15 cents single copy.

Public Affairs Abstracts. Issued at irregular intervals (20 a year). 30 cents single copy. \$5.75 a year. Order from Card Division, Library of Congress.

Scientific Personnel, A Bibliography. Comp. by Mabel H. Eller and Jack Weiner, ed. by Barton Bledsoe. Free on request to Navy Research Section, Science Division.

United States Atlases, A List of National, State, County, City, and Regional Atlases in the Library of Congress. Comp. by Clara Egli LeGear. \$2.25. **Provisions of Federal Law Enacted for War and Emergency periods.** Comp. by Margaret Fennell. *Public Affairs Bulletin* No. 88. 35 cents from the Card Division, Library of Congress.

National Security Resources Board

Survival Under Atomic Attack. Prepared cooperatively by Executive Office of the President, National Security Resources Board, and the Civil Defense Office. NSRB Doc. 130. 1950. 10 cents.

Superintendent of Documents

Children's Bureau. Price List 71. 32d Edition, October 1950. Free.

—Compiled by Florence E. Reynolds, Information and Publications Service.

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School Life



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Volume 33

Number 5

The cover photograph was taken at a Parent-Teacher Association Book Fair in the Chevy Chase (Md.) Elementary School. Mrs. Mildred Smoot, principal of the school, is shown with Phillip Billard and Betsy Smith. The photograph was taken by Federal Security Agency photographer Stan Singer.

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School Life Spotlight

“... we should do all we can to make sure our children are being trained as good and useful citizens in these critical times ahead. . . .”----- p. 65



“... a democracy more than any other form of social and political organization must depend upon the enlightenment of the people—all the people. . . .”----- p. 67



“... the number of fully qualified elementary school teachers graduating each year from 4-year courses of training is slightly more than one-fifth of the 100,000 needed. . . .”----- p. 68



“... Individuals, official and voluntary organizations, and professional groups should be brought into active cooperation to achieve the objectives of the school program of health and fitness.”----- p. 72



“... facts and figures show that 10 children are burned to death every day of the year in our country. What's to be done about it? . . .”----- p. 74

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.”



Presidential Messages to the 82d Congress

THREE MESSAGES to the newly formed 82d Congress of the United States by President Truman, early in January 1951, focused upon the need for strengthening education for the long pull of our Nation in the days and years ahead.

Specifically, in the traditional State of the Union address to a joint session of the Senate and House of Representatives on January 8, President Truman spoke of the "threat of world conquest by Soviet Russia" which "endangers our liberty and endangers the kind of world in which the free spirit of man can survive . . ." He spoke also of "the method of subversion and internal revolution" and "the method of external aggression" which the Soviet imperialists use in going about their destructive work. "The free world has power and resources to meet these two forms of aggression . . ." said the President. "We believe that free and independent nations can band together into a world order based on law . . . We believe that such a world order can and should spread the benefits of modern science and industry, better health and education, more food and rising standards of living—throughout the world."

The President urged the Congress to consider legislation "affecting all the aspects of our mobilization job" including "housing and training of defense workers, and the full use of all our manpower resources," ". . . means for increasing the supply of doctors, nurses, and other trained medical personnel critically needed for the

defense effort," and ". . . aid to the States to meet the most urgent needs of our elementary and secondary schools. Some of our plans will have to be deferred for the time being . . ." the President stated, but he emphasized that ". . . we should do all we can to make sure our children are being trained as good and useful citizens in these critical times ahead. . . ." He concluded the State of the Union address with these words, "This is our cause—peace, freedom, justice. We will pursue this cause with determination and humility, asking divine guidance that in all we do we may follow God's will."

The Economic Report

In "The Economic Report of the President," transmitted to the Congress on January 12, 1951, the President included a section on "Health Services and Education," quoted in part as follows:

"It is clear that we cannot neglect the education and health of our people, without the most serious results for a long-run defense effort. Obviously, we will not now have available the resources to build or staff as many schools and clinics and hospitals in as many places as we hoped to do in normal times. But the quality of essential services must be maintained and improved, as fast as can be managed. This is imperative for the success of the defense job. . . .

"As we move into a period when we will have an urgent need for all our trained men

and women, we must face the fact that nothing can make up for faulty basic education in our primary and secondary schools. This is as true for the men in military service, as for the factory worker or the farm hand.

"Our public school system faces the greatest crisis in its history. More than ever before, we need positive action by the Federal Government to help the States meet their educational tasks. We simply cannot afford to let overcrowding, or lack of equipment or staff impair the basic education of our young people.

"Under legislation passed last year, the Federal Government is stepping up its aid to school districts overburdened as a result of Federal activities. But special aid of this type to particular school districts will not come anywhere near meeting the general crisis which exists. Therefore, it is vital that the Congress act now to give the States general aid for school maintenance and operation."

The "Health, Education and Security" section of "The Annual Economic Review," the report to the President by the Council of Economic Advisers, reported in part:

"One of the thorniest questions confronting the whole defense effort is how to re-appraise and redirect the public services whose necessary growth was resumed after World War II, and for which further growth had been appropriately planned before the defense emergency.

"In education, for example, we cannot remedy the shortage of school buildings at the pace which seemed eminently desirable a year ago. On the other hand, there is a high priority for promoting education and training in the health professions. Also the vocational education program, which complements within-industry training, must be redirected toward greater emphasis on training for defense jobs. General education, which modern elementary and high school training affords, no less than specialized skills, is essential to the maintenance of a vital citizenry, whether in the civilian labor force or in the military. It would be wasteful beyond description, by any test, to deprive those not yet of military age of decent opportunities for such training, and to force them, by lack of equipment or staffing, into the streets instead of the schools. This would hardly make them more serviceable in the event that an even larger military establishment should become essential by the time they will have reached the age of service."

Budget Message

Portions of "The President's Budget Message for 1952" which have particular significance for American education are presented as follows:

"This Budget . . . contains expenditures for programs which will maintain and develop our national strength over the long run, keeping in mind that the present emergency may be of long duration and we must therefore be prepared for crises in the most distant as well as in the immediate future. . . .

". . . Four . . . categories of Budget expenditures include programs which contribute to national strength through protecting and improving the health, education, and well-being of the individuals and families who make up the Nation. These classifications are: (1) housing and community development; (2) education and general research; (3) social security, welfare, and health; and (4) veterans' services and benefits. . . .

"Soon after the aggression in Korea last summer, authorizations under this program were suspended to permit reappraisal of college housing needs. On the basis of this reappraisal, a maximum of 40 million dollars out of the 300 million dollars authorized by the Housing Act of 1950 has been provided, to be used only for college housing directly contributing to defense. No other

loans will be made under this program until the outlook for college enrollment shows a clear need for such housing. . . .

"The challenge of communist imperialism requires the full potential of all our people—their initiative, their knowledge, their skills, and their ideals. These qualities have given this Nation world leadership in science and industry. Education and research are vital to the maintenance of this leadership.

"The highly developed technology of the Nation requires an educated people equipped to operate this productive system efficiently. Likewise, it requires continuing basic research and the practical application of new knowledge and new techniques. Yet we start our defense effort with an educational system which fails to provide adequate educational opportunities for all our people, and with a lack of balance in the Nation's research activities.

"The Federal Government took a major step last year toward achieving a better balance in research through the creation of the National Science Foundation, but urgently needed general legislation in the field of education was not enacted. This Budget includes provision for grants to the States for the operating expenses of elementary and secondary schools to assist in improving educational opportunities for our children. This proposal accounts for more than half of the total estimate of 483 million dollars of expenditures for education and general research in the fiscal year 1952, and for most of the estimated increase over 1951.

"In addition to programs included in this total, many Federal agencies carry on specialized education and research activities which are included under other categories, such as veterans' services and benefits, military services, and agriculture. . . .

"Strong elementary and secondary educational systems throughout the country are vital to national strength and to the improvement of individual opportunity. Although educational opportunities are excellent in some parts of the country, children and youth in too many of our communities still do not receive adequate education. Inequalities exist primarily because of differences in the financial resources of the States and localities.

"The Nation as a whole suffers from these inequalities. The results are demonstrated most sharply in times like the present. The military services even find it necessary to teach some inductees reading and writing

before they can begin combat training. From the standpoint of national security alone, as well as the enlargement of opportunities for the individual, the Nation needs to see that every youth acquires the fundamental education and training which are essential to effective service, whether in the Armed Forces, in industry, or on the farm. I therefore urge the Congress to authorize Federal financial assistance to help the States provide a level of elementary and secondary education that will meet the minimum needs of the Nation. The Budget includes a tentative appropriation estimate of 300 million dollars for this purpose.

"To help meet one particular educational problem, laws were enacted last year to make a single agency—the Federal Security Agency—responsible for giving financial assistance to schools or, if necessary, establishing schools for the education of children living on Federal property or in areas especially affected by Federal activities. Previously a variety of arrangements existed, and some of these children were denied free public education. The Budget includes expenditures of 106 million dollars in the fiscal year 1952 for buildings and current operating expenses under these new laws.

Defense Training

"In view of the present necessity to provide training for defense production, a part of the appropriations for the general purpose of vocational education and training should be used for the training of workers for defense and essential civilian production. This Budget provides for the designation of 10 million dollars of the proposed vocational education appropriation for the fiscal year 1952 for this purpose.

"Last year I recommended a program of aid to college students to help equalize educational opportunities. The proposal is omitted from this Budget pending reconsideration of the kind of program that will best fit into Selective Service policies and general manpower requirements. . . ."

"The National Science Foundation, established by law last year, is now organized and planning its program. The limited funds available to it in the current fiscal year will not permit the Foundation to proceed beyond initial preparations. An appropriation request for the fiscal year 1952 will be submitted this spring to enable the Foundation to initiate the important work of formulating a national policy for

(Continued on page 79)

The Commissioner of Education Reports

by Earl James McGrath U. S. Commissioner of Education

. . . THE BACKGROUND for the educational picture is furnished by the American ideal of equal opportunity for all to obtain a good education. This American belief in education for all rests squarely on the American concept of democracy, for a democracy more than any other form of social and political organization must depend upon the enlightenment of the people—all the people. Uneducated or miseducated people can easily be misled, swept about by winds of doctrine, even stampeded by fears or enticed by demagogic promises into accepting some easy substitute for the arduous and painful tasks of thoroughly developing public policy. Education is the indispensable foundation of a democratic society.

★ ★

Rooted in the conviction that every individual is of incalculable worth, the democratic belief which is thus espoused with such unequivocal determination calls on a democratic Nation to provide the fullest opportunity for self-development by every person. Within the limits of his potential growth, each child or youth, if the democratic ideal is to prevail, must be afforded equal access to the best possible educational opportunities, as his right.

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If American citizens are to play their part in a changing world, education must keep abreast of the times. Most educators realize this fact and insist on it, but outside the profession there is considerable confusion on the point. Men who have accustomed themselves to jet planes still tend for some anomalous reason to think of education in terms of the horse-and-buggy education of their own youth. The plain fact is that the schools and colleges which were good enough for 1900 are not good enough for 1950 and will be hopelessly inadequate for 1975. . . .

IN HIS FIRST REPORT covering a full year of service as Commissioner of Education, Earl James McGrath presents a picture of educational progress and needs from a broad perspective. The report, a separate publication of the Office of Education, prepared at the direction of the Congress, discusses the demands upon American education at midcentury, and sets forth efforts of the Government to help schools and colleges meet these demands. **SCHOOL LIFE** offers excerpts from the main body of the report by Dr. McGrath.

Technology and science, commerce and trade, communications and travel, have made of the world a neighborhood; it remains to make it a brotherhood. How best can education play its part in such a day?

★ ★

. . . The increasing numbers of youth, and of the aged for whom in all probability additional educational programs must be made available, together with the question of what types of educational offerings best meet the changing needs of these groups, present further concerns for educators in 1950. . . .

★ ★

Social, technological, and economic changes which have shortened the work-week, limited child labor, and reduced the need for younger and older workers, together with the advances of labor-saving devices in the home, have brought into sharp focus the problem of the best use of leisure time. . . .

★ ★

. . . If the United States is to fulfill its obligation as a world power, it must have trained leaders supported by an informed electorate. In helping to meet this need, American education faces one of its greatest challenges. An educational program that merely acquaints youth with our prob-

lems at home is inadequate to prepare them for their responsibilities in a constantly contracting international sphere.

★ ★

. . . Estimates by the Public Health Service indicate that 1 in every 20 persons will spend some part of his life in a mental hospital—unless remedial steps are taken with regard to both individuals and our social structure. The whole conception of mental health is becoming a central rallying point in defining educational objectives. Psychosomatics, with its emphasis on the singleness of mind and body, of physical and mental health, points up the long-recognized truth that the whole person is the proper subject of educational purpose.

★ ★

. . . At no other time in human history and in no other nation have the educational opportunities provided been as varied, as accessible to all, and as high in quality as in the United States in 1949-50.

★ ★

. . . at one end of the scale, more than half of the 5-year-old children had begun their schooling; and at the other end of the scale, more students were enrolled in colleges and universities in 1949-50 (estimated 2,700,000) than had been enrolled in the high schools of the Nation in 1919-20 (2,500,000).

★ ★

. . . there are areas of illiteracy in which encouraging progress can be reported, but considerable work still needs to be done. . . .

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The median school year completed by the population 25 years of age and over, according to 1947 estimates of the Bureau of the Census, was the ninth grade. . . .

★ ★

Between 1940 and 1947 the percentage of the population 25 years of age and over

who had not completed any high-school work decreased from 59.5 to 49.5. . . .

★ ★

. . . While there can be no cause for complacency so long as a serious differential continues, the noticeable progress toward providing more nearly equal educational opportunity for all American youth without regard to race, creed, or color is a distinct cause for satisfaction.

★ ★

Every State is faced with a grave shortage of school facilities. Owing to population shifts and economic differentials the shortage is more acute in some sections than in others; but everywhere throughout the country the rising tide of war babies is beginning to engulf the lower grades. The crest of the wave will advance, year by year, through the elementary and high schools to the colleges. During the next 10 years, in the elementary and secondary schools alone, there will be a net increased enrollment of approximately 8 million. . . .

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In view of the present international situation, the timing of additional school construction is important. But the fact remains that we must have more schools now. In an international emergency, expenditures for many things can legitimately be reduced or postponed, but education is not one of them. Democracy's future depends on it. The Nation's children cannot be put into educational cold storage for the duration of the emergency, and then later moved into an academic hothouse for forced growth.

★ ★

. . . Probably more than 100,000 new teachers will be needed for the elementary schools each year for the next decade. The present rate of production is barely one-third that number. Even more serious, the number of *fully qualified* elementary school teachers graduating each year from 4-year courses of training is slightly more than *one-fifth* of the 100,000 needed. The implications of these facts for American education are serious enough to justify the use of the much-overworked word "crisis"—in its fullest meaning.

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There are two other groups in our population for which present educational programs are inadequate—exceptional children and adults. . . . The Nation needs a better educational program for these young

people who, through no fault of their own cannot profit fully from the usual opportunities, but who with proper education can become fully productive and happy members of society.

★ ★

. . . An estimated 40 million adults are conscious of the need for further learning under instruction, mainly in public affairs, homemaking including family life and parent education, vocational skills, commercial and business education, and recreation including physical education and arts and crafts, but at last count the public schools enrolled only about 3 million of them. The rest of the adult population could profit from imaginative community-wide educational undertakings in civic education and competence, consumer education, family-life education, human relations, and the understanding of world affairs. Practically all of the adult education offered by the schools is designed to serve individuals. Schools are doing very little to improve the effectiveness of groups in their intergroup relationships.

★ ★

It is true that a higher percentage of qualified youth go to college and university in the United States than in any other nation; but it is also true that no nation—the United States included—has begun to approach numerical adequacy in its higher education system. . . . A democratic nation can ill afford this continuing loss of its ambitious and able youth who, year after year, are trained below the limits of their potential development.

★ ★

. . . The schools and colleges will unquestionably give more attention and a larger place in the entire program of the schools to studies and other experiences which prepare youth to understand the complex international situation, and the part the United States must play in creating international understanding and peace.

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One of the most encouraging developments of the year under review was the further growth of citizens' interest in education, and the organizing of that interest to make action effective. As the year began there were about 150 organized citizens' groups scattered throughout the country, each working on local educational problems. As the year ended, that number had doubled,

and encouraging results were being achieved in every part of the Nation. . . .

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Only 10 State legislatures held regular sessions during the year. Nevertheless, the record shows an active interest in educational matters at these regular sessions, and in several States special sessions dealt with educational matters even though they were convened primarily for other purposes. . . .

★ ★

The regional college plan under which 12 Southern States pool their resources in certain branches of higher education, began to reach effective dimensions in the school year 1949-50. . . . The regional plan of interstate cooperation in education, particularly higher education, will be observed and studied with considerable interest in all parts of the country. . . .

★ ★

. . . Such evidence as is available points to the conclusion that the schools of today are on the whole doing a better job than formerly—not merely as good a job, but a better one—in teaching reading, writing, and arithmetic. One of this year's publications of the Office of Education, *The Place of Subjects in the Curriculum*, shows specifically how elementary school children are learning the fundamentals in ways that are real and important to them. And all available evidence also indicates that the students of today are getting something their forebears did not find in school in anything like the same proportions: they are learning the three R's of citizenship—Rights, Respect, and Responsibilities.

★ ★

. . . Essential to good education is the basic notion that *each* pupil should be given educational tasks and opportunities for experiences which are suited to *his* needs and abilities, both as a person and as a member of his society. Furthermore, each pupil should be measured and judged in his progress not by some arbitrary average or standard, but by the degree to which he has learned to use his own *native* ability. The Procrustean curriculum of 1900 deserves the indignation of 1950's citizenry wherever it still survives: That curriculum does not meet today's needs.

★ ★

. . . As long as any significant proportion of the young workers of the Nation are dissatisfied with their jobs, they have need of vocational counseling and training, so

that legitimate ambition may replace frustration and disillusioned apathy. As long as half of the money spent for recreation goes for purely spectator sports, is it not in order for the schools to develop a more constructive attitude toward the use of leisure? As long as one in every five families plunges into domestic difficulties, ought not the schools to work to reduce family maladjustments through education for family life?

Does not the fact that about half of the draftees in World War II had some disqualifying defect indicate that education has some share of responsibility for providing good school health services and for encouraging sound health habits and knowledge? When for about 1 in every 20 Americans there looms the prospect of treatment for longer or shorter duration in a mental hospital, is there nothing that the schools can do to help build the inner resources of mental and spiritual poise which are adequate to the tensions of modern living? When scarcely half of the eligible adult citizens care enough about their democratic rights to cast their votes on election day, can it be argued that the schools have devoted too much time and attention to the fundamentals of citizenship education? When an increasing percentage of persons arrested for lawbreaking is in the age group under 25, can it be maintained that the community has succeeded in providing schools which train youth for the full assumption of adult responsibilities? And as long as large numbers of students drop out of school when they reach the age at which the compulsory attendance controls are lifted, can it be maintained that the schools are erring in trying to make their curriculums vital and relevant to the student's own concerns and sense of need?

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From early times, the Federal Government has been interested in the promotion of education. Traditionally and rightly, the primary responsibility for the furtherance and control of education has rested on the States and local communities. The people of the Nation, without in any way modifying State and local control, have increasingly employed the Federal Government to achieve educational objectives not otherwise attainable. . . .

★ ★

Perhaps the most significant development in the relationship between the Federal Government and higher education during

the past 10 years has been the increased use by Federal agencies of the facilities and personnel of colleges and universities for research purposes. . . .

★ ★

All indications suggest that the enrollment of veterans of World War II in educational institutions with the aid of Federal funds provided through the Veterans' Administration under Public Laws 16 and 346 has passed its peak. . . .

★ ★

To provide a supply of junior officers for the armed services, the Government helped to maintain training programs in 231, or one-eighth, of the 1,808 institutions of higher education in 1950. . . .

★ ★

There is a growing concern among the Nation's educators and statesmen over the possibility that Government action in one narrowly defined area may lead to an undue emphasis on the natural sciences and result in an imbalance in education and in the national culture. The Congress may well consider whether its necessary and desirable action in behalf of the natural sciences has not brought upon it the further obligation to act with similar effectiveness in the fields of the social studies and the humanities. . . .

★ ★

The critical financial situation in which most medical schools of the Nation find themselves has highlighted the question of Federal aid to medical schools. The short supply of doctors, dentists, and nurses for the full civilian and military needs of the Nation is cited as justification for special Federal action in aid to medical education. . . .

★ ★

. . . The Eighty-first Congress in its first session continued the "emergency" program of aid to schools on Federal reservations and in areas disproportionately affected by Federal establishments, authorizing an appropriation of \$7,500,000 to be administered by the General Services Administrator. . . .

★ ★

. . . Federal expenditures for school-lunch programs in 1950 were authorized in the amount of \$83,500,000. . . .

★ ★

Probably few departments or agencies of the Federal Government were without some sort of international educational program

for the exchange of persons in 1950. These programs were under the general supervision of the Department of State, but were administered in cooperation with many other agencies and departments, including the Federal Security Agency, in which the Office of Education and other constituent parts of the Agency were directly involved. Under the Smith-Mundt Act and the Fulbright program there were approximately 3,000 persons participating, about 1,400 United States students, teachers, and professors going to other countries, and about 1,600 foreign nationals coming to this country for study in cultural, scientific, and technical fields.

★ ★

. . . In two unanimous opinions handed down on June 6, 1950, the court decided (1) that Negroes must be admitted to the facilities of the State university professional and graduate schools established for white students in the absence of substantially equal facilities maintained within the State at public expense to which Negroes are admitted; and (2) that the status of Negro students when admitted to such public educational institutions maintained for white students must be precisely the same as that of students belonging to other racial groups. . . .

★ ★

Congress annually appropriates an estimated \$3,500,000,000 for purposes which are directly and indirectly educational. Of this amount, \$34,000,000, or less than 1 percent, is appropriated to the Office of Education, of which \$32,000,000 is administered for two programs of grants-in-aid. Both to cover the expenses of administering these \$32,000,000 in grants and to carry on all other operations of the Office of Education under its organic act, Congress appropriates approximately \$2,000,000 a year for the Office of Education. Approximately one-fourth of the total costs of operating the Office is used in administering the programs of grants-in-aid. The remaining three-fourths is concentrated in the following major areas: (1) Educational organization and administration; (2) methods of instruction; (3) improvement of the teaching profession; (4) international educational relations; and (5) the collection, analysis, and publication of basic statistical information—together with (6) the over-all planning and administrative services essential to the work in all these areas.

Public Vocational Schools Train Practical Nurses

by Louise Moore, Program Planning Specialist
Trade and Industrial Education for Girls and Women

THE PRACTICAL NURSE whom you sent us from the vocational school was a jewel, competent, kind, and resourceful. She took wonderful care of my wife and our new son when they came home from the hospital, ran the house expertly, and endeared herself to all of us."

The young father who wrote this enthusiastic letter expresses the feeling of many persons employing practical nurses trained in public school vocational classes. Such splendid recommendation assures educators that their concern for job analyses, curriculums, teacher training, and careful selection of students is resulting in effective training for this important occupational field.

Publication of Curriculum in Practical Nursing

The publication in November of the suggested *Practical Nursing Curriculum*, a companion volume to the *Analysis of Practical Nursing*, issued in 1947, completes the task in the field of practical nurse training which was undertaken by the Office of Education, Federal Security Agency, in 1944. At that time, representatives of professional and practical nursing organizations, of the medical profession, of hospital associations, and of vocational educators met in conference to outline work which they felt should be undertaken on a national scale to define the duties of a practical nurse and to plan for effective training. To carry out the plans thus outlined, the Office of Education asked the various organizations interested to appoint representatives to a committee. This committee developed first the *Analysis* and then the suggested *Curriculum* under the direction of Mr. Arthur B. Wrigley, State Supervisor of Trade and Industrial Education in New Jersey.

Both publications follow the general pattern for trade and industrial training developed through the years, and both are designed to give help to local and State educators, who will make such modifications as conditions require.

Status and Training of Practical Nurses

The *Curriculum*, like the *Analysis*, recognizes the Nation-wide interest in the development of practical nursing and the conviction that a national pattern in training is a present possibility. Recent world developments have intensified this concern with the orderly preparation of practical nurses. Professional nurses have given generous help in the development of both publications. One of the results has been a clearer definition of the status of a practical nurse and her relation to other members of the health team. The differentiation of her duties from those of a professional nurse and from the work of an auxiliary worker, like a ward aide, has also become important. The definition of a practical nurse given in the *Analysis* makes the distinction clear: "A practical nurse is a person trained to care for subacute, convalescent, and chronic patients requiring nursing service at home or in

institutions, who works under the direction of a licensed physician or a registered professional nurse, and who is prepared to give household assistance when necessary. A practical nurse may be employed by physicians, hospitals, custodial homes, public health agencies, industries, or by the lay public."

The status of the practical nurse is still further defined by law in 29 States, Hawaii, and Puerto Rico, where practical nurses are now licensed. Many other States are studying the need for licensure. Practical nurses are eligible for membership in two national organizations, the National Association for Practical Nurse Education, which includes both professional and practical nurses, and the National Federation of Licensed Practical Nurses.

The United States Civil Service Commission, through its local offices, offers examinations for graduates of approved schools of practical nursing who wish to be employed in veterans' hospitals.



Practical nurse students, at E. C. Goodwin Technical School, New Britain, Conn., care for a bed patient.

We have no accurate information about the number of practical nurses in the United States. The American Nurses' Association gives the number of practical nurses and attendants employed in hospitals in 1949 as 141,834.

Practical Nurse Training in Public Vocational Schools

Practical nurse training has been offered in public vocational schools for about 20 years. The Miller Vocational School in Minneapolis (now the Minneapolis Vocational School and Technical Institute) was among the first to train in this subject. The course in Rochester, N. Y., has been in operation for more than 12 years. Courses in Michigan were established at about the same time. Training is now offered in public vocational schools in 30 States, in Hawaii, and in the District of Columbia. Seventy-nine localities provide training, and this number is constantly increasing.

Organization of Courses

Courses in practical nursing, organized in public vocational schools, follow a definite pattern, while differing in details. The preclinical training, given in the school, requires about one-third of the time. The clinical experience, usually given in a co-operating hospital, requires about two-thirds of the time. During the preclinical

period, the student receives instruction from professional nurses and from teach-

The two Office of Education publications referred to by Miss Moore in this article are *Practical Nursing: An Analysis of the Practical Nurse Occupation With Suggestions for the Organization of Training Programs*, Misc. No. 8, 1947, price 65 cents, and *Practical Nursing Curriculum: Suggestions for Developing a Program of Instruction Based Upon the Analysis of the Practical Nurse Occupation*, Misc. No. 11, 1950, price 65 cents. Order both publications from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

ers of home economics. The training in nursing arts and in home management proceeds concurrently, and practice is given under conditions as realistic as possible. The student receives instruction in body structure and function, ethics, health practices, the care of patients of different age groups, and community health during the preclinical period. Cooperating hospitals offer the clinical experience, which is supplemented by regularly organized classes in theory and is supervised by a coordinator responsible for the rotation of the student from one division of the hospital

to another. Thus she learns to care for all types of illnesses for which she will be responsible. Some schools have provided supervised experience in nursing in private homes, a training highly desirable for practical nurses.

Trends in Practical Nurse Training

Trends are developing in the training of practical nurses. One of these is the enrollment of more mature women and fewer girls of high-school age. A second is the organization of the training in different localities according to a State-sponsored plan, so that practical nurses will be available in areas other than urban. The use of representative advisory committees is general. Such committees give help in recruiting, in suggesting suitable teachers, in obtaining financial support from interested organizations, in placement of graduates, in guidance of the program, and in interpreting the program to all groups concerned.

Problems Encountered

Certain problems confront all public vocational schools offering training in practical nursing. Among these are the recruitment of adequate numbers of suitable students and systematic placement of graduates. Recruitment is a constant necessity, since preclinical classes usually number at least two and sometimes more each year. Tests for aptitudes at the beginning and for achievement at the end of the training period have been developed and are available. When graduates can be placed through professional nurse registries, their difficulties in finding suitable work are lessened. Other devices are necessary in many localities. Many schools have developed various means of securing suitable placement.

Licensure is of interest in the States without such legislation. In States with licensure, many practical nurses, licensed under waiver, are now demanding extension training, so that they will be acquainted with many areas which their experience has not covered. Considerable extension training of this type is being provided by some public vocational schools.

Public vocational schools are prepared to provide training for practical nurses as they achieve a recognized place in our economy. The *Practical Nursing Curriculum*, as now developed, should help to make this training considerably more effective.



A class at the Edison Technical School, Seattle, Wash., watches a demonstration of infant care.



Education for the

PRESIDENT TRUMAN'S declaration of a national emergency on December 16, 1950, put into sharper focus the needs of the Nation during these times.

The role of American education in helping meet these needs is a challenging one.

Continuing its communication with the Nation's chief State school officers and college presidents, the Office of Education, shortly after the declaration of the national emergency by the President, issued two Defense Information Bulletins.

One of the bulletins under date of December 20 offered suggestions on "Health and Physical Fitness for the Long Pull," and the other, dated December 21, described the "Inventory of College and University Facilities" to be conducted by the Office of Education. These two Defense Information Bulletins, issued by Commissioner of Education Earl James McGrath, presented the following information:

Health and Fitness for the Long Pull Ahead

The grave possibility exists that the present emergency may continue for a generation or longer. To meet its heavy obligation, this Nation must take steps to insure the conservation and most effective use of all its available manpower. The children and youth in our schools today will be the workers and soldiers of tomorrow. They must be prepared to meet the demands which will be made on them. Effective school health, physical education, and recreation programs can make major contributions to meeting the Nation's manpower needs.

Educators have long held that our schools should provide children with the opportunity to grow in health and fitness. To this end, professional associations, through the National Conference for Mobilization of Education and the Federal Security Agency, Office of Education, recommend as a minimum the following

school health and fitness program for every child in our country:

(a) A thorough medical and dental examination of all children on or before admission to school and at least three times thereafter—in intermediate grades, in late elementary or junior high school, and before leaving high school—and at such other times as may be considered advisable.

(b) A program of daily observation by all teachers, for signs of possible deviation from normal and referral of children with such signs, through the parents, to physicians or dentists for careful examination and necessary treatment.

(c) A coordinated follow-up program through which the schools encourage parents to provide needed corrective and protective measures.

(d) Organized health instruction, based on scientific information, which will lead to the formation of desirable habits, attitudes, and appreciations in physical and mental health.

(e) An administrative program which is concerned with healthful school living, the individual development of children and youth, and the influence on mental and emotional health of such factors as daily program, testing, homework, methods of instruction, and standards for promotion.

(f) A physical education program which provides planned instruction in activities suited to the sex, grade, ability, and special needs of the pupils.

(g) A well-rounded recreation program including provision for camping, outdoor education, and other recreational and social activities which will carry over into after-school life.

The schools of America share with other groups the responsibility for the development of strong and able generations. Individuals, official and voluntary organizations, and professional groups should be

brought into active cooperation to achieve the objectives of the school program of health and fitness.

Inventory of College and University Facilities

Attached to the Commissioner's News Letter of August 17, 1950, was a tentative outline of the types of information likely to be covered in the inventory of college and university facilities which the National Security Resources Board had asked the Office of Education to make for the use of all agencies of the Federal Government. The final form of this outline has been mailed to the presidents of all colleges listed in the *Education Directory*, Part 3, issued by the Office of Education.

Before mailing, the schedule was submitted for comment and suggestion to the Army, Navy, and Air Force of the Department of Defense, to the 10 civilian agencies of the Federal Government which have a major responsibility for defense activities, to the 9 associations and councils of colleges that have headquarters in Washington, and to the American National Red Cross. The civilian agencies are: National Security Resources Board; Department of State; Department of Interior; Department of Agriculture; Department of Commerce; Department of Labor; Library of Congress; Public Health Service, Federal Security Agency; Central Intelligence Agency; and the Atomic Energy Commission. The educational organizations are: American Council on Education; Association of Land-Grant Colleges and Universities; Association of American Colleges; American Association of University Professors; American Association of Junior Colleges; Division of Higher Education, National Education Association; National Conference for Mobilization of Education; Lutheran Council on Higher Education; and the Department of Education, National Catholic Welfare Conference.



The suggestions of the organizations and agencies which have criticized the schedule have enabled us to improve it markedly. Their comments have given considerable assurance that they will find useful the information submitted by the colleges and universities. The Office of Education expects to be active in calling the attention of interested agencies to the availability of this information.

The planning of defense programs in which institutions of higher education may be utilized will doubtless proceed rapidly in the next few months. It will be important therefore for institutions that wish to cooperate in these national programs to submit as promptly as possible the information requested on the final outline, which should reach the desk of each college and university president in the near future.

As of the close of business on January 22, approximately 1,200 institutions had responded to the inventory of facilities request. About 500 institutions had already submitted their reports. Many institutions expressed appreciation for this opportunity to place on file in Washington information for availability to Federal Government agencies which might be interested in the utilization of their facilities.

Preparedness Subcommittee Hearing

Before the Preparedness Subcommittee of the Senate Armed Services Committee, Commissioner Earl J. McGrath on January 18 gave general support to the Administration proposal for revisions of the Selective Service Act, laying particular emphasis on three points: (1) the necessity for maintaining a flow of men in training in the colleges for the professions and technical pursuits essential to both military and civilian strength and well-being; (2) the necessity of providing some sort of scholarship aid for students to insure that this flow of able

men through the colleges is not subject to the tourniquet of poverty; and (3) the advisability of permitting students already in college to complete their courses of study before induction.

In presenting the point of view of the Office of Education in these matters, Commissioner McGrath affirmed the necessity of making plans now which will be adequate over a long pull, rather than relying on short-term devices which, while they might be adequate to a "short" war (such as 1941 to 1945), would be calamitous over a long pull of perhaps 20 years or more. Full strength in both military and civilian matters is, he declared, essential from now on; and maintaining a minimal essential flow of men through the colleges is therefore a matter of fundamental national interest.

Resolutions by American Council on Education

On Saturday, January 20, in Washington the representatives of the constituent members of the American Council on Education passed resolutions endorsing in general the Defense Department's UMST bill, and also adopted resolutions which were in substantial agreement with the position taken on Thursday by Commissioner McGrath with regard to the advisability of permitting students already in college to complete their courses before induction and with regard to the necessity for maintaining a flow of men in training in the colleges for the professions and technical pursuits.

Announcement Concerning College Student Enlistment

The following excerpts are taken from a press release issued by the Department of Defense on January 19:

"The Secretary of Defense, General Marshall, announced today a new basic policy for enlistment in the armed services by college students. . . .

"Under the old rules no armed service would accept a voluntary enlistment after a man had received notice to report for his preinduction physical examination.

"The new policy provides that students enrolled in colleges or universities and thus automatically entitled to . . . [postponement] for the school year in which they receive their induction notice, shall be allowed, to the extent of available openings in each service, to enlist in the service of their choice . . ."

Day Care Conference

On January 16 and 17, the Office of Education jointly with the Social Security Administration held a 2-day conference for discussion of the problems of extended school services, day care, and foster day care of children of mothers employed in defense areas. The conference agreed that States should be urged in their planning to utilize the services of functional agencies in health, welfare, and education fields. Administratively, the conference urged that funds be channeled through existing Federal and State agencies. In the case of the Federal Government, this would mean that the Office of Education would administer funds for extended school services through State departments of education and the Children's Bureau would administer funds for social welfare programs through State welfare departments.

Program for Voluntary Protection

At the request of the National Security Council, the Secretary of Commerce has developed a program for the voluntary protection of technical information. At the request of the Secretary of Commerce, the Commissioner of Education is sending to organizations and institutions of higher education the details of this program.

The program concerns persons who are in a position to give out technological information and who may be uncertain

(Continued on page 79)

Are Today's Children Safe From Fire?

by Helen K. Mackintosh, Chief Instructional Problems—Elementary, Division of Elementary and Secondary Schools

AS YOU read this first sentence some child of elementary school age or under may be burned to death somewhere in these United States. "This can't be true," you say, "in this modern country of ours, where children are protected and cherished." But facts and figures show that 10 children are burned to death every day of the year in our country. What's to be done about it? What can parents, teachers, and other citizens do? What are the figures that should help to focus on the important factors involved?

Look at the Headlines

TWO SMALL BOYS BURN TO DEATH—Father Hurt in Vain Attempt To Save Lives of Sons . . . STARTING FIRE WITH KEROSENE KILLS FIVE . . . TWO BABIES DIE AS FIRE BURNS TRAILER HOME—Mother, on Errand, Returns Too Late . . . MOTHER AND CHILDREN DIE AFTER FOUR-STORY FALL IN FIRE . . . NEGRO FAMILY OF SIX DIE IN FIRE AT WARREN HOME . . . FIVE DIE IN SLEEP AS MARYLAND HOME BURNS . . . FIVE OF FAMILY DEAD, THREE OTHERS CRITICALLY BURNED AS BLAZE SWEEPS FARM HOME . . . The findings used in this article come from newspaper items collected during the past 2 years, which tell how 300 children lost their lives by fire. Eight hundred cases—yet every one of them was a child who laughed, played, lived as other boys and girls do, until that moment when fire took his life.

What Are the Facts?

The headlines are full of stories told in brief of the situations that cause fire tragedies. In nearly 100 of the 800 deaths kerosene or gasoline was poured on kindling or the remains of a fire; in 165 cases a stove exploded; children playing with matches caused 31 fires; but in over 300 deaths the cause of the fire was apparently unknown. The bedroom was listed in 184 cases as the place where death occurred.

This is in line with the fact that one-fourth of the fires broke out during early morning hours. The type of house was not always indicated but in 127 cases the home was a one-, two-, or three-room shack or a cabin. Farm homes numbered 117, apartments 76, tenements 33, and temporary housing such as a converted garage, chicken house, barn, boxcar, bus, truck, tent, or an abandoned schoolhouse accounted for 47 cases.

Unsafe Homes

It is apparent from these facts that many children who died were living in unsafe homes. Frequently this was due to the housing shortage, but also to the economic level of the parents. Although the economic level of the family was not indicated in any way in 369 cases, nearly 200 cases represented poor people, those employed as

Dr. MACKINTOSH, the author of this article, is serving as chairman, National Fire Protection Association Committee on Fire Prevention Education in Elementary Schools. She points out that in the study she has made, no deaths of children were reported in schools or on school grounds, but that teachers, principals, and other school administrators have a responsibility to keep children safe from fire during those hours when children are not in school. It is emphasized that through contacts with individual parents, through the parent-teacher association, and through parent-study groups, parents must be made aware of the dangers to children of death by fire. The teacher can help children to be prepared to meet situations in which a fire occurs in the home or in public buildings, and to know how to protect themselves or younger children if clothing catches on fire. A kit of material on Fire Prevention Education in Elementary Schools is available by loan for 2-week periods from Dr. Mackintosh, Office of Education, Federal Security Agency, Washington 25, D. C. There are helpful suggestions also in the two following Office of Education publications: *A Curriculum Guide to Fire Safety* (for Elementary Schools), Bulletin 1946 No. 8, price 10 cents, and *School Fire Drills*, Pamphlet No. 103, price 10 cents. Both publications should be ordered from the Superintendent of Documents, Washington 25, D. C.

laborers, or unemployed. But even the 66 children who lived in comfortable one-family homes were not safe from fire. Tragedy by fire can strike both poor and rich alike, and does just that. These facts should be significant for communities which are concerned about fire prevention.

Frequent are the stories of heroism which tell of a parent risking his life, or losing it, in an attempt to save a child. Fathers, grandparents, older brothers and sisters, neighbors, passersby, baby sitters, or firemen were mentioned as playing a part in these fire tragedies. One of the saddest chapters to this story is the fact that in nearly a third of the cases no adult was present. Young children were left at home alone while parents went to shop, to do errands, to a bar, to some form of amusement, to work, or to visit. Sometimes children were locked in so that they could not get out or the rescuers in. But in more than half the cases both parents or the mother were at home and involved in the fire situation.

The facts and figures for the 800 cases show that there is no hour of the day or night when children are safe from fires. Although one-fourth of the children died during the early morning hours when the home was completely destroyed and parents died too, about 400 fires occurred during daytime hours from 6:00 a. m. to 6:00 p. m. Early evening and time before midnight accounted for the other 200 deaths.

However, there seem to be certain times of the year when fire is more apt to strike. Half of the 800 deaths occurred during the months of December, January, and February.

Is there any part of the country that is safer than another? It is recognized that the 800 cases of fire deaths do not represent all of the deaths during the period covered. But the Central States and the Middle Atlantic States accounted for nearly 500 deaths. The Rocky Mountain States had the fewest. Mississippi, Montana, Nevada,

New Hampshire, and Wyoming managed to escape being counted. All other States had one or more deaths from fire.

Loss of life is the number one problem. But money loss cannot be overlooked. In 370 cases in which children lost their lives, the house was totally destroyed, \$210,000 worth of damage was involved, 25 persons were injured, 58 were hospitalized, and 41 parents or other members of the family were killed. In 238 news stories no men-

tion was made of the results of the fire in terms of loss of life or money.

Who Were They?

Who were these children who lost their lives? What part did they themselves play in the tragedy which cost them their lives? More than half of these children were under 5 years of age, many of them infants who could do nothing for themselves. The others, about equally divided as to girls and

boys, ranged in age from 5 to 14 inclusive. One fact stood out—that more older boys died than did girls; why, it was not apparent from the newspaper stories, unless they were more apt to take risks. Approximately 10 percent of all the children were Negroes.

Some of the human interest stories should be told in order that all parents may see the dangers their children face, and that children themselves of school age and above should learn how they can protect themselves from fire. In too many instances parents and children are both helpless.

Stories Behind the Headlines.

Let's take some typical stories of children who lost their lives and see what really happened. On the outskirts of a midwestern city a Navy veteran, his wife, and six children were living in a 6x12 home-made tarpaper trailer because they could find no other place. There was no water, electricity, or heat except that from a kerosene stove. The father was away when the mother awoke about midnight to discover the whole end of the trailer, in which the stove was located, on fire. She picked up Mary, 7, and Jean, 5, who were sleeping with her and ran out to safety. Then flames blocked the door so that she couldn't get back to the 2-year-old twins, Dick and Don, and the 6-months-old baby, Sara. A 4-year-old was saved because he was spending the night at his grandmother's. There was nothing left of the trailer, and three children, too small to help themselves, lost their lives.

Again, in a midwest town four children, ranging in age from 2 to 14 years, burned to death because they had been left alone. Parents of the children were away working in a cafe which they owned. The fire apparently started when 14-year-old Grace threw oil on the kitchen stove, causing an explosion. Fire swept through the frame home, leaving Harold and Henry, 11 and 4, dead in the kitchen, Bobbie, 2, suffocated in bed, and Grace so severely burned that she died in the hospital, after being pulled out of the burning house by firemen.

This time in a State in the Middle Atlantic region, a 12-year-old boy, Bill, burned to death in his father's garage where he had been helping. In some way the boy's clothing caught fire, and his younger brother, Dan, aged 10, picked up a pail of what *he* thought was water and doused the older boy. Instead of water the pail contained

What You Can Do

In your home—

- Keep matches in a safe place and away from children.
- Dispose of your cigarette only when it is completely out.
- Store ashes in metal containers only.
- Store oily or greasy cleaning rags in metal containers.
- Dispose of papers, magazines, and trash at regular intervals.
- Keep kerosene or gasoline for stoves which burn that type of fuel in closed red containers.
- Learn how to start a fire without using kerosene.
- Use only nonflammable cleaning fluid such as carbon tetrachloride.
- Protect open grate fires with a screen.
- Use light cords that are in perfect condition.
- Replace a fuse only with one of the recommended size for home use, and never with a penny or other substitute.
- Buy only electrical appliances that have the approval of the Fire Underwriters Laboratory.
- Have chimneys and flues checked regularly.
- Check your home for fire hazards.
- Plan with the family how you would meet a fire emergency in any part of your home.
- Provide fire extinguishers in garage, basement, kitchen, and upstairs.
- Keep in plain view of the telephone the call number for the fire department.

In your business—

- Check your office space or your building for fire hazards and do something about them.
- Locate several possible exits in case of fire.
- Plan with your staff how you would meet a fire emergency.
- Keep smoking equipment in a safe place.
- Dispose of your cigarette only when it is completely out.
- Keep in plain view of the telephone the call number for the fire department.

In your community—

- Cooperate with others to carry out a community check-up of fire hazards.
- See that some group takes action to study every fire in the community—its cause and the results.
- Act as a member of a group in seeing that fire-fighting equipment is up-to-date and adequate to meet the needs of your town.
- See that fire safety is included for consideration in every program that concerns children.
- Act as a member of a group to see that fire regulations are made and enforced in your community, especially in public buildings such as theaters, auditoriums, restaurants.
- Check, if you do not know them, to see that building codes require fire safety features in the putting up of new buildings or the repair of old ones.

gasoline which the garage workers used to clean their hands.

The next story comes from one of the southeastern States. A father, mother, and four children, three girls of 9, 7, and 4, and a 4-month-old boy, were burned to death in a fire discovered about 9:30 p. m. The home was in a small rural community where only neighbors were available to help fight the fire which was believed to have been caused by a defective flue. By the time neighbors reached the scene the flames were beyond control. The fact that only one daughter was not found in her bed seemed to indicate that the others died without realizing that the house was on fire. Nora, the 9-year-old, had made a desperate attempt to get out of the burning house.

"The building had been almost completely gutted. Huge icicles hung from the gingerbread decorations of the older part of the building and from trees in the yard. The floors and the yard were coated with several inches of ice from the water used to fight the flames." In this old residence with a three-story addition there were 28 living units housing 70 persons. In the early morning hours with an 18-degree temperature fire gutted the building and 10 persons died, 6 of them children. Why? A woman said she had dropped matches in a closet the night before and failed to pick them up. The closet was just off the room that served as a kitchen, dining room, and bedroom for a family of four. Mice? Spontaneous combustion? No one knew. Two children, 4 and 3, in the third floor rear were cut off from the fire escape and the hallway, and died before firemen could raise their ladder and make the climb. A 5-year-old boy with his hand in his father's was separated from him in the smoke-filled hallway, and the child died there so near to safety. Two small girls of 5 and 2 and an older girl of 13 lost their lives in the same fire. Families homeless, enormous property loss, lives snuffed out because of carelessness, crowding, and failure to provide adequate exits in a tenement in a big midwestern city.

It was thought to be an unused chicken house. Someone looked out the second story window of a house nearby, saw the flames, called the fire department, but did not investigate. When firemen put out the fire and poked through the ruins, they found the bodies of three small boys, one 6, and two 7 years of age, who had been playing in the 10-foot-square windowless shack. This time the tragedy was enacted in a

suburb of a large city on the eastern seaboard.

Heroism

Multiply the stories by the number of children who died, and you can get some small idea of the horror, the heartbreak, the suffering, the problems that can result from fire. These are not pleasant stories, but before we leave them something should be said of the heroism of children themselves. Often this heroism of children demonstrates their resourcefulness, initiative, and clear thinking. Tom, a 6-year-old, limped on charred feet across a field of snow in zero temperature to get aid for his baby brother. His mother had taken Tom to safety but couldn't reach the baby's crib. His father, who was unemployed because of a strike had gone rabbit hunting, leaving Tom to be the man of the house. The fire occurred in the middle of the night, probably due to an overheated stove, and before help could arrive the house was gone. When the news item was written Tom was in the hospital and still had not been told that the baby brother was dead.

A 13-year-old girl had presence of mind that saved the lives of five of her brothers and sisters, although two boys, 6 and 4 years of age, died. Georgia was in charge of the children while her mother was away visiting and her father at work. She was sweeping the floor on the first floor of a three-story tenement when John, the 8-year-old, smelled smoke. When the door was opened into the hall it was filled with flames. Georgia grabbed the 3-month-old baby, 11-year-old Marie carried James, 2, and the 9- and 8-year old boys ran out with them. Georgia would have dashed back into the house to the second-floor bedroom where her younger brothers were sleeping, but neighbors held her back. It was a flash fire of unexplained origin, and but for the quick thinking of a girl of school age, all the children might have been burned to death.

On the West Coast, Alice, an 11-year-old, was called a heroine by the newspapers. When a gas stove exploded the mother tried to put out the flames but was seriously burned. Alice jumped out of bed, caught up Richard, 2, and Charlene, 5, carried them to the front porch, then came back for the baby. This was quick thinking for a youngster and shows what children of this age can do in an emergency.

Ten-year-old Celia, in the Washington area, had been allowed to stay at home from school to care for her father who had

just returned from 7 weeks in the hospital. A maid had left and no other arrangement could be made than for Celia to stay with her father. She had finished with breakfast and her father was going back to sleep in his upstairs bedroom, when she smelled smoke. Rushing down to the basement she found one of the beaver board walls smoldering, as well as some things that were stored. She ran up to the first floor, called the fire department, ran upstairs, shut the door into her father's room, opened the windows, roused her father and sat by his bed until firemen came. Firemen got the blaze under control after they had helped the father downstairs and out into the yard. Quick thinking, good thinking, did the trick.

A 14-year-old boy saved his mother, himself, and his pet dog from death by fire, and kept down the possible damage to an apartment house. His mother was resting in a back bedroom. Joseph on his way back from bathroom to kitchen saw smoke coming from the living room. He rushed in to see flames spreading along the rug near a Christmas tree. He began smothering the blaze and at the same time called to his mother, who joined him in fighting the fire until smoke filled the room so that she gasped for breath. Joseph threw a small table through the window to let in air, but the draft helped the blaze. Joseph ran out yelling, "Fire," and rang doorbells in the apartment. The fire department put out the fire, but with damage to apartments above and below. The ending might have been a different one if Joseph had not been ready to act.

Facing the Problems

Community groups interested in fire prevention need to emphasize over and over again through demonstrations and other graphic means that there are too many careless practices that add to fire deaths and losses. An analysis of some of these causes of fire shows a child scalded by hot coffee when the pot was overturned, children at play upset an oil lamp, children playing with candles set fire to the curtains, a workman using a blow torch to burn off old paint lost control of it, fire started by careless disposal of a cigarette, a clothesline broke dropping clothes on a hot stove, fire started in an accumulation of paper and rubbish, a match dropped into an empty oil drum caused an explosion, a Christmas tree caught on fire, a home-made vaporizer started a fire, clothing caught on fire from

an open grate, children were playing with a cigarette lighter—these were some of the causes mentioned in the news items that seemed to be entirely the result of carelessness.

What does it all add up to? Children are being burned to death every day. Fathers and mothers can help to keep their own children safe, but the community has a responsibility to see that all its children have fire-safe homes. There are a number of factors which share responsibility for fire deaths. They include the landlord, the lack of proper fire regulations or failure to enforce those that exist, the lack of available fire-fighting equipment, especially for farm homes, and the carelessness of individuals in apartment houses, tenements, and buildings occupied by more than one family.

No Child Should Die

If we really believe that children are a nation's most valuable asset, they should be worth working for. No child should die because his parents can not find a fire-safe home. No child should die because he lives

in a community which has inadequate fire protection or none at all. No child should die because his parents violate all safety rules in building fires. No child should die because fire regulations have not been enforced with respect to building safety. No child should die because his teachers have failed to give him an opportunity to protect himself from fire by knowing what to do and by having some practice in doing. There should be discussion of, "What would you do if—your house caught on fire and you were in a second-story room with flames filling the hall; your house caught fire and you were at home alone; you saw children playing with a bonfire; your father or mother tried to start a fire with kerosene; a younger brother or sister is playing with matches; mother habitually uses cleaning fluid in the kitchen, in the house; hot ashes are put in cardboard cartons." Along with the discussions should be demonstrations of what to do when exits are blocked, if your clothes or clothing of others catches on fire, if there is no fire department, if fire breaks out at night, if a bonfire or grass fire gets

out of control. Children can be helped to think out in advance what they can do to meet situations that may arise. Such planning beforehand may help to save the child's life and the lives of others.

Your Business

Fire Prevention Week is emphasized once a year. But every week and every day should call for alertness to guard against fire. Parents, children, teachers, organized groups of all types have a responsibility in their communities. This article is about children. For that reason the statement is made over and over again that 10 children are being burned to death every day of the 365, each year, in these United States, the majority through no fault of their own. People are satisfied to talk about problems rather than to do something about them. Only when *you* and *you and you* make it your business to follow up on fire deaths of children in your community as individuals and through organized groups can there be a different story written.

The Office of Education—Its Services and Staff

The National Scientific Register

THE NATIONAL Scientific Register operates as an independent unit (functioning as a Division) within the Office of Education. It was established in the Office by agreement with the National Security Resources Board to deal with mobilization planning as it relates to the Nation's supply of and requirements for scientifically trained personnel. It is expected that the function will be carried on on a permanent basis by the National Science Foundation, which has permanent responsibility for this activity, as soon as that agency is organized to assume the work.

The project includes three principal activities:

(a) The development, at a central point in Government, of a selective analytical inventory of the Nation's specially trained and highly skilled personnel

in important scientific fields, including the recording and evaluation of special scientific competencies.

(b) The consolidation and centralization in one place of various scientific personnel registration activities, now being independently carried on, to the end that there can be one focal point in Government which could participate in any placement program which might be established in the event of a full mobilization.

(c) The initiation and conduct of a variety of statistical and research studies covering such factors as the character and distribution of the national supply of manpower in the various scientific fields; the potential requirements for scientific personnel in the event of mobilization; the consideration of steps which might be taken to improve the national position in shortage areas;

the development of techniques, including relationships with American science, designed to provide the most effective methods of registering scientific skills.

The work of the National Scientific Register is carried on in cooperation with institutions of higher education and the principal scientific and professional societies of the country.

Staff, National Scientific Register

JAMES C. O'BRIEN, Director.

Procedures and Administration

G. DUDLEY SMITH, Organization and Methods Examiner.

CHARLES E. DAWSON, Procedures Specialist.

Technical Operations

HOWARD F. FONCANNON, Technical Analyst.

DONALD E. SHOOK, Technical Analyst.

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MAYBELLE J. BLAEUER, Research Analyst.

Library Service for National Defense

WE IN THE United States have entered a new era for which we are ill-prepared. For the first time our civilian population is threatened with attack. Just as our peace-loving people have been reluctant to believe that some other nations are war-minded so they are now reluctant to take seriously the need for an aggressive civil defense program that will mobilize voluntary civilian participation according to a plan where Federal, State, and local responsibilities are clearly defined.

Information Distribution Network

A civil defense program will fail unless both the needs for the program itself and the dissemination of the information are carefully and rapidly channeled to people in all localities. Libraries, already established as a resource and material center for communities, are a logical agency to disseminate the necessary information as mentioned in section 4 (f) page 5 of the temporary bills. Each State has a State library extension agency which can receive the information from the national sources and distribute it to all the libraries in the State thus forming a network of distribution centers.

During World War II libraries in our larger cities performed an important function as War Information Centers. Even more important were the services of public, college, university, and research libraries, of providing technical help to both Government and industry. Since these services have been continued in peacetime they need only to be heightened, extended, and applied to civil defense problems to be of help to Government, business, and individuals. They can readily be used as one of the research agencies mentioned in section 4 (d).

The success of any program depends upon the morale and spirit of the people it affects. The library not only mobilizes technical materials, but is a source of in-

spiration and comfort. Books bring understanding of current problems.

While we recognize the vital role of the press, the radio, and movies in alerting and informing the community, the library with its books, newspapers, magazines, films,

THIS STATEMENT by Mrs. Margie Sornson Malmberg, director of the Washington office of the American Library Association, was presented before the Armed Services Committee relative to the Federal Civil Defense Act of 1950.

pictures, maps, and recordings forms a reservoir of information for the use of the entire public. The need of access to all kinds of information is obvious.

While we have described what libraries can do, it should be noted that a quarter of the people in the United States are without access to local libraries and it will be necessary to expand library services if all people are to be reached. Surveys of rural areas highlight the lack of reading materials. They show many rural families have only the farm weekly.

A Guide to Others

We are attaching an exhibit which illustrates what one metropolitan library is doing, a program which can be duplicated in the cities throughout the country. Information services, meeting rooms, distribution, and special services are all part of the recognized functions of a library, and readily available to a civil defense agency for active participation in a program.

The American Library Association requests that these facts be considered in re-drafting the Federal Civil Defense Act of 1950, and that the new sections dealing with research and the dissemination of information include provisions to make full use of the libraries.

The Brooklyn Public Library Offers the Following Services and Facilities to an Emergency Defense Program

Information Services

Books, pamphlets, and periodicals in the technical fields, consumer information, rationing and other subjects pertinent to emergency defense.

Librarians trained in information service techniques available to volunteer organizations for consultation and advice.

Personnel for assisting in the compilation and publicizing of emergency releases.

Aid in tracing birth certificates.

Space

Sites for air-raid shelters.

Meeting rooms for class instruction and community groups.

Emergency aid stations.

Desk space for auxiliary defense and volunteer organizations.

Headquarters for air-raid wardens.

Exhibits

Public bulletin boards for notices.

Space within the buildings for displaying posters and exhibits publicizing emergency activities.

Window space for special exhibits and posters.

Distribution

Express service for supplying communities with important information, pamphlets, regulations, posters, etc.

Branches covering all communities in Brooklyn available as distributing centers for releases to the public.

Special Services

Personnel, equipment, and space for fingerprinting.

Facilities for issuing identification cards.

Personnel and facilities for recruiting and screening volunteers.

PRESIDENTIAL MESSAGES

(Continued from page 66)

basic research, stimulating such research, and training scientific personnel. . . .

"If we are to meet successfully the challenge that confronts this Nation, we can less than ever afford to waste the good health of our people. But the present emergency makes even more difficult the maintenance of good health.

"Our chronic shortage of doctors, dentists, and nurses will be aggravated as more of them are called into the Armed Forces. Therefore, we need, more than ever, prompt enactment of legislation that will help to increase enrollment in medical and related schools, by assisting them to meet their costs of instruction and to construct additional facilities where needed. Scholarships should be provided to attract larger enrollments in nursing schools and grants should be made to States for vocational training of practical nurses. Estimated Budget expenditures in the fiscal year 1952 include 25 million dollars for this proposed program. . . .

"We in this Nation have always, in time of national emergency, risen with unity and vigor to the defense of our free institutions and way of life. We are responding now. . . ."

DEFENSE INFORMATION

(Continued from page 73)

whether its release might be considered to impair the national security. Under this service, persons who have such questions may voluntarily consult the Office of Technical Services, U. S. Department of Commerce, Washington 25, D. C. The Department, in turn, will obtain the opinion of appropriate specialists in other agencies and advise the inquirer accordingly.

Priorities and Allocations

The following excerpts are from The Defense Information Bulletin of Jan. 30, 1951, entitled "Material, Equipment, and Supply Shortages":

. . . The Office of Education has had reports of the inability of schools or contractors to obtain various building materials. . . . The degree to which these shortages may become acute or general is difficult to forecast.

The National Production Authority was established Sept. 11, 1950, in the Department of Commerce under the Defense Production Act of 1950. . . . The Federal

Security Administrator was designated in Department of Commerce Order No. 127, dated Nov. 20, 1950, as claimant with respect to school construction and to domestic distribution of supplies in the field of education. This means that whenever it is necessary to allocate materials in short supply among civilian users, the Department of Commerce expects the Federal Security Agency to present the needs of education. . . .

The Office of Education has assigned a staff drawn from all divisions to assemble, analyze, and present information about the construction, equipment, and supply needs of education. It has taken the following first steps: (a) A questionnaire on contemplated construction was sent on Dec. 29, 1950, to colleges and universities. (b) A questionnaire on building needs and contemplated construction in elementary and secondary schools is being sent to State departments of education. (c) The Office is working with school and college officials and trade associations in compiling information on equipment and supply needs. (d) Recommendations for the administration of a program of priorities and allocations related to education are being developed. (e) Staff members are advising with officials of NPA on problems related to education and are giving to schools, colleges, and libraries assistance in presenting their problems to NPA. . . .

American Education Week—1951

UNITE FOR FREEDOM has been selected as the general theme for this year's observance of American Education Week, November 11-17, 1951. Daily topics will be as follows:

Sunday, November 11, *Our Faith in God.*

Monday, November 12, *Schools and Defense.*

Tuesday, November 13, *Education for the Long Pull.*

Thursday, November 15, *Teaching the Fundamentals.*

Friday, November 16, *Urgent School Needs.*

Saturday, November 17, *Home-School-Community.*

Organizations sponsoring American Education Week are the National Education Association, the American Legion, the National Congress of Parents and Teachers, and the Office of Education, Federal Security Agency.

Voice of Democracy Winners Announced

NAMES OF 13 high-school students chosen to compete for the four national awards of \$500 college scholarships in the fourth annual Voice of Democracy contest have been announced as follows by the National Association of Broadcasters, the Radio-Television Manufacturers Association, and the United States Junior Chamber of Commerce, sponsors of the contest:

California: Marcia Anne Harmon, Del Rosa, age 16, St. Bernardine's High School.

District of Columbia: Ricardo Romulo, Washington, age 17, St. John's College High School.

Illinois: Robert D. Conrad, Kankakee, age 17, Kankakee High School.

Kansas: Richard Orville Bell, Hutchinson, age 17, Hutchinson High School.

Louisiana: Norita Newbrough, Baton Rouge, age 16, Baton Rouge High School.

Maryland: Margaret D. Janney, Beallsville, age 16, Sherwood High School, Sandy Spring.

Missouri: Robert Burnett, St. Louis, age 17, St. Mary's High School.

New York: John Richard Graulich, Peekskill, age 16, Peekskill High School.

South Dakota: Barbara Coats, Yankton, age 17, Yankton High School.

Texas: Richard A. Thompson, Amarillo, age 17, Amarillo High School.

Washington: Bill Wilson, Seattle, age 17.

Wisconsin: Marvin Martin, Kenosha, age 15, Mary Bradford High School.

Wyoming: Bob Smith, Laramie, Laramie High School.

These finalists survived eliminations at school, community, and State levels in which 1,500,000 high-school students competed in every State, Alaska, Puerto Rico, and the District of Columbia. [As this issue goes to press, word has been received that Marcia Anne Harmon, Ricardo Romulo, Norita Newbrough, and Robert Burnett were selected as finalists.]

Brotherhood Week—February 18-25

EIGHTEEN national organizations in education are represented on a committee to plan for the 1951 and 1952 observances of Brotherhood Week in the Nation's schools and colleges. Chairman of the committee is Milton S. Eisenhower, president of Pennsylvania State College. Vice chairman is Philip J. Hickey, Superintendent of Schools, St. Louis, Mo. Commissioner of Education Earl James McGrath has accepted membership on the committee. Brotherhood week will be observed this year from February 18-25.

New Books and Pamphlets

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

Bibliography of Educational Public Relations. Compiled by Whitman Daniels. Ithaca, N. Y., American College Public Relations Association, 1950. 45 p. \$1.

A Basic Book Collection for Junior High Schools. Editors: Elsa R. Berner and Mabel Sacra. Compiled with the assistance of an advisory committee and of teachers and librarians working with junior high school pupils. Chicago, American Library Association, 1950. 76 p. \$1.75.

A Decade of Court Decisions on Teachers Retirement, 1940-1949, Inclusive. By Research Division and National Council on Teacher Retirement. Washington, D. C., National Education Association of the United States, 1950. 29 p. 25 cents.

Educating for Healthful Living. Reprint Service Bulletin. Articles from April 1950 *Childhood Education*. Washington,

D. C., Association for Childhood Education International, 1950. 40 p. Illus. 50 cents.

Guidance Procedures in High School. By C. Gilbert Wrenn and Willis E. Dugan. Minneapolis, The University of Minnesota Press, 1950. 71 p. (Modern High School Practices Series, No. 1.) Apply to publisher for price.

Learning by Living; Education for Wise Use of Resources. A Report on the Resource-Use Education Project Sponsored Jointly by the Southern States Work Conference on Educational Problems and the Committee on Southern Regional Studies and Education, American Council on Education. Tallahassee, Fla., 1950. 122 p. 50 cents. (Order from: Orville Calhoun, Distributor of Publications for the Southern Work Conference, State Department of

Education, Tallahassee, Fla.)

Magazines for School Libraries. By Laura Katherine Martin. Revised Edition, New York, H. W. Wilson Co., 1950. 196 p. \$2.75.

Teacher Listen, The Children Speak. By James L. Hymes. New York, New York Committee on Mental Hygiene of the State Charities Aid Association (105 East 22d St.), 1950. 44 p. 25 cents.

Teaching Social Studies in the Elementary School. By Ralph C. Preston. New York, Rinehart & Co., 1950. 337 p. \$3.

Our Children and Our Schools. By Lucy Sprague Mitchell. A Picture and Analysis of How Today's Public School Teachers are Meeting the Challenge of New Knowledge and New Cultural Needs. New York, Simon and Schuster, 1950. 510 p. \$4.

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.

Age Trends in Children's Evaluation of Behavior as Approved or Disapproved by Classroom Teachers. By Sam L. Witryol. Doctor's, 1949. Syracuse University. 79 p. ms.

Attempts to identify and to estimate the relative importance of behavior interpreted by children as approved or disapproved by classroom teachers, and to compare this evaluation with somewhat

similar appraisals made by student teachers and by teachers-in-service.

An Analysis of the Life Adjustment Education Program in Secondary Schools of the United States, 1945-50, With Particular Reference to the Work of the Commission on Life Adjustment Education for Youth. By John H. Lloyd. Master's, 1950. American University. 142 p. ms.

Sets forth the goals of earlier movements upon which the life adjustment education program has been built. Discusses the organization and functions of the Commission on Life Adjustment Education for Youth, and discusses its strengths and

weaknesses in leadership, communication and public relations, financing, and other administrative aspects.

Democratic Participation in the Administration and Supervision of the Secondary Schools of Massachusetts. By John F. O'Connor. Master's, 1948. Boston University. 70 p. ms.

Finds a divergence in the opinions of teachers and principals in the amount of participation they had or were permitted in the administration and supervision of the schools; and a divergence in their point of view as to what constitutes democratic cooperation.

A Determination of Concepts of Healthful Living Which Are of Functional Value in Contributing to the General Education of Elementary School Pupils. By Charles D. Merrill. Doctor's, 1949. Boston University. 126 p. ms.

Analyzes 36 health textbooks, 14 safety textbooks, and 36 issues of *Hygeia*. Identifies and validates 305 concepts of healthful living.

Out-of-school Radio Listening Interests of Sixth Grade Pupils. By Edna M. Abbiatti. Master's, 1949. Boston University. 94 p. ms.

Finds that 100 percent of the pupils studied have radios in their homes; and that the radio programs enjoyed by the family groups are largely those most popular with the pupils.

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Defense Information Bulletins. Brief announcements of defense actions which concern education. Made available, as issued, to chief State school officers and presidents of colleges and universities. No general distribution. (See *Education for the Nation's Defense*, p. 72.)

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Education of Exceptional Children and Youth: Visually Handicapped. Selected References no. 5–V, Revised October 1950. Free.

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Public School Finance Programs of the Forty-eight States. A cooperative study by the Office of Education, Federal Security Agency; the School of Education of the University of California, Berkeley; and the Council of State Governments, under the Sponsorship of the National Council of Chief State School Officers. Circular No. 274, 1950. 50 cents.

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Federal Security Agency

Characteristics of State Public Assistance Plans: Old-age assistance, aid to the blind, and to dependent children. Bureau of Public Assistance, Social Security Administration, 1950.

Services for Children. How the 1950 amendments to title V of the Social Security Act benefit children. Children's Bureau, Social Security Administration, 1950. Free.

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Abraham Lincoln's Gettysburg Address—The First and Second Drafts Now in the Library of Congress. Reproductions of documents, with one page of notes. 5 cents.

Korea: An Annotated Bibliography of Publications in Western Languages. August 1950. \$1.10 a copy, from Card Division, The Library of Congress.

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*Midcentury
White House Conference
on Children and Youth*

FEDERAL SECURITY AGENCY
Office of Education



Contents for March 1951

Volume 33 • Number 6

The cover photograph was taken by Esther Bubley, New York City, for the United Automobile Workers, C. I. O. An enlargement of this photograph formed the backdrop for the rostrum at the Midcentury White House Conference on Children and Youth.

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School Life Spotlight

“... And this is a point that we must make sure our children and young people understand.”



“This is no paragon, no Pollyanna. It is—frankly and by intention—an ideal . . .”



“Many of these same questions apply with equal force to the teacher's role in citizenship education . . .”



“It is easy in the years of childhood to cripple human ambition and ability . . .”

The Office of Education presents this special issue on the Midcentury White House Conference on Children and Youth as a public service. The Conference was a cooperative project of Government Agencies, citizens' organizations, and individual citizens. The findings represent the group judgment of the delegates and each address presents the viewpoint of the particular speaker. Charts in this issue are from the Chart Book—Children and Youth at the Midcentury—designed for the Conference by Arvilla Singer, Federal Security Agency.

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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.”



The President's Challenge to the White House Conference

THIS COUNTRY OF OURS, together with other members of the United Nations, is engaged in a critical struggle to uphold the values of peace and justice and freedom. We are struggling to preserve our own liberty as a Nation. More than that, we are striving, in cooperation with the other free nations, to uphold the basic values of freedom—of peace based on justice—which are essential for the progress of mankind.

As we engage in that struggle, we must preserve the elements of our American way of life that are the basic source of our strength. That is the purpose of this Mid-century White House Conference on Children and Youth. You are seeking ways to help our children and young people become mentally and morally stronger, and to make them better citizens. I think you should press right ahead with that work, because it is more important now than ever.

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No matter how the immediate situation may develop, we must remember that the fighting in Korea is but one part of the tremendous struggle of our time—the struggle between freedom and communist imperialism. This struggle engages all our national life, all our institutions, all our resources.

For the effort of the evil forces of communism to reach out and dominate the world confronts our Nation and our civilization with the greatest challenge in our history.

I believe the single most important thing our young people will need to meet this critical challenge in the years ahead is moral strength—strength of character. And I know that the work of this Conference will be of tremendous assistance in the urgent task of helping our young people achieve the strength of character they will need.

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If we are to give our children the training that will enable them to hold fast to the right course in these dangerous times, we must clearly understand the nature of the crisis. We must understand the nature of the threat created by international communism. . . . We are now engaged in a great program of rearmament. This will change the lives of our young people. A great many of them will have to devote some part of their lives to service in our armed forces or other defense activities. In no other way can we insure our survival as a nation.

But our problem is more than a military matter. Our problem and our objective is

to build a world order based on freedom and justice. We have worked with the free nations to lay the foundations of such a world order in the United Nations, and we must remain firm in our commitment to the United Nations. That is the only way out of an endless circle of force and retaliation, violence and war—which will carry the human race back to the dark ages if it is not stopped. And this is a point that we must make sure our children and young people understand.

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Communism attacks our basic values, our belief in God, our belief in the dignity of man and the value of human life, our belief in justice and freedom. It attacks the institutions that are based on these values. It attacks our churches, our guarantees of civil liberty, our courts, our democratic form of government. Communism claims that all these things are merely tools of self-interest and greed—that they are weapons used by one class to oppress another.

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Our teachers—and all others who deal with our young people—should place uppermost the need for making our young people

understand our free institutions and the values on which they rest. We must fight against the moral cynicism—the materialistic view of life—on which communism feeds. We must teach the objectives that lie behind our institutions, and the duty of all our citizens to make those institutions work more perfectly. Nothing is more important than this. And nothing this Conference can do will have a greater effect on the world struggle against communism than spelling out the ways in which our young people can better understand our democratic institutions, and why we must fight, when necessary, to defend our democratic institutions, our belief in the rights of the individual, and our fundamental belief in God.

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I do not claim to be an expert in these things, and I know that I am addressing a conference of experts, but I think there are certain fundamental factors in the development of the American character. The basis of mental and moral strength for our children lies in spiritual things. It lies first of all in the home. And next, it lies in the religious and moral influences which are brought to bear on the children.

If children have a good home—a home in which they are loved and understood—and

if they have good teachers in the first few grades of school, I believe they are well started on the way toward being useful and honorable citizens. And I do not think I am being old-fashioned when I say that they ought to have religious training when they are young, and that they will be happier for it and better for it the rest of their lives.

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In the days ahead, there will be many cases in which we will have to make special efforts to see that children get a fair chance at the right kind of start in life. For as our defense effort is increased, special problems will be created by the disruption of the lives of many families.

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We must remember . . . that we cannot insulate our children from the uncertainties of the world in which we live or from the impact of the problems which confront us all. What we can do—and what we must do—is to equip them to meet these problems, to do their part in the total effort, and to build up those inner resources of character which are the main strength of the American people.

Individual self-reliance and independence of spirit are the greatest sources of strength in our democracy. They mark the difference between free countries and dictatorships.

The great weakness of dictatorships is that they enslave the minds and the characters of the people they rule. And the effects of this enslavement are most serious in the case of children.

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I have been told by people who worked in Germany immediately after the last war that the young people in that country were physically among the healthiest in Europe. But they had been enslaved, mentally and morally, by the dictatorship, and when those controls were destroyed—when they were put on their own—they just didn't know what to do. Brought up under dictatorial rule, they were unable to take care of themselves after the dictatorship had fallen. It takes time to correct this. The same weakness is characteristic of the communist dictatorships where the children are just as much slaves of the state as they were under the Nazis.

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Our form of society is strong exactly where dictatorships are weak. We believe in self-reliant individuals. That is the goal of our system of education and training—and that is the goal of this Conference. . . . The country looks to you for guidance, for help, and for inspiration. You have a great role to play in holding up the torch of freedom which this Nation has sworn to uphold, and which with God's help we will uphold.

An Opportunity and a Responsibility for Americans

by Oscar R. Ewing, Federal Security Administrator

GO DOWN SOME SIDE STREET in your home town on some sunny afternoon. See that tow-headed little girl skipping rope with a couple of other seven-year-olds. A year ago, perhaps, she was suffering the inconsolable grief and fear of being newly orphaned—the experience of loss and death for which no child and few adults are prepared. How many emotional problems were solved for her, when she found in a new home the love and security and wise discipline of adopted parents who *wanted* her for their daughter?

In 1950, we look at children, with perhaps no greater concern than in previous years, but with increased sensitivity and a new

awareness that stems from new understanding:

Watch the crowd when school lets out some afternoon—and pick out the lonely boy, the silent one who stands at the street corner scuffing his toe against the curb, hating and fearing to go home. What sort of a person is he? What sort of a family is he going home to? What are his emotional needs, his yearnings, his hopes, his potential growth?

He has the right to be wanted, to feel that he *belongs*. Will he find the answer to that need? Or will he go through life rejecting and rejected?

He has the right to grow strong in body

and free in spirit. Will that right be recognized, or will disease and malnutrition take their toll, or spiritual impoverishment twist his outlook?

He has the right to search for truth, to know goodness, to follow after beauty. Will he be fed lies, led in the ways of immorality or crime, surrounded by ugliness and squalor?

He has the right to feel secure. Will his father's steady employment and his mother's homemaking surround him with the physical and spiritual necessities of a home? Or will fear be a possessive lodger in his house, robbing him of childhood's right to a place of his own?

He has the right to feel that his community and his nation belong to him as a citizen, that he is a part of them. Will his only contacts with his government be the threat of its policing powers? Or will he all his life deeply and tenderly echo the words of the popular song—"I love the dear hearts and gentle people that live in my home town"?

These are not easy questions. You have only to read the agenda of this conference to realize how far they reach and how deep they dig.

In a word, when we talk about children and their needs, we are also talking about ourselves—about the world we have helped to fashion and pass on to the sons and daughters of America. And when we ask ourselves: "What can we do—what *must* we do—to secure for every child a fair chance for a healthy personality?"—When we ask that question, we are accepting, in behalf of ourselves *and* our children, much of the challenge of our troubled times.

You and your State committees and a veritable army of volunteer and professional workers have spent nearly two years gathering the factual background against which this question must be answered. Here in this Conference, you are preparing—5,000 strong—to devote four days of intensive study to this answer. And that means that you are dedicating to it, at the very least, some 160,000 priceless man-hours of the best and most creative thinking about children in all the world. But that is not all. When this Conference ends, your job—*our* job—will have just begun.

Conference Theme

The Conference theme has been stated in plain—and carefully considered—words. What do they mean?

A healthy personality? Mine is no technical definition. But for my part, I would say a man or woman—a boy or girl—with a healthy personality is:

One who is free to operate at somewhere near top mental and physical capacity—whatever "top" may be for him as an individual;

One who can open his heart and mind to all the experiences of human companionship—to the intimate love of the family, the riches of friendship, and the rewards of teamwork at play and on the job;

One to whom fear is a healthy danger signal rather than a lifelong nightmare;

One who knows he must produce his own passport to success in living; who can meet the inevitable frustrations and disasters and losses without spiritual defeat;

One who would always choose the ways of peace—yet, in time of decision, can take his courage in both hands and stand against all odds for what he believes is right;

One who can accept with respect and equity those who differ from him—in capacity, in achievement, in custom, or in faith;

One who can take the sour with the sweet; who—for better, for worse, for richer, for poorer—is master of his soul;

One who, in the strength of this mastery, can accord to his peers these same strengths and freedoms and capacities which he experiences and values within himself.

This is no paragon, no Pollyanna. It is—frankly and by intention—an ideal. Human nature being the strange, God-given mixture that it is, no one of us—and no one of our children—will ever achieve a completely healthy personality. But we—and they—can strive for it. And the striving is in itself the essence of what it takes to face up to life in these hard midcentury years—or in any time or place of past or future history.

We cannot guarantee to every child these qualities—which old-fashioned people like me still call character and integrity. Their very essence is that they must be self-won. What we can guarantee is a *fair chance* to win them on one's own merits—to grow in spiritual stature and in emotional and intellectual experience. No more than that is within our power—and even here there are limits to our knowledge of the wellsprings of human personality which permit no guarantee. All, perhaps, that we can do is to wipe out the most blatant and obvious pitfalls—pitfalls that are deep and dangerous and far-reaching on the paths too many children must tread today.

The pitfall of prejudice and discrimination—which blasts not only the discriminated against, but the discriminator;

The pitfalls of destitution, illness, and ignorance;

The pitfall of squalor and the blighting indecencies of bad housing;

The pitfall of educational malnutrition—of the virtual starvation that today faces too many of our schools and the young people they should serve;

The pitfall of empty time, which confuses true leisure with the dead-on-its-feet vacuum of "nothing to do."

And along with these, their opposite hazards:

The pitfalls of overprotection; of over-indulgence; of false economic and social standards; of hothouse forcing in education; of mistaking license for self-disciplined freedom; of shoddy moral standards that deny to youth any spiritual foundation for life.

For Each Child

If each child in America can only—and it is not too much to ask—if each can only do his growing up without running afoul of most of these traps and hazards, then each will, I think, make his own "fair chance."

But what do we mean by *each child*? That is the only one of these questions with an easy answer. The definition is cut and dried—made to order in the national census of this midcentury year. And when we say *each child* we embrace them all.

As parents and citizens and experts—and don't forget these young people themselves are self-voting members of our partnership—what *can* we do, what *must* we do to secure a fair chance for a healthy personality?

Well, first, I think, we must seek to *be*, in our own hearts and in our acts, the kind of people we want our children to be. Without faith in humanity, without militant convictions of democracy, without humility, whatever we try to do *to* or *for* or *with* young people would be—not bread, but a stone.

What we *are* still speaks more loudly than what we *say*. And that, to my mind, is why this Conference has its prime significance as a prelude to action. It is for you to chart the course and set the pace.

If we can translate our convictions into action—and we can; if we do what we know needs to be done and should be done—in our homes, our schools, our churches, our health centers, and our communities—then we will have given our children their opportunity to achieve for themselves the mental and moral health which is their birthright.

And we shall have done even more. For by these acts, we shall have demonstrated, for all the world, that our democracy has the courage of its own convictions; that we are not taken in by any smug fantasies of perfection; that, accepting the challenge of our own human frailties and limitations, we know, as our forefathers have always known, how profoundly this is a land of promise for youth and for the future.

Citizenship Begins With Children

*Are our classrooms democratic or authoritarian?
Do teachers show genuine and continuing interest
in the real problems of their children?
Is every pupil given a chance to participate in
the total school program?
Do school administrators practice democracy in
their staff relationships?*

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

IF OUR CHILDREN AND YOUTH are to grow into mature, resourceful adults capable of making their fullest possible contributions to society, we must make a *total*, rather than a segmented view of citizenship.

This new, broad approach recognizes that citizenship begins the moment we acquire our first childhood impressions. It is complete social participation—a continual, never-ending process—and by the time a young person reaches the age of 18, he has already formed a good share of the important habits and attitudes of citizenship.

Therefore, in evaluating where we are in citizenship training, so that we might accurately determine where we are heading, it is essential that we ask ourselves the right questions—questions which may be quite painful, but which must be answered nonetheless if an effective action program is to be built. Parents must look at the *home*, where the citizen-child takes on lifetime habits and attitudes; teachers must assess the role the *school* plays in shaping a young life; and all adults must survey the *community* environment and the effect it has on citizenship.

Parents interested in effective citizenship may well ask themselves: Is democracy practiced in our home? Does the whole family share in the making of important decisions? Do we demonstrate respect for the individual dignity and integrity of our children? Do we give their ideas the proper weight? Are they junior partners or submissive subjects?

In a democratic society, citizenship means respect for the rights of others and the supremacy of human values. Parents

worried about the intolerance and lack of consideration which their children display toward others might pause and reflect on whether these attitudes were learned in the home. Do we adults set a proper example by judging persons as individuals, rather than as members of a particular group? Are there any habits or attitudes reflecting prejudice and bias toward racial or religious minorities which we might be unconsciously transferring to our children? Do we preach against discrimination at the evening dinner table and then practice it at our place of business the next day?

Many of these same questions apply with equal force to the teacher's role in citizenship education. Educators may well inquire: Are our classrooms democratic or authoritarian? Do teachers show genuine and continuing interest in the real problems of their children? Is every pupil given a chance to participate in the total school program? Do school administrators practice democracy in their staff relationships?

If we are to "educate the whole child," teachers must avoid viewing their role in a narrow, restricted sense. They must guard against paying attention to but a small frac-

tion of the child's personality, when they should be deeply concerned with his full and complete development. The information about children we now have in our schools should be broadened to include more detailed and comprehensive knowledge about such things as pupils' emotional problems, their social background, their economic status, and their family relationships. As we approach the goal of universal education in America, the need to know more about our children and youth *as individuals* becomes increasingly urgent. Acting on such knowledge, educators can better perform their *primary* mission: training responsible citizens.

It has been said that if we want to know what kind of citizens our children are most likely to become, all we have to do is look at our communities. If children are taught one thing in the home and in the school, and then bump into just the opposite thing out in the community, they're going to ask questions. They're going to wonder why their parents and teachers haven't built the kind of community they profess to believe in. Why, our children ask, don't adult community deeds measure up to adult living-room creeds?

In short, citizenship—to growing children—comes to mean pretty much what the community shows it means. If a community deprives its minority groups and its economically handicapped of equal educational opportunities, or civil liberties, or normal social development—then that community is setting the stage for bad, irresponsible citizenship. If a locality and a State and the Nation each fail, in their turn, to take the steps, legislative and otherwise,

" . . . the one thing that is vital is that a child have a pair of good parents who love him truly. With such a start he can probably put up with some degree of poverty or other social disadvantage, because his parents stand between him and the world, interpreting it to him in the light of their own wholesomeness and helping him to deal with it."

necessary to correct economic and social injustice—then our young citizens cannot be expected to act with maturity and resourcefulness.

The real stuff of America's greatness lies in the spiritual qualities found in the Declaration of Independence, the Bill of Rights, the Gettysburg Address, and the Universal Declaration of Human Rights. Those historic documents attest to the basic democratic belief that we are our brother's

keeper; that we cannot be unconcerned about the economic and social status of our neighbor; that justice and individual dignity are the things that count; that every person must have an opportunity to develop his talents to the fullest.

These principles must be our guideposts as we explore the meaning of citizenship in our society. By incorporating them into our everyday lives—in the home, in our schools, and in the community—we

strengthen the cause of democracy in its struggle against tyranny. If the Mid-century White House Conference on Children and Youth can make the American people fully conscious of the "three R's of democratic citizenship"—Rights, Respect, and Responsibilities—it will have contributed measurably to the national welfare at a time when the United States must lead the Free World through critical years of peril and tension.

Development of Healthy Personalities in Children

by Benjamin Spock, M. D., Rochester Child Health Institute, Rochester, Minn.

IN THE OLDEN DAYS it was thought that the job of the school was only to see that the child learned a certain amount of subject matter. Now we realize, through research by educators, psychologists, psychiatrists, that the child is learning much more than this, whether for good or evil, whether the school thinks it is teaching other things or not.

Studies of the influence of different types of teacher discipline have shown that the teacher who depends on an excessively authoritarian leadership, in which she does all the bossing and the children merely obey, may make for an orderly classroom. But when she gets out of earshot, there is little discipline left. The work stops. The children take out the hostility, that has been pent up in them, on each other.

On the other hand, the teacher who leads democratically, who encourages the fullest participation of the pupils in planning their projects and in cooperatively carrying them out, can leave the room knowing that the work will go on almost as efficiently as when she is there. In such a classroom the children are learning cooperation, responsibility, self-discipline, not as mottoes but as ways of living.

In the olden days it was often assumed that children are chiefly motivated in their learning by competition for high marks or fear of failure. To be sure, these motives exist, but when they are accentuated they make for hostile rivalry among the top scholars and for a deep conviction of their own inadequacy among those who cannot

make the grade. Now we know that children are *eager* to learn if the work is suited to their ability, and that there must be flexibility in the work of the classroom to give each child his chance to achieve and mature.

Today there is still plenty to learn about the details of how to design school programs at various ages that will best foster intellectual development, social development, and character development. But it is much more urgent that we make greater use of the wisdom we already have. In schooling, we are knowingly short-changing our children.

Our schools are too few and too small. Much of the equipment is antiquated. Most classes throughout the country are shockingly large, so large that the best teachers are frustrated. There are too few teachers. Not enough effort is made to select only those who by temperament are suited to help children. Their training in many colleges still slights the nature of childhood which should be the very core of their preparation. It is futile to talk about selecting the best people for training when too few of any quality are applying. Salaries of competent teachers are too low for the important work they are doing and they are seldom accorded the respect and prestige they deserve.

Can we afford better schools for our children? The proportion of the national income going to public education has been falling in recent decades. America spends less for public education than for tobacco,

than for liquor, than for cosmetics. We pay for what we want.

Another sad block is the fact that though the citizens of America will vote on a questionnaire for more emphasis on character building in schools, they too easily become alarmed when good educators attempt this very thing, fearing that the "three R's" are being neglected.

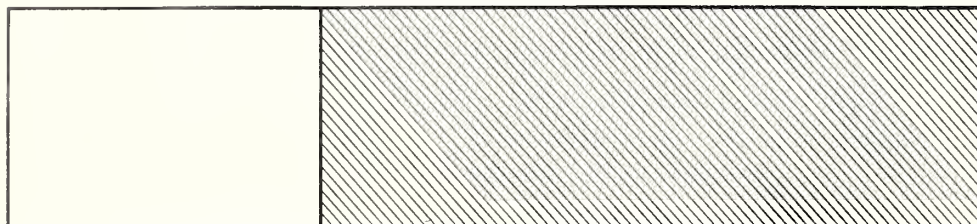
There is no point in our getting mad at this inconsistency. It is obvious that we who are interested in good schools must do a better job educating the public in their value.

In adolescence the boy or girl, with an almost new body and new feeling, must find himself all over again. His grown-upness brings out his rivalry with his parents. One side of him aspires toward an idealized maturity. The other side, frightened by its inexperience, clings to childhood dependence. This latter side cannot admit its own timidity and loudly protests that it is the parents who will not trust him or let him grow up. Friendship and crushes have a new importance and intensity.

Many educators and others who work with adolescents feel that our society has done less to solve the needs of this age group, even on the theoretical basis, than it has the needs of other ages. Anthropologists who have seen how the adolescent is helped to find a proud place in the adult community in many other parts of the world agree. With our justified belief in education, we keep them pupils at least until the age of 16 or 18 years. Usually, how-

Over 2/3 of employment service counseling is with youth who face vocational problems

Among 65,000 persons counseled each month . . .



45,000 are youth with vocational problems



ever, we do this in a fashion that denies them an adequate sense of acceptance into the grown-up world and of dignified participation in it. They are forced to consolidate with each other instead of with us. The more exaggerated manners of the bobby soxers, the zoot suiters, and the Joe Colleges are not harmful in themselves but they should be reproaches to us that we have diverted so much energy and desire to belong away from valuable channels.

There are no good reasons aside from the immense inertia of our institutions and customs why we cannot improve this situation.

The prospect that most of our youth will have to do armed service makes it even more urgent that we get at this job.

Emotional disturbances are unfortunate enough at any stage of life. In adolescence there is a greater likelihood that they will be "acted out" in antisocial, delinquent behavior. This not only pushes the child outside the pale at an age where acceptance by the group is particularly vital, but often embroils him in the all too indiscriminating processes of the police, the courts, and corrective institutions. We know today that delinquent behavior is only a reflection of what the child has received from parents and society. We know that the experience of being branded and of serving time in an institution that is not ideally organized and

staffed frequently hardens the heart of the offender. Yet we show little recognition of our responsibility in most parts of this country.

It is only after truly finding himself in the earlier phases of adolescence that the youth is able to reach a more mature level in which he is capable of intimate friendship and love for others. Often it is the friendships formed in late adolescence that last most intensely through the best of life, that is, through the time when most marriages are made.

Finally, after the other stages have been lived through, comes true maturity. The adult emerges from his absorption in those he loves most closely, and includes wider and wider circles in his concern. The father and mother produce children and love them truly. They will make every necessary sacrifice for them—not the loudly protesting sacrifice nor the forced one—but the spontaneous, uncounted one. Though each parent's devotion is given freely to the children, the other parent does not feel this as subtracted from his share. The good parents' love does not try to possess the child, nor keep him a babyish plaything, nor force him to act out their ambitions. It is a love that, without having to be reminded, naturally respects the child as a person and enjoys seeing his potentialities unfold. True parental love goes fur-

ther and considers the child as not just its own but as held in trust for the community. This is because mature people have a deep sense of themselves as participants in a wider society and as owing allegiance to the spiritual aspirations of that society.

We know some of the more obvious obstacles that interfere with the development of the final stages of maturity. The inability of the world to achieve peace keeps us all anxious and suspicious. In America we have not yet succeeded in stabilizing and integrating our spiritual ideals. Our lack of set traditions has been one of the keys of our progress but it also robs many of us of the secure enjoyment of life which stable traditions give to other societies.

Some of the ideals that are constantly held up to us by advertisements, by motion pictures, by radio, such as youthfulness, wealth, and sophistication, may not be vicious but they are certainly not the prime parental virtues either.

What are some of the more specific difficulties of parents that we see clinically? There is the anxiety which so many feel, especially when facing the care of their first child. One root of this is inexperience. In simpler societies girls and boys are taking care of their younger brothers and sisters from early childhood right through adolescence. There is never a chance to forget how to hold a baby's head, what to feed him, how to make him behave.

Our respect for scientific authority has also created anxiety in that it has robbed young parents of a natural confidence in their ability to take care of their children and made them vulnerable to every shift of scientific discovery and opinion. In simpler days parents never doubted that they knew what was right. Now they must ask, "What's the latest theory?"

Why are married mothers of even young children going to work in ever increasing numbers? Is it, as they say, because the payments on the new house are so stiff? Is it that work in an office is more companionable or exciting than staying home? Is it that caring for children makes them tense and irritable? These questions are important ones and we'd better find some solutions.

Anyone who works with parents—as physician, nurse, social worker, teacher—finds mothers who are resentful, either frankly or covertly, about their role as housekeeper

(Continued on page 92)

Socio-Economic Influences Upon Children's Learning

by Allison Davis, Professor of Education, The University of Chicago

. . . IN OUR COUNTRY as a whole, more than 60 out of every 100 children live in families of the lower socio-economic groups. The majority of these children are native white; millions more are from colored groups, or from white foreign-background groups.

From the time that these children begin school—and more than 70 out of every 100 of our elementary school children come from these lower socio-economic groups—most of their ability is misdirected, or wasted. This vast store of ability in these millions of children in the lower socio-economic groups is largely wasted because their teachers do not understand the basic cultural habits of the working groups. As is true of the staff in the armed services and in industry, and of social workers, clinicians, and psychiatrists, more than 95 out of every 100 teachers are from the middle

socio-economic groups. The teachers, therefore, come from a cultural way of life markedly different from that of the majority of the pupils. Our teachers do not understand the behavior and goals of the lower socio-economic group of pupils. The lower socio-economic group of pupils, on the other hand, do not understand, and therefore cannot learn, the teachers' culture. . . .

It may be profitable to examine the causes of these socio-economic differences within the classroom, and to consider how we may save more of the ability of 60 percent of our children—ability which is critically necessary for our economic and national future.

The slum child, whose own parents curse as a routine method of communication, fight, and consider the school unimportant in their futures, lives in a physical, economic, and cultural reality basically unlike that in which the middle-class child is

trained. Therefore, if the slum child is to be realistic, many of the habits and attitudes which he learns will inevitably differ from those of the more sheltered, intimidated, and highly supervised middle-class child. That behavior which middle-class teachers, clinicians and psychiatrists often regard as "delinquent" or "hostile" or "unmotivated" in slum children is usually a perfectly realistic, adaptive, and, in slum life, socially acceptable response to reality. . . .

On the other hand, the middle-class child is pressed by parents to learn too early and fast. Contrary to popular belief, the middle-class child is required to help with chores earlier, and to assume responsibility for other children earlier. As would be expected, he has to come in earlier in the evening, and to work longer on school lessons. Middle-class children are more worried—they suck their thumbs and show other anxiety-symptoms much more (3 to 1) than do lower-class children. But their family's insistent pressure upon them for early and rapid attainment, and for conscientious work habits, makes middle-class children work much harder in school. Thus they please the teacher much more than do the lower-class children. . . .

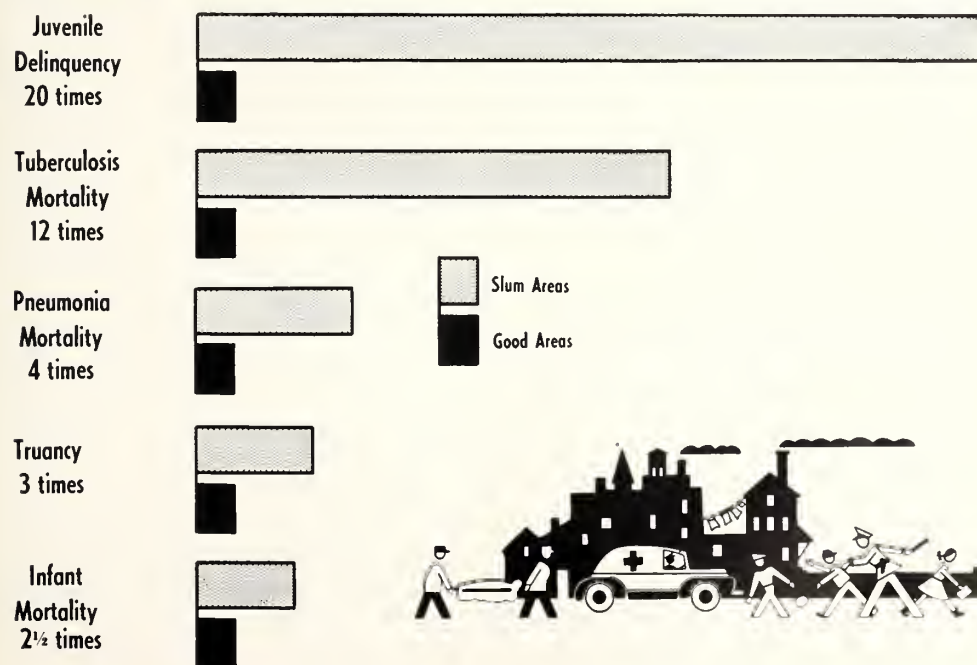
One of the most basic differences in motivation between lower-class and middle-class people is their attitude toward eating. Owing to the greater security of their food supply, middle-class people eat more regularly. They therefore have learned to eat more sparingly at any given time, because they know they are certain of their next meal. They have also developed a conscientious taboo upon "overeating"; they feel some guilt about getting fat and about what they call "raiding the icebox."

Slum people, however, have a very uncertain food supply. Their fear that they will not get enough to eat develops soon

(Continued on page 93)

Poor housing means poor chances for children

A comparison of 4 slum areas and 4 good areas in Chicago shows these conditions:



Platform and

Recommendations of the Midcentury White

We therefore recommend
with respect to—

Furthering healthy personality development generally in children and youth

1. That research on child development and adjustment be expanded and that such research include longitudinal studies in relations and factors that affect behavior and adjustment, so that a continuing understanding of infants, children, and youth and a sound basis for practice will be provided; that public and private agencies give support to extending research pertaining to healthy personality with attention to the synthesis, interpretation, and dissemination of the findings.
2. That greater emphasis be placed by the various professions on utilizing methods and seeking new means of bringing the parents into thinking and planning with and for their children.
3. That education for parenthood be made available to all through educational, health, recreation, religious, and welfare agencies maintaining professional standards and staffed by properly qualified individuals.
4. That specialists and agencies take every opportunity to foster and increase parents' feelings of satisfaction and self-confidence in their ability for child rearing; that material

concerning the growth and development of children be made as reassuring and non-technical as possible, and that false standards of perfection not be held up.

5. That elementary, secondary, college and community education include such appropriate experiences and studies of childhood and family life as will help young people to achieve the maturity essential to the role of parenthood.
6. That there be further study of the underlying causes of broken homes and the increase in divorce.
7. That children be provided with opportunities that are wide in range and challenging in nature, emphasizing exploration, participation, and social experience in an environment that is rich and stimulating; and that expectations of achievement be in harmony with each child's ability and growth.
8. That all professions dealing with children be given, as an integral part of their preparation, a common core of experiences dealing with fundamental concepts of human behavior, including the need to consider the total person as well as any specific disorder; the interrelationship of physical, mental, social, religious, and cultural forces; the importance of interpersonal relationships; the role of self-understanding; and emphasis on the positive recognition

Believing in the primacy of spiritual values, democratic practice and the dignity and worth of every human being and recognizing that these are essential to individual happiness and responsible citizenship, we have come together to inquire

—How the necessary mental, emotional, and spiritual qualities may be developed in children, and

—How the physical, economic, and social conditions favorable to such development may be assured.

And having found that children require, for their full development,

—Regard for their individual worth and sensitive respect for their feelings, from all who touch their lives

—Loving care and guidance from mothers and fathers, who have a sense of the privilege and responsibility which parenthood involves, and who have confidence in their own capacity to rear a child

and production of healthy personalities and the treatment of variations; and that lay people be oriented through formal or informal education to an understanding of the importance of the foregoing concepts.

9. That steps be taken at national, State, and local levels to improve the facilities and increase the output of professional schools preparing persons for services to children.

10. That more energetic efforts be made by both public and private organizations for support of selective recruitment and training of professional workers and for an extensive program of scholarships.

11. That professional workers be trained in such a way that they will understand and respect other professional skills and contributors so that they may work together to further community growth. Some of the ways this might be achieved are:

(a) In all levels of undergraduate education, students should receive broad preparation in the knowledge of human growth, behavior, and motivation which ought to be common knowledge for all students. This would also serve as a background for professional education.

(b) In schools preparing for professional work, there should be included in the curriculum through both the classroom and field experience opportunities for cooperative work on problems common to all professional interests, including study in

—A secure home that is free from want and dread of want, and provides all family members with a satisfying physical, aesthetic, social, and spiritual environment

—A community whose citizens are dedicated to establishing the values and practices that make life meaningful and abundant for children of all colors, creeds, and customs, and to cooperating in an endeavor to express these values and practices in daily living

—Full access to health, educational, recreational, social, and religious services and programs, directed toward the well-being of all they serve

—Concern on the part of all citizens for all children

—Devotion to the pursuit of knowledge and the wide application of that which is known

If they are to grow in

—Trust in themselves and others

—Independence and initiative coupled with a true sense of being related to others

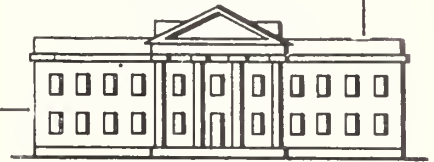
—Satisfaction in bringing individual and shared tasks to completion

—A sense of personal destiny of the responsible roles they will eventually play as parents, workers, citizens

—The capacity for the love that underlies the family and that ideally comes to embrace all mankind

—Creativity that brings into being new life, new relationships, new values, and new things of beauty and usefulness, and cherishes them for their worth

—Integrity that sees each life as personally meaningful within the period of history in which it is lived, and in relation to enduring values



House Conference on Children and Youth

human growth and change and in family counseling.

(c) The practicing professional worker should further his training by seeking, utilizing, and promoting opportunities to relate to and participate with other professional and citizens groups in resolving problems of the individual and the community.

(d) Orientation programs should be planned for all professional persons and interprofessional groups in the community.

12. That ways and means be found for the formal and informal in-service education of professional people and that information on promising practices be widely disseminated.

13. That an inquiring attitude be maintained toward all services, with appropriate provision at all levels for continuous scientific study of needs, objectives, alternative methods, and effectiveness of programs.

Furthering healthy personality development through the family, the church, the school, and other social institutions

14. That prompt action be taken at the national level to provide funds supplementing those of States and localities for the early development of adequate local health service throughout the country, such action being particularly needed because of the physical and mental effects of mobilization and war on mothers, children, and youth.

15. That all States establish standards for the hospital care of mothers and children, in order to assure the quality of care which modern science knows how to give; and that these standards take into account the importance of avoiding unnecessary distress and anxiety.

16. That further Federal aid be provided to the States for educational services, in tax-supported public schools, without Federal control, to help equalize educational opportunity; the issue of auxiliary services to be considered on its merits in separate legislation.

17. That racial segregation in education be abolished.

18. That it be made possible for qualified youth to obtain college or university education which would otherwise be denied them because of inability to pay.

19. That as a desirable supplement to home life, nursery schools and kindergartens, provided they meet high professional standards, be included as a part of public educational opportunity for children.

20. That school lunches be provided and that children unable to pay for their lunches be furnished them free, without being differentiated from the children who pay.

21. That local boards of education accept full responsibility for planning and providing adequate educational programs and

services, including special services, to meet the needs of children with physical and mental limitations and that State departments of education accept responsibility for leadership service in realizing this objective.

22. That guidance and counseling services in schools, employment offices, and youth-serving agencies be strengthened and extended, and that such services take into account emotional factors involved in vocational adjustment and aptitudes for specific jobs.

23. That, recognizing that knowledge and understanding of religious and ethical concepts are essential to the development of spiritual values, and that nothing is of greater importance to the moral and spiritual health of our Nation than the work of religious education in our homes and families, and in our institutions of organized religion, we nevertheless strongly affirm the principle of separation of church and state which has been the keystone of our American democracy, and declare ourselves unalterably opposed to the use of the public schools, directly or indirectly, for religious educational purposes.

24. That the churches of various faiths coordinate, strengthen, and expand their religious services and activities with particular respect to rural areas and areas of special economic need.

25. That youth have an equal chance with

adults to participate in planning and carrying out recreational activities, and that as a practical aid to such planning, States be encouraged to establish official State recreation agencies to provide counseling, information, and assistance to communities, particularly small towns and rural areas.

26. That more emphasis be put on the effects of recreational and creative activities on the personality of the individual, and that in all neighborhoods where children and youth reside, recreation centers be provided under professional and voluntary supervision.

27. That, as an aid to the economic stability of children and their mothers, the old age and survivors insurance program be further extended to cover workers not presently included, and benefits made more adequate; and that similar improvements be made in State unemployment insurance laws.

28. That Federal grants to States for public assistance be varied with the financial ability of the States but made sufficient to protect children's personalities from the ill effects of inadequate income.

29. That restrictive eligibility provisions be eliminated from public assistance programs so as to provide assistance to all children in need.

30. That there be a comprehensive study of the present body of law relating to children and families and the methods implementing such laws; the study to include laws that impede the progress of Indians in fields of social and cultural advantage.

31. That law schools include courses on family law and the relation of the law to other professions, and that schools of social work include courses on the law and its philosophy.

32. That, in accordance with State-wide standards, courts of superior jurisdiction, having judges qualified in the law and with an understanding of social and psychological factors, and having qualified probation staff and auxiliary personnel, be available for all cases involving children with problems that require court action in rural and urban areas.

33. That standards be developed for juvenile services in police departments.

34. That the preventive and treatment functions of social agencies, police, courts, institutions, and after-care agencies be coordinated so as to insure continuity of service.

35. That States and other appropriate public bodies establish and enforce standards covering the employment of youth in all occupations, such standards to include minimum age and wages, as well as hours of work, night work, protection from hazardous occupations, and provisions for workmen's compensation; and that, under these conditions, employers, in cooperation with labor, be urged to provide appropriate work experience for youth on a part-time basis.

36. That one department in each State government, whether it be welfare, health, or education, working in close conjunction with the other departments concerned, set up all-inclusive minimum standards for all day-care centers, nursery schools, and kindergartens.

37. That appropriate public bodies establish minimum standards for licensing or authorization with respect to plant, program, and staff, for all child care and pre-school groups.

38. That a continuous program of education regarding the role of social service in adoption be carried on for the general public and for the professions involved, to the end that effective safeguards be achieved for the protection of the adopted child, his natural parents, and his adoptive parents; that existing legislation be strengthened and, if need be, new legislation enacted to assure such protection; and that qualified adoption agencies, local and

State-wide, voluntary and public, be strengthened and developed to further assure such protection.

39. That appropriate public bodies set minimum standards for agencies and institutions providing foster care for children, whether foster-day care or full-time care, and provide for authorization or licensing and supervision to maintain these standards.

40. That all programs for children and youth with handicaps be expanded to provide for physical, mental, emotional, and occupational needs.

41. That children of migrant and seasonal workers be given all the protections and services available to other children, with special regard to transportation, housing, sanitation, health and educational services, social benefits, and protection under labor laws.

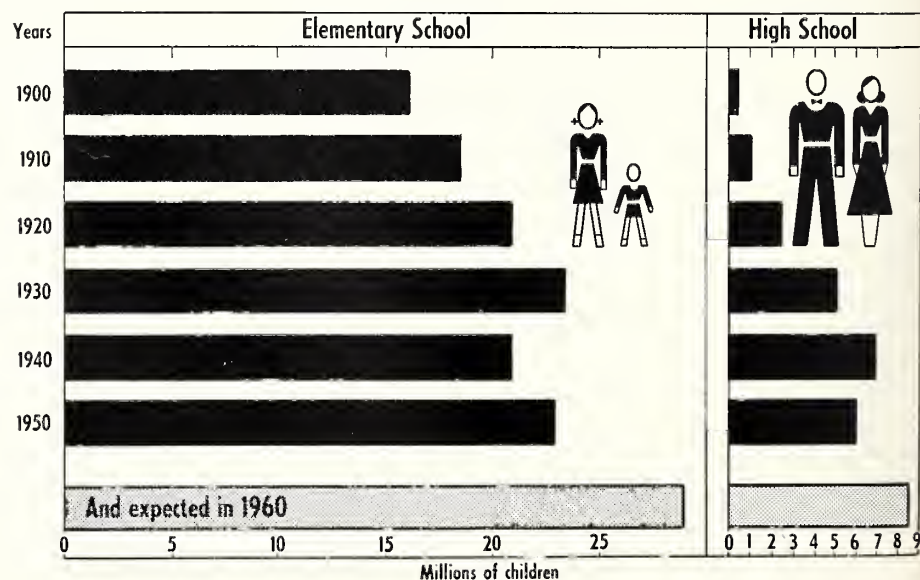
Furthering healthy personality development in relation to the influence of certain social and economic forces

42. That all groups concerned develop and maintain programs for protecting the healthy personality of children living under the stress of defense preparation.

43. That the sacrifices demanded in the present emergency be shared by all individuals and groups in the population and that the services of men with physical and other disabilities be utilized in some capacity without the use of categories, such as 4-F.

The number of children and youth in school is greater than ever

By 1960 enrollments will be up 8 million more

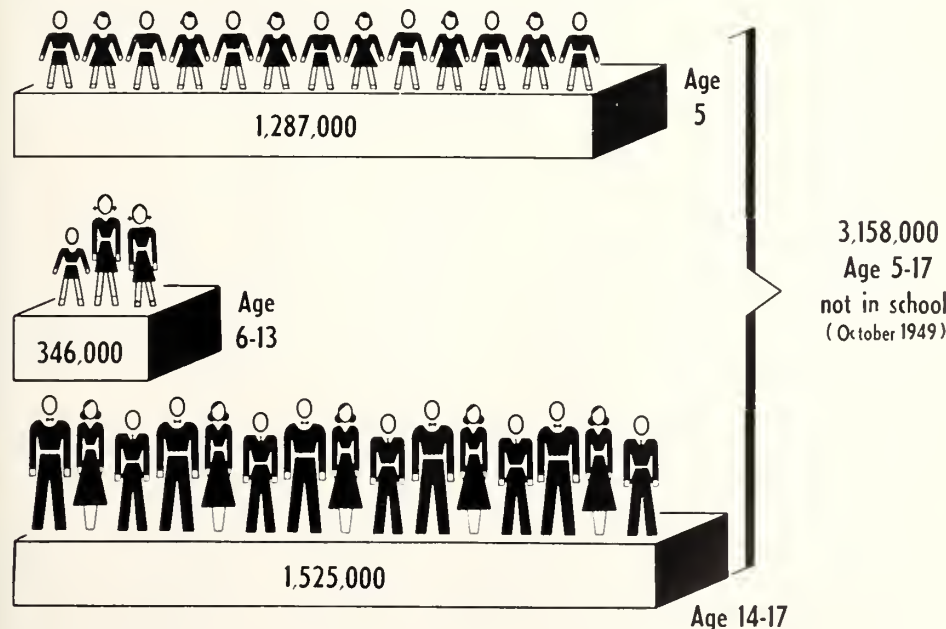


44. That more and better educational and recreational opportunities be made available for young adults in civilian and military life.
45. That schools, labor, industry, and other community agencies and the military services improve and expand their personnel, evaluation, placement, vocational guidance and counseling activities to serve the interests of young people and to promote the over-all development and efficient utilization of our human resources.
46. That adequate allowances be provided for wives and children of servicemen.
47. That the participation of children and youth in community activities during times of stress be in accordance with their stage of development and designed to minimize their anxieties.
48. That governmental and voluntary agencies work to meet the needs of the wives and children of personnel in the armed forces moving to new communities in order to insure their absorption into community life and to provide adequate housing, health, educational, recreational, and spiritual services to meet their needs.
49. That specific efforts be made to bring lower income groups up to a higher income level and to increase their real income by providing a greater variety of community services; such expansion of services to include children in all the States and Territories, and the District of Columbia.

50. That there be authoritative exploration of methods of improving the economic situation of children in families with inadequate incomes, with particular attention to family allowances, tax exemptions for children, and expenses of working mothers.
51. That the full program recommended by the President's Commission on Civil Rights be supported because it represents our faith in and practice of democracy, and, further, that prompt steps be taken to eliminate all types of racial and religious segregation, and that this conference through its most appropriate channels appeal immediately to the Federal Government to abolish segregation in the Nation's capital, making Washington an example to the world of a truly working democracy without discriminatory practice on the basis of race, creed, color, or national origin.
52. That to insure the welfare of all children the following specific measures be taken to provide a well-rounded comprehensive housing and community development program:
 - (a) Maximum emphasis should be placed on maintaining standards adequate for health, comfort, and decency in both private and public housing.
 - (b) The construction of 310,000 low-rent public housing units should proceed at full speed in order to provide much-needed housing for low-income families now living in slums.
 - (c) A cooperative housing program

- should be developed, specifically geared to meet the needs of middle-income families who are ineligible for public housing.
- (d) Our national housing program should meet the requirements of families not only in every income group, but also in every type of community, rural and urban, and of every size from the largest to the smallest.
 - (e) The slum-clearance and urban-development and redevelopment program, now getting under way with Federal assistance, should be supported as an integral part of over-all community planning.
 - (f) Adequate housing for families of defense workers of middle and lower income should be regarded as an essential criterion in providing defense housing facilities in a period of mobilization.
53. That development of new housing facilities give special attention to health, recreation, and social needs; and, to the extent that private industry does not provide suitable housing for low-income families, such housing continue to be developed by governmental agencies.
 54. That, in view of television's unprecedented growth and its potential as a medium for mass education, the television industry and all educational, health, and social agencies seeking to use this medium accept their great social responsibility, and further, that this principle apply also to the other media of mass communication.
 55. That the Federal Communications Commission reserve television channels for non-commercial educational television stations so that some part of the limited number of frequencies to be allocated by the Commission may be reserved for educational uses and purposes which contribute to healthy personality development.

Despite increasing enrollments, there are still millions of children and youth not enrolled in school



Furthering healthy personality by mobilizing citizens for the improvement of conditions affecting children and youth

56. That community groups and community leaders reexamine their attitudes and procedures in the light of this conference, and make appropriate adaptations and changes.
57. That in order to insure proper assessment, creative planning, and appropriate action with respect to meeting the needs of children and youth, communities undertake the following tasks on a continuing basis:
 - (a) Developing broad community interests.

(b) Obtaining the broadest possible community sponsorship.

(c) Obtaining where necessary technical assistance in planning and carrying out the program.

(d) Initiating or organizing studies and gathering facts that are focused on specific problems according to priorities.

(e) Interpreting the facts, and informing the community as to their significance.

And that since goals and methods are closely intertwined, in undertaking those tasks the methods used be based on the following principles:

(a) People as individuals and as groups should be helped to help themselves; professional workers should find their role in giving this kind of help.

(b) Differences and stresses that may be present should be recognized and utilized positively.

(c) Broad-based participation of all groups without discrimination as to age, sex, race, creed, national origin, or economic level should be developed.

(d) Fact finding should be used as a part of a total educational process.

(e) Channels of communication between individuals and groups should be provided for the purpose not only of furthering common social objectives but also of improving relations between groups.

(f) Since the community is served by both public and private agencies, which have a common concern for meeting the needs of children and youth, the endeavors of both should be utilized in planning, assessment, and financing.

58. That the citizens of every community accept responsibility for providing and maintaining adequate programs and facilities with professional personnel for education, health, and social services, and that, in the development of such programs, full and appropriate use be made of all voluntary and public resources.

59. That participation in planning in the community begin in the schools and in other institutions, in order that children, youth, and adults learn the importance of voluntary participation and responsibility for community leadership.

60. That all interested groups work in partnership to recruit, train, and use volunteer leaders for community programs, with special attention to using young people in appropriate ways.

61. That, since citizen participation is

essential for effective community services for children and youth, citizen advisory boards and similar groups representative of the community, when not already provided, be established for public as well as private services, and that every effort be made to enable and secure participation by a cross section of the citizenry; and further that educational institutions and other groups emphasize the importance of participation by volunteers as a basic factor in citizen responsibility.

62. That communities foster cooperative community bodies representative of all community interests to study and advance better conditions and opportunities for young workers.

63. That citizens be encouraged to support adequate appropriations and qualified staff to administer and enforce basic legislative standards of States, and Territories, and other appropriate public bodies, covering the employment of youth.

64. That, recognizing that youth has rights and responsibilities for better community living, progressive opportunities be provided for young people to participate vitally in community activities and planning in order that they may have early preparation and experience for leadership and community service; and further, that the professional workers accept their responsibilities to stimulate the community to see that these opportunities are provided for youth.

65. That youth representatives be placed on community boards of various agencies, in order that they may participate in the planning, developmental, and operational phases of the total community programs.

66. That, in recognition of the importance of cooperative work in behalf of children and youth among the governments and peoples of the world, full support be given to voluntary efforts and governmental programs of an international character.

67. That immediate, vigorous, and continuing work be undertaken to provide for the organization and financing of national, State, and local programs which would put the Conference recommendations into action.

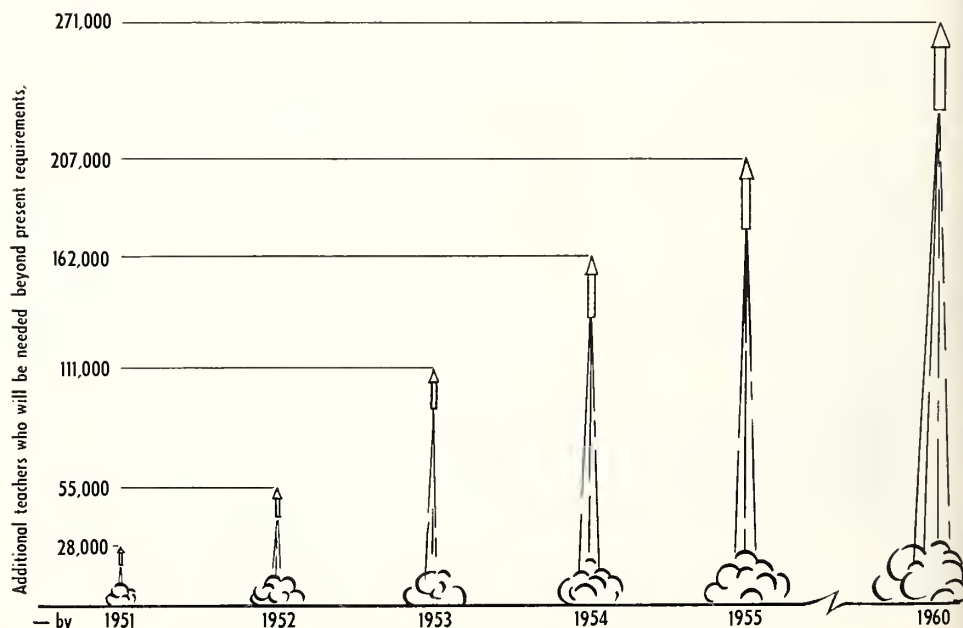
HEALTHY PERSONALITIES

(Continued from page 86)

and child rearer. One root may go back to rivalry with brother or antagonism to mother in early childhood. Another factor may be that most of our schools from kindergarten through college focus so largely on the world outside the home—commerce, science, technology, the arts, communication, politics—that it is difficult for a girl not to get the idea that the only contribution the world respects is in these fields. For boys, too, our education neglects, out of all proportion, the importance and the satisfaction of human relations, of family living, of rearing fine children. In-

The demand for teachers is going to skyrocket as school enrollments swell in the years ahead

By 1960 we will need over a quarter million more teachers than we have now



cidentally, this failure of schools to sensitize men to human feelings impairs the effectiveness and happiness of men in their roles as lawyers, doctors, factory workers, and husbands, as well as in their roles as fathers.

Have we, with all our proud inventiveness in taking some of the drudgery out of housework and child care, ignored the emotional aspects of the problem and left even the most loving of mothers feeling somewhat anchored, isolated, and bored when there is a young child to keep her at home? In pictures in the "National Geographic Magazine" and in Margaret Mead's motion pictures the mothers are sitting around in a clearing between their huts enjoying each other's company while they weave, cook, and watch the children. Can't we try the same idea with a glamorized community center, right in the midst of a shopping district, where children are welcome and there are nursery-school teachers to help, where mothers can spend a couple of hours gossiping, sewing, modeling clay, watching a style show or an educational motion picture?

In conclusion, I would emphasize that though our knowledge is incomplete in most aspects of personality development, there is plenty of knowledge to do an infinitely better job than is being done today. The most obvious and immediate needs, to my mind, are to provide more and earlier help for emotionally neglected children, and to improve our schools. I think the most fundamental question is: Why are so many

parents unable to enjoy their children? We know what some of the causes are in individuals and that individual psychotherapy can be effective in certain cases. But we have not studied the problem from a broad public health point of view and we have not begun to think of broad solutions. One of the investigations will be to see what educational methods, from nursery school through college, can do to keep alive the delight in children which is usually present in childhood, and to bring the boy and girl to adulthood with the feeling that there is no more important, honorable, and soul-satisfying job than having and caring for children.

SOCIO-ECONOMIC INFLUENCES

(Continued from page 87)

after the nursing period. Therefore, when the supply is plentiful, they eat as much as they can hold. They "pack food away" in themselves as a protection against the shortage which will develop before the next pay day. They wish to get fat, for they regard fat as a protection against tuberculosis and physical weakness. Basically, the origin of this attitude toward eating is their deep fear of starvation. . . .

Just as slum people have painful anxiety-ridden associations with food, so they have with shelter, sleep, and darkness. To this list must be added the fear of being inadequately clothed in winter. . . .

Thus, lower-class people look upon life as

a recurrent series of depressions and peaks, with regard to the gratification of their basic needs. In their lives, it is all or nothing, or next-to-nothing. . . .

It would be more rational if they saved and budgeted their money but human beings are not rational. They are what their culture teaches them to be. "Man is a reasoning, but not a reasonable animal." Lower-class people cannot learn middle-class foresight and moderation unless they can participate socially with middle-class people, whom they may learn to imitate. So far, the public school is our only chance to teach lower-class people the middle-class motivational pattern. But the schools do not yet understand how to reward lower-class pupils. . . .

I should like to point out that socio-economic factors influence the school's diagnosis of a child's intelligence. According to the present "standard" intelligence tests, lower-class children at ages 6 to 10 have an average I. Q. which is 8 to 12 points beneath the average I. Q. of the higher socio-economic group. For children of age 14, the present tests define the average I. Q. of the lowest socio-economic group as being 20 to 23 I. Q. points beneath that of the higher occupational groups.

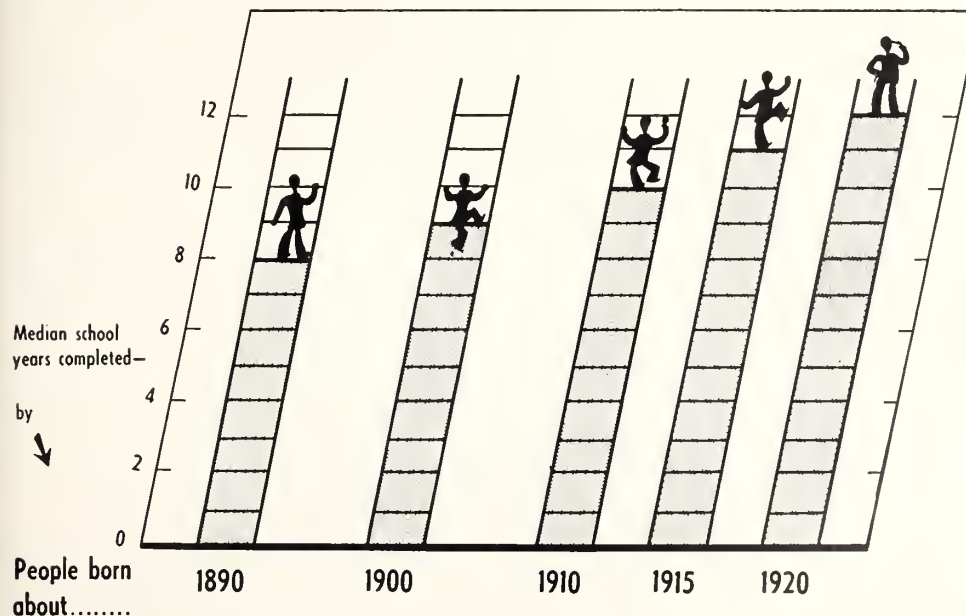
In the same way, the present tests define rural children, on the average, as much less intelligent than urban children: southern white children as much less intelligent than northern white children, and so on. There is now clear, scientific evidence, however, that these tests use chiefly problems which are far more frequently met in urban middle-class culture. . . .

When one controls the socio-economic cultural factors in a test, one finds sound statistical evidence that the average real intellectual ability (or what Binet called "capacity" as contrasted to "information") is in general at the same level for all socio-economic groups. Yet, in our public schools, we find the lower socio-economic groups—whether they are native white, colored, or foreign-born—segregated into so-called "slow" groups, and given inferior equipment and curricula, and taught by overloaded teachers. What could one logically expect, as a result, except that they would have low achievement?

It is easy in the years of childhood to cripple human ambition and ability. There is now scientific evidence that the children of families in the lower socio-economic group have a great fund of ability, and

People are getting more schooling

Today's young adults have had 4 years more schooling than the preceding generation



self-improvement and service to their fellowmen."—*Report of the Advisory Council on Participation of National Organizations.*



"Early in its history, the Federal Government gave public lands to the States for the support of the common schools, colleges, and universities. It shares in the research essential to the development of education and gives advisory service on elementary, secondary, and higher education, and in parent education and other phases of adult education affecting children and youth. It provides financial assistance for educational programs such as vocational education, college education in agriculture and the mechanic arts, and extension work in agriculture and home economics, and contributes toward the professional education of workers needed under certain State and local programs in which the Federal Government participates. It has assumed direct responsibility for the education of special groups, including the education of American Indian children, a school and college for the deaf, a university serving Negroes primarily, and training for the Armed Forces, the Coast Guard, and the merchant marine. It provides educational materials for blind children. It provides advisory service on the development of apprentice training."—*Report of the Advisory Council on Federal Government Participation.*



"To the extent that frequency and pointedness of statement may be criteria, America's number two problem (the first being the improvement of home life) is the crisis in public education. These indications support the often-heard contention that, both positively and negatively, the school is second only to the home in influence upon the lives of children. Two decades ago, the Children's Charter advocated higher standards for all aspects of education.

How far have we come as a nation, in twenty years, toward meeting these objectives? The State reports imply that in some areas, we have done much; in others, we have barely scratched the surface. In only slightly varying terms, all State committees expressed a need for:

- a. Many more opportunities for nursery school education and a kindergarten in every elementary school.
- b. More and better trained elementary teachers; improvement of both pre-service and in-service training programs.
- c. Much more emphasis on mental health needs and expansion of child study services in elementary schools.
- d. More facilities, especially rooms for elementary classes. In numerous areas, present accommodations should be more than doubled in number.
- e. Improved curricula, less attention to traditional grade standards, ability reading groupings within the classroom, etc., so as better to serve individual pupils.
- f. Closer relationships between parents, teachers and school administrators, with more opportunity for joint planning of school programs."—*Children and Youth at the Midcentury Report on State and Local Action.*



"When the fact that all aspects of experience are colored by feelings toward persons is taken seriously into account, the educator's now basic principle that one 'learns by doing' taken boldly, requires modification. That one does not learn to do by reading about, or memorizing about, or reciting about, still stands, and that one cannot learn to do without doing. But it would still appear that, in certain circumstances, one may do and still not learn to do, or not learn with full effectiveness, and that this may, more frequently than one might think, be due to the color of feelings for and against persons that tend to permeate all things, events, and undertakings."—*Chil-*

dren and Youth at the Midcentury Fact Finding Report.



"Recently a question has been raised concerning the effects upon children of constant and intensive use of evaluation in relation to all phases and aspects of school experience. Whereas the intention is to evaluate what is done in the school, the outcomes appraised lie in the behavior of the pupil. According to this point of view, he is therefore likely to feel himself under constant scrutiny, which to him may seem more unrelenting and critical than enlightening and helpful. Even when, as is ever more usual, he participates in the appraisal, he asks himself how he is doing, so to say, more frequently and persistently than is perhaps healthy. In addition, his teacher may sometimes come to feel himself more threatened than guided, with inevitable repercussions on him. This may all be particularly bad for the child who comes from a home where parents are preoccupied with the significance of his every move."—*Children and Youth at the Midcentury Fact Finding Report.*



"In effect, the whole of school organization is involved in providing the kind of atmosphere in which good human relations flourish. Teachers subject to the indignities of authoritarian administration and the harassments of unrealistic levels of attainment to which every child must be pushed, inadequate materials and equipment, too many petty clerical details, and the like are scarcely in an appropriate frame of mind for sensitive responsiveness. In such circumstances as these, pupils inevitably suffer from mounting irritabilities. Fortunately, more and more administrators over the country are devoting their best thought and the largest part of their energies to making their schools happy places in which to live."—*Children and Youth at the Midcentury Fact Finding Report.*

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For Follow-up Programs

Whereas the President of the United States who called this Midcentury White House Conference, has stated that "ways to help our children and young people become mentally and morally stronger" and develop into the "self-reliant individuals" which are the strength of our democracy, are "essential for the progress of mankind" and the preservation of "our own liberty as a nation," and

Whereas the President has stated that "in the days ahead—we will have to make special efforts to see that children get a fair chance at the right start in life" and has asked this Conference to proceed immediately toward such goals, and

Whereas over 100,000 citizens in all States and Territories have studied ways of improving the well-being of children in their own communities, and

Whereas this White House Conference has so dramatically demonstrated the pressing need for the better application of that which we know and that which we assume to be good as well as the importance of filling by further research the wide gaps in our knowledge of human and social behavior, and

Whereas the follow-up on the recommendations and implications of the findings of the Midcentury White House Conference depend upon the fullest partnership of voluntary and official effort, and

Whereas this White House Conference has demonstrated the need for more effective communication between the national, State, and local levels, and

Whereas there is need to establish a continuity of effort in follow-up, and

Whereas the National Committee of the White House Conference, its advisory councils, and delegates in attendance at the December meetings have recommended that machinery be authorized to implement follow-up,

Be it resolved, That this conference recommends approval of the following principles in effecting appropriate action in follow-up:

1. That the chief operating groups upon which the responsibility for follow-up should fall will be existing organizations—national, State, and local.

2. That the chief purposes of the follow-up effort should be to disseminate the findings of the Conference, stimulate action on its recommendations, and promote research designed to fill the gaps in knowledge which the Conference has brought to light.

3. That the participation of youth and the interdisciplinary approach demonstrated in this Conference should be maintained and further developed.

4. That a national committee should be formed as an advisory and consultative group. Such a committee should work

through all the groups which have a primary concern for the well-being of the Nation's children and youth. It should be made up of individual citizens asked to serve in their own right rather than as representatives of organizations or interests and determine its own methods of financing.

5. That provision for continuity should be implemented by—

(a) including on this new committee five selected members from each of the present advisory councils wishing to participate in follow-up, members from the presently organized national committee and members at large, and

(b) providing for State and local follow-up organization.

6. That ongoing activities should be effected by this national committee through an advisory council for participation of national organizations and an advisory council for State and local action and through such technical committees as may be indicated and that the committee should provide for appropriate cooperation with governmental groups at all levels.

7. That the national committee here proposed should of necessity be allowed discretion, within the framework of the purposes herein set forth, to make such changes as will assure the attainment of the objectives of the Midcentury White House Conference.

8. That authority for setting up this follow-up program should be given to the National Committee of the Midcentury White House Conference.

Consensus

☆ Recognizing that this is a time of crisis, posing the very issue of survival, and desiring to summarize the aspirations embodied in the recommendations and to declare the spirit in which the recommendations will be interpreted and followed, the Conference adopted the following statements as representing a consensus of the group and an expression of its unity of purpose:

1. The full development of the whole child is the basic philosophy and ultimate aim of all recommendations.

2. All services, programs, and facilities for children and young people should be provided without discrimination as to race, creed, color, or national origin.

3. Continuing emphasis on research and its application is essential.

4. Qualified personnel is needed in sufficient number to staff services and programs for children and youth.

5. Youth should be included as full participants in all appropriate community activities.

6. Effective partnership between voluntary and governmental agencies is needed in the furtherance of this program.

7. Effective teamwork by the professions is essential to the development of the healthy personality.

8. Full participation of all citizens is necessary in providing and sustaining all programs and services recommended by this Conference.

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★ ★ ★ ★ ★ ★ ★ ★ ★ ★

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—Compiled by Florence E. Reynolds,
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Pledge to Children

TO YOU, our children, who hold within you our most cherished hopes, we, the members of the Midcentury White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will provide you with all opportunities possible to develop your own faith in God.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice, and mutual respect.

SO MAY YOU grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.

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Volume 33

Number 7

The following quotation is from the introduction to an Office of Education bulletin, 1949, No. 5, titled "Science Teaching in Rural and Small Town Schools" by Glenn O. Blough and Paul E. Blackwood, Office of Education specialists in elementary science: ". . . Obviously children cannot be expected to learn more than a small part of all there is to know about their world, and they should learn it not only from books but, whenever possible, directly from a study of the natural environment . . ." The cover photograph on this issue of SCHOOL LIFE is pertinent to this philosophy of learning presented in this best-selling bulletin. The photograph was taken by Bervin Johnson, National Press Photographers Association, and was one of the prize-winning photographs in the Grolier Society's First Annual Competition for Press Photographers.

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School Life Spotlight

"In addition to its obligation for providing services to the Federal Government and to State and local schools systems, the Office of Education has certain implicit obligations for services to the American people." p. 97



". . . How the people voted on educational issues is of wide general interest." . p. 103



". . . Meanwhile, do your own educational planning. This is *your* responsibility . . ." p. 104



". . . Searching analysis of problems and dynamic plans of action are needed . . ." p. 108



"When you see one of these messages, multiply it by 90,000 because that is the number of messages produced for this medium of reaching the public." p. 109



"America's defense depends upon more than just military strength. It depends upon an intelligent *educated* citizenry trained to leadership . . ." . . . p. 110

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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."

To Strengthen and Improve Office of Education Administration

Recommendations of the Public Administration Service

THE 82-page report of an administrative survey of the United States Office of Education, recently conducted by the Public Administration Service, Chicago, Ill., presents information on:

I—Functions and Problems of the Office of Education

II—Appraisal of Services and Activities

III—An appraisal of Administrative Structure and Processes

IV—Recommendations for Strengthening and Improving Office Administration

Because of limited space, SCHOOL LIFE focuses upon that section of the report which offers recommendations.

THE OFFICE OF EDUCATION recognizes as its controlling purpose the rendering of such assistance to those concerned with education as to enable them to cope with the principal problems incident to meeting the Nation's needs for education. Underlying all of the activities and relationships of the Office of Education is the fact that in this country the legal responsibility for education rests upon the State Governments, which encourage a large amount of local control in the determination of educational programs and procedures. Yet the Office is spurred by the deepening consciousness of the American people that its security, its freedoms, and the achievement of its aspirations require education of Nation-wide excellence. To exert leadership for the improvement of education while leaving undisturbed the policy of State and local control of education, the Office relies chiefly on four types of service:

1. Research, including status and trends studies, surveys, and evaluations of educational programs, procedures, and results.
2. Publications and other informational services.
3. Consultative and advisory services.
4. Administration of grants-in-aid as authorized by the Congress.

As the Federal educational agency, the Office has major responsibility for keeping the President and the Congress informed of the educational needs of the Nation, of problems involved in meeting those needs, and of the progress being made. It has obligations to assist the President in developing and putting into effect his program with respect to education. It has responsibilities for providing information and counsel required by members of Congress in considering legislation affecting education. It has also obligations for sharing with the heads of Government departments and agencies its special knowledge in educational matters and for providing assistance in the educational aspects of the programs of these departments and agencies.

Since under our system responsibility and control of education are vested in the States and their local school systems, the assistance of the Office in bringing education abreast of its problems must be given primarily through the regularly constituted State and local educational agencies. Special attention should be given to serving the State agencies through which educational policy is made and given effect. These agencies include the State legislatures, State boards and State departments

of education, and State universities and colleges. Assistance to local schools and school systems given through or in cooperation with the State agencies tends to magnify the usefulness of the Office services, while conforming to the organizational structure of American education. The Office also recognizes the obligations for services to church and private schools and school systems.

Services in the field of international educational relations are needed increasingly by such international organizations as UNESCO, by foreign ministries, and by other organizations and agencies both in this country and in other countries. In general these services may be thought of as rendered to the Federal Government, often through the Department of State. There is another aspect pertaining to the development in this country of educational programs for international understanding and similar objectives. These matters fall under the category of services to State and local school systems in the development of their programs.

In addition to its obligation for providing services to the Federal Government and to State and local school systems, the Office of Education has certain implicit obligations for services to the American people. To a large extent, such services are rendered through national professional organizations in the field of education. It is logical and proper that the Office of Education should work with national professional organizations in efforts to promote the purposes which they have in common. The Office, however, must never become the pawn of such organization or place services to

them above its prior obligations for services to the Federal Government, the State educational agencies, and the American people. Service to the public other than to groups engaged in the work of education has consisted in the past chiefly of information. This informational service to the general public is capable of such extension as the Congress may determine to be wise.

Summary of Survey Findings

Examination of the current program of services and activities reveal the following facts:

1. The emphasis as to types of service has shifted from research to consultative and advisory services.
2. Both the studies conducted by the Office and the consultative services are spread over a large number of aspects of education, many of them comparatively minor in terms of the fundamental problems of American education.
3. Many educational problems of national importance are not receiving effective attention from the Office.
4. There is not sufficient systematic evaluation of studies, publications, and consultative services to indicate how much such services are contributing to the stated purposes of the Office.

In short, the Office is engaging in a great number and variety of activities, generally useful in themselves, but not sharply focused on the purposes and responsibilities which belong peculiarly to the Office.

The dispersion of activities and the fragmentation of program into more or less unrelated parts, as well as certain inadequacies in the performance of stated functions, are traceable to such characteristics of administrative structure and processes as:

1. *The present divisional organization, combined with prevailing notions of divisional autonomy.*
2. *The specialist staffing pattern, together with the concept of specialist self-determination of ways in which time is to be spent.*
3. *The lack of comprehensive Office-wide planning with due attention to the processes of investigation, forecasting, evaluation, and decision making.*
4. *The failure to develop effective Office-wide processes for program effectuation and coordination.*

Summary of Recommendations

In order to remedy the weaknesses found and to assist the Office in developing and putting into operation a program consistent with its stated purposes and functions, certain recommendations are offered with regard to the administrative structure. Because of certain existing conditions, including the special provisions made by the Congress for vocational education, it is not deemed feasible to suggest at this time a complete reorganization along functional lines. Instead, suggestions are offered for simplifying the existing organization while maintaining an organization related to the manner in which the American educational enterprise is organized outside the Office of Education. It is believed, however, that the organization proposed will be more flexible than the existing structure, that it will lend itself more readily to adaptation to changing needs, and that it is at least a step in the direction of complete functional organization.

No changes in organization structure will constitute a guarantee of effective administration. How well the suggested organization actually works will depend on the leadership of the Office and the way in which administrative processes are used. Therefore, the suggestions with regard to administrative structure are accompanied by recommendations in regard to planning of programs and the processes of program coordination and control.

As a prelude to a description of the proposal with regard to administrative structure and processes, there is offered below a brief outline of suggestions for the consideration of the Commissioner and his staff:

1. The Office of Education should make clear-cut decisions as to:
 - a. The ways in which it is appropriate for a Federal agency to promote the cause of education within the limits of the powers authorized under the law.
 - b. The types of services which the Federal Government itself has a right to expect from such an agency.
 - c. The types of services which State and local governmental agencies should receive.
 - d. The services which should be rendered to nonpublic educational agencies and institutions.
 - e. The services which should be rendered to the educational profession.
 - f. The types of services which should be

rendered to noneducational organizations and to the general public.

2. The Office should explore fully the possibilities for making itself the primary center of comprehensive and accurate information requisite to the making of sound policy decisions in education. It ought to be possible for a State department of education or a legislative committee to turn with confidence to the Office of Education to obtain current information regarding such matters as the comparative qualifications of teachers in various States or in rural or urban areas, the number of children dropping out at each age or grade level, the relative educational achievements of each age group in the population, the range in current expenditures per pupil in average daily attendance, the numbers and percentages of teachers in each salary bracket, and a wide range of other data. The President and the Congress should be able to rely on the Office for the early identification of educational needs and for collection and interpretation of the facts essential to advancing the national interest in and through education.

3. The Office should consider the sending out of field representatives to assist in the collection of essential information and to encourage State departments of education to adopt uniform systems of reports and records.

4. The Office should give more attention to stimulating universities and other educational agencies to conduct as much as possible of the research needed for the solution of national problems in education, and should weigh carefully the possibilities for cooperative research along the lines suggested in the 1938 *Report of the Advisory Committee on Education*.

5. The Office should base its leadership role upon a careful program of ascertaining and evaluating the facts.

6. The Office should use its facilities for research as a basis for program planning.

7. The Office should direct its major energies at any one time toward a few basic problems in education and to the end that it may provide the necessary basis for real advances in education.

8. Consultative services should be rendered in accordance with well established criteria designed to relate such services to the major operations of the Office and to the needs of American education. The Office should focus consultative services on key problems in American education, and should use them as far as possible to assist State departments of education and univer-



Top, left to right: Wayne O. Reed, Assistant Commissioner in charge of the Division of State and Local School Systems, and Raymond W. Gregory, Assistant Commissioner for Vocational Education. Bottom, left to right: John Dale Russell, Assistant Commissioner in charge of the Division of Higher Education, and James C. O'Brien, Assistant Commissioner, in charge of defense-related activities and Director of the National Scientific Register Project.

Facilities To Be Provided Through Reorganization

There are certain basic facilities for planning, initiating, and evaluating programs, which are of primary importance in achieving program effectiveness and maximum use of resources. Among these are:

1. Facilities for gathering needed facts quickly and for rapid and thorough analyzing and reporting of data.
2. Means for establishing a clearing house of educational needs and problems, and for bringing about the widest possible participation of persons and organizations with interests in these problems and needs and with potential contributions to the solution of problems or the promotion of education.
3. Means for continuous and consistent determination of services and operational projects that are pertinent to Office policy and purposes.
4. Facilities and procedures for the expeditious determination of plans and programs and for channeling of resources into areas where needs are greatest and the impact of Office efforts is likely to be most significant.
5. Facilities for management services such as personnel, budget, fiscal administration, and other housekeeping activities which meet the requirements of the Federal Security Agency and Bureau of the Budget, and at the same time are designed to provide maximum service to program operations.

To provide these facilities, the basic organization and staffing pattern which dictate a rigidity of program and a compartmentalization of activities must be revised. In its stead, there must be developed a pattern which will enable the Commissioner of Education to provide flexibility of program and coordination of activities. This pattern must have the following characteristics:

1. The provision at the staff level directly responsible to the Commissioner of Education of necessary facilities and services to enable him to develop and administer a continuing program of service geared to the emerging needs of American education.
2. The provision of a minimum number of service divisions in order to enable the heads of these divisions to accept responsibility of program administration within areas in which activities may be

sities to develop their own consultative services for local schools and school systems.

9. Continuous, systematic evaluation should be made of all types of services rendered by the Office to the end that such services may be improved constantly and the proper functions of the Office discharged more effectively.

10. The organization of the Office should be revised so that the major contacts with educational agencies in the United States shall be through three divisions:

- a. The Division of State and Local School Systems (to be responsible for working with State educational agencies in the improvement of elementary and secondary education).
- b. The Division of Vocational Education (to be responsible for working with State educational agencies in the development of programs of vocational education).
- c. The Division of Higher Education (to be responsible for working with col-

leges, universities, and other agencies in the field of higher education).

11. The work of these three major divisions should be coordinated and facilitated through the following important staff agencies attached to the Commissioner's office:

- a. Program planning.
- b. Program coordination and review.
- c. International educational relations.
- d. Administrative services.

12. The Office should revise its staffing pattern so as to provide a permanent staff, qualified chiefly for working with State educational agencies in improving organization and administration and in stimulating local efforts toward the improvement of curricula and instruction. It should employ specialists in subject matter fields only on a temporary basis for the purpose of providing needed stimulus to neglected areas. Instead of attempting to provide a consultative service in all branches of instruction, it should encourage local school systems to look to the State universities and other educational agencies for such services.

coordinated toward a common goal established by Office-wide planning.

3. Staffing arrangements geared to programs and activities rather than the reverse as is largely true today.

Proposed Organization for Staff Services

The proposed plan of organization for staff services is discussed in detail in the following sections.

The Office of the Commissioner of Education.—The Commissioner of Education has a twofold responsibility. He is the responsible administrative head of a Federal agency and as such has the continuing responsibility for the supervision of the developing, planning, and carrying out of Office programs and activities for which the Office is made responsible as a part of the total Federal establishment. Secondly, as the only high ranking Federal officer concerned solely with responsibility for educational matters, he is called upon to represent at the national level the Federal Government's interest in education. This is becoming an increasingly important task, for example, in the field of international educational relations where the Commissioner of Education is the nearest United States counterpart to foreign ministers of education. The Commissioner of Education cannot delegate completely either of these responsibilities. He must, however, have an adequate staff of high talent to enable him to meet his obligations as Commissioner of Education.

The needed staff assistance is of two types. The first is one or more executive assistants to the Commissioner who should be attached directly to the Commissioner's office and have responsibility for assisting him as assigned on public and congressional relations, preparation of speeches, and other special problems. These assistants may be drawn from the ranks of those engaged in teaching or school administration or from other occupations. The important thing is that they should possess the background of experience and the abilities requisite to the responsibilities involved. The second type of staff assistants with which the Commissioner should be provided is at a higher level to enable the Commissioner to develop and administer a unified Office of Education program, and to provide necessary help to the Assistant Commissioners in program planning and coordination and incidental administrative processes.

These staff assistants are extensions of

the institutional position of the Commissioner of Education. Their purpose is to provide direct assistance to the Commissioner in bringing together all aspects of Office operations into an integrated program, in providing for effective administration of the services and activities, and in evaluating results of programs and services. These assistants to the Commissioner should have no direct supervisory responsibilities, but should provide the information and assistance which will enable the Commissioner of Education to discharge effectively his responsibility for the administration of the Office. On the organization chart, the title of Director is suggested for these staff assistants; but any other title that seems more appropriate may be used. In order to establish clear lines of authority for the carrying out of the program of services of the Office, the three Assistant Commissioners should be directly responsible to the Commissioner for the effective performance of *Office programs and services* within their respective areas of responsibility.

Director, Educational Planning.—The value of Office of Education programs and services will be determined in a large measure by the quality of educational planning. It follows that one of the most important units in the Office should be that designed to assist the Commissioner in such planning. The directorship of educational planning is thus conceived as a key staff position. It should be filled by a person of great imagination and resourcefulness, and with a deep understanding of the social order which provides the setting for American education. He need not necessarily have held high position as an educational administrator, but he must have the ability quickly to acquire the necessary insights into all phases of the American educational enterprise. An important qualification is the ability to stimulate the thinking of others, and to bring together information and ideas from many sources within and without the Office into a meaningful pattern which will assist the Commissioner and the Assistant Commissioners in making decisions on policy and programs.

Program planning as foreseen for the Office encompasses much more than the annual compilation of individual project descriptions. It must be a continuous process which will enable the Commissioner of Education to establish goals and objec-

tives, and to develop criteria by which to evaluate specific activities of the Office as they relate to the achieving and carrying out of the functions of the Office. Under this concept the development of specific projects and activities, upon which individual staff members will spend their time, takes on considerably more meaning as a part of the total Office program.

The Director of Educational Planning would be in constant touch with the three Assistant Commissioners and would keep constantly informed of activities going on within each of the divisions. The Director would also spend considerable time in the field, conferring with educational leaders, and gathering views and information regarding educational programs, progress, and problems. He should be equipped with a small research staff to assist him in the analysis of data and in evaluation of programs and services. The responsibility of the Director of Educational Planning for advising the Commissioner and performing delegated duties in connection with the development of the Office program would be carried out principally through the following specific activities:

1. Analyzing and interpreting census data, educational statistics, and other information for the purpose of discerning emerging trends and problems.
2. Studying and interpreting major programs in educational research being sponsored and carried on by universities, foundations, and other agencies.
3. Analyzing the problems of American education, in cooperation with the Assistant Commissioners and their staffs, as a basis for recommending appropriate Office goals and objectives, together with major services and activities capable of achieving the recommended goals.
4. Advising the Commissioner of Education in regard to the major problem areas on which resources of the Office should be focused at a given time.
5. Assisting the Commissioner in the review of proposed projects and activities in order to provide a basis for the best utilization of staff and other resources for specific fiscal years.
6. Appraising the effectiveness of current Office programs by reviewing their impact on problems of American education and their contributions to the improvement of educational practices and procedures.

Through adequate performance of these duties, the Director of Educational Planning would make possible the development of an Office program attuned to national needs and calculated to produce the maximum impact on educational problems.

Director, Program Coordination and Review.—The Director of Program Coordination and Review would be responsible for assisting the Commissioner in the implementation of Office programs, and for continuous review of activities for conformance to Office policy and for general effectiveness of operation. This assistance would be provided in a number of ways including (1) the substantive review of materials designed for Office publication and determination of most effective media of presentation and methods of distribution; (2) assisting the Commissioner in the review of conferences and other Office travel for conformance to Office policy and for effective contribution to Office program; (3) assistance to the Commissioner in providing for the assignment of responsibility among divisions for the carrying out of special projects or studies which appear to cut across divisional areas of responsibility. It is not anticipated that the director should have responsibility for direct program supervision, but that he should assist the Commissioner in determining which Assistant Commissioner should have such responsibility.

The Director of Program Coordination and Review would be responsible for publications administration and control. The present Information and Publications Section would be assigned to this unit. In addition to its current responsibilities, the Information and Publications Section should have responsibility for the administering of printing funds in order to secure the maximum use of available funds in the development of an Office-wide publications program. It should be responsible for provision of direct staff assistance to the Commissioner of Education in determining methods of disseminating information. In addition to providing substantive editorial review of materials prepared for publication, the Section should decide whether the findings of a given study should be handled as a regular Office of Education bulletin or pamphlet or presented in a special manner, such as an illustrated folder or special release. It should determine also which materials should be prepared for publication in *SCHOOL LIFE* or other regu-

lar Office journal and which made available for publication in outside journals or bulletins.

The Section should determine the number of copies of publications to be distributed on the basis the publications are to serve in relation to the total Office program. The plans of distribution should be determined not only from the standpoint of assuring the dissemination of information to those who can utilize it, but also for the most effective use of publications funds.

Director, Administrative Services.—This staff director would provide assistance to the Commissioner in internal organization and administrative areas and represent the Commissioner in budgetary and other administrative matters with administrative personnel at the Federal Security Agency. It would be anticipated that this officer would be in effect the budget officer of the Office, and that an entirely new concept of

budgeting would find its way into Office operations. This concept would be that the budget represents a plan of action for the Office based on a realistic evaluation of existing resources of the Office, and anticipated other resources necessary to develop a national program of services to States and other educational agencies. As in the case of the previously mentioned directors, the Director of Administrative Services would be in close and continuing contacts with the three Assistant Commissioners and would be expected to be fully aware of their staff resources, activities, and program problems. In addition to these responsibilities, the Director of Administrative Services should have responsibility for the supervision of important common services to be provided to all divisions.

Director, International Educational Relations.—This office would provide staff
(Continued on page 106)

Commissioner McGrath Explains Background of the Survey

HOW DID the administrative survey of the Office of Education come about? Earl James McGrath, United States Commissioner of Education, answers this question in the following statement to fellow educators:

Soon after I become Commissioner of Education in the spring of 1949, I felt the need for an evaluation of the purposes and the program of the United States Office of Education. When money became available from the President's fund on management improvement, I requested the sum of \$15,000 to be used in an administrative survey of the Office. Shortly thereafter, I engaged the Public Administration Service of Chicago to make an analysis of the organization and activities of this Office. Staff members of the Office of Education were asked to prepare a statement of the purposes and functions of the Office, and, after approval by the Division Directors, the statement was submitted to the entire staff of the Office for comment and appraisal. As finally revised, it served as a basic working document for the survey staff.

The Public Administration Service sought the advice of a number of staff members, persons in other branches of the Govern-

ment, and also individual educators outside the Government service, several of whom represented professional organizations and agencies. The survey was conducted under the supervision of Francis S. Chase, Professor of Educational Administration at the University of Chicago. On November 1, a report was submitted to me containing the Public Administration Service recommendations concerning changes in the Office structure to make more effective operations possible. The Commissioner's Council of Advisers, composed of eminent educators, reviewed the report at an all-day meeting and recommended the adoption of the basic program it suggested.

After considerable discussion with the principal staff members concerned in the administration of the Office program, a reorganization was effected on February 9, most features of which are pursuant to the recommendations of the Public Administration Service report. These changes, as they evolve into our operating program, are calculated to make better use of the funds appropriated by the Congress by enabling the United States Office of Education to focus its program on major problems and issues in American education.

Second Commission on Life Adjustment Education Appointed

by J. Dan Hull, Division of State and Local School Systems

PAUL COLLIER, Chief of the Bureau of Youth Services, State Department of Education, Hartford, Conn., was selected as chairman and Charles W. Sylvester, Assistant Superintendent of Schools for Vocational Education, Baltimore, Md., was chosen vice chairman of the second Commission on Life Adjustment Education for Youth at the Commission's initial meeting in the Federal Security Agency in Washington, February 23 and 24. Commission members were appointed by United States Commissioner of Education Earl J. McGrath from nominations made by 12 national associations concerned with education. Members and the organizations they represent are:

National Association of State Supervisors and Directors of Secondary Education: PAUL D. COLLIER, *chairman*, Chief, Bureau of Youth Services, State Department of Education, Hartford, Conn.

American Vocational Association: CHARLES W. SYLVESTER, *vice chairman*, Assistant Superintendent for Vocational Education, Division of Vocational Education, Department of Education, 3 East Twenty-fifth Street, Baltimore 13, Md.

American Association of Colleges for Teacher Education: WENDELL W. WRIGHT, Dean, School of Education, Indiana University, Bloomington, Ind.

American Association of Junior Colleges: ROSCO C. INGALLS, Director, East Los Angeles Junior College, Los Angeles, Calif.

American Association of School Administrators: R. L. WILLIAMS, Superintendent of Schools, Beaumont, Tex.

National Association of Secondary-School Principals: JAMES E. BLUE, Principal, West Senior High School, Rockford, Ill.

National Association of State Directors of Vocational Education: HARRY C. SCHMID, State Director of Vocational Education, 483 Wabasha Street, St. Paul 1, Minn.

National Catholic Welfare Conference: Sister MARY JANET, Commission on American Citizenship, Catholic University, Washington 17, D. C.

National Congress of Parents and Teachers: Mrs. EDWARD N. HOWELL, National Chairman of High School Service, Parent-Teacher Association, Box 213, Swannanoa, N. C.

National Council of Chief State School Officers: A. JOHN HOLDEN, State Commissioner of Education, Montpelier, Vt.



Paul D. Collier, Hartford, Conn., and Charles W. Sylvester, Baltimore, Md., chairman and vice chairman of the Second Commission on Life Adjustment Education.

National Education Association: Miss MAE NEWMAN, English Teacher, 1745 Crestmont Drive, Huntington, W. Va.

National School Boards Association: W. A. SHANNON, Executive Secretary, Tennessee School Boards Association, 409 Seventh Avenue N., Nashville, Tenn.

Except for Dr. John A. Holden, all Commission members were present. Each member accepted the responsibility for developing and encouraging life adjustment education ideas in his own geographical area and in the educational association which he represents. The Commission commended the representatives of school systems in cities of more than 200,000 population who have held two national conferences to discuss "Why Do Boys and Girls Drop Out of School and What Can We Do About It?" At the second of these conferences uniform accounting procedures for the identification of drop-outs were de-

veloped and six cooperative research projects were proposed.

The first Commission on Life Adjustment Education for Youth was composed of nine members who served for a period of 3 years and submitted a report of their activities to

a National Conference in Chicago, October 16-18, 1950. (The report of the first Commission will be available from the Superintendent of Documents, Government Printing Office, in the near future.) The first Commission reported that in 20 States committees had been appointed or designated to encourage the building of more appropriate educational programs for all youth.

The October 1950 Chicago Conference recommended that the second Commission "serve as a clearing house of current local improved practices in respect to life adjustment education by collecting and disseminating reports on them." To the extent that they can secure resources for doing it, members of the Commission plan to meet this and similar requests for practical "know-how." Many educators have enthusiasm for educating all American youth. They need additional insights into procedures which are effective.

Educational Issues

"Referred to the People" in 1950

by Ward W. Keesecker, Specialist in School Legislation

EDUCATION in this country, in conformity with the Federal Constitution, continues primarily a function "reserved to the States respectively, or to the people." During the recent election many measures affecting education in the States were referred to the people for determination. How "the people" voted on educational issues is of wide general interest.

Below is a resumé of the principal educational issues voted upon by the people in the November 1950 general election. The information also shows how the people reacted to the issues referred for their approval. It is not possible here to present other current issues or to discuss varying conditions in the different States which may have affected the election with respect to the educational issues involved.

ARIZONA. The people defeated three educational issues: (1) A constitutional amendment to provide more adequately for the maintenance of kindergartens, elementary, and high schools; (2) a constitutional provision for a State board elected by the people; and (3) a merit system for public employees, including educational employees.

CALIFORNIA. The voters defeated a measure to abolish the personal property tax involving approximately \$200,000,000 of revenue mostly for schools.

COLORADO. The people for the first time elected a State board of education which is authorized to appoint the chief State school officer.

The people defeated a constitutional amendment providing for a State Civil Service System, including teachers and employees of educational institutions.

GEORGIA. The people rejected a constitutional amendment for nominating and electing State officials, including the State superintendent, by the people on a county-wide basis.

HAWAII. Adopted a State constitution including provisions for a system of public education.

LOUISIANA. The people adopted a constitutional amendment creating a State board of education and providing for the election of its members.

MARYLAND. The voters approved the Ober Act requiring a loyalty oath of public officials, including teachers.

MISSOURI. The people approved an amendment to facilitate the voting of increased school levies within certain limits by the majority of local voters (the old law required a two-thirds vote).

MONTANA. The people voted to increase the tax limits from 3 percent to 5 percent of value of taxable property in school districts, cities, towns, etc.

NORTH CAROLINA. The people approved an amendment for safeguarding the funds of the teachers and State employees retirement system.

OREGON. The people adopted a constitutional amendment lending State tax credit to finance buildings for higher education not to exceed $\frac{3}{4}$ of 1 percent of assessed valuation. Also, the people adopted an amendment increasing State aid from \$50 to \$80 per child between the ages of 4 and 20 years.

SOUTH CAROLINA. The voters approved a constitutional amendment which eliminated the provision requiring that school districts shall have an area not less than 9 square miles nor greater than 49 square miles.

SOUTH DAKOTA. The voters defeated an amendment to increase the ad valorem tax limitation for school districts from 5 percent to 10 percent. The people also rejected an amendment which would have repealed the limits on eligibility of county officials, including the county superintendent of schools, to 4 years in succession.

UTAH. The voters adopted a constitutional amendment providing for a State board of education elected by the people on a nonpartisan ballot and for the appointment of the State superintendent by the

State board who shall be its executive officer.

VIRGINIA. The people approved a constitutional amendment which authorized the General Assembly to provide for the consolidation of several adjoining school districts into one school division and for their operation through a single board of education.

WASHINGTON. The people approved a referendum providing for the issuance by the State of \$40,000,000 in bonds for the purpose of furnishing funds for State assistance in providing public school plant facilities.

The voters of Washington rejected a constitutional amendment to permit school districts to become indebted when authorized by popular vote up to an additional 5 percent of assessed valuation for capital outlay.

WEST VIRGINIA. The people approved a school bond amendment to authorize counties, by 60 percent vote, to levy tax rates above the present constitutional limits sufficient to carry bond issues amounting to 5 percent of assessed valuation.

Educational Issues Before the Federal Courts, 1950

Necessary expenses of a teacher required to attend summer school held deductible for Income Tax purposes. (*Hill v. Commissioner of Internal Revenue*, 181 F. 2d 906, May 19, 1950.)

A State may not, after admitting Negro student to State University, afford him different treatment on account of his race. (*McLaurin v. Okla.*, 339 U. S. 637, June 5, 1950.)

Higher education facilities for Negro students must be substantially equal to that for white students. (*Sweatt v. Painter, et al.*, 339 U. S. 629, June 5, 1950.)

(Editor's Note: See article "Recent Federal Court Decisions Affecting Education," by Dr. Keesecker in the October 1950 issue of SCHOOL LIFE.)



Education for the

NEWLY ISSUED Defense Information Bulletins of the Office of Education report defense mobilization developments which have implications for school and college programs.

Authorized by Earl James McGrath, United States Commissioner of Education, the latest Defense Information Bulletins touch on such subjects as civil defense, equipment shortages, institutional facilities for military uses, and induction postponement.

Excerpts from Defense Information Bulletins sent to the Nation's leaders in education during the past several weeks are as follows:

A Defense Information Bulletin of Jan. 27, 1951, titled "Federal Civil Defense Act of 1950," summarized the act which established a Federal Civil Defense Administration to be headed by Millard F. Caldwell, Administrator, and authorized appointment by the President of a Civil Defense Advisory Council of 12 members.

The bulletin points out that the FCDA will operate the national civil defense plan prepared by the civil defense office of the National Security Resources Board published under the title "U. S. Civil Defense" available as a Government document from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., price 25 cents. Other Government publications useful as civil defense guides also mentioned include: U. S. Civil Defense, 25 cents; Health Services and Special Weapons Defense, 60 cents; Survival Under Atomic Attack, 10 cents; and Fire Effects of Bombing Attacks, 15 cents.

Next Steps for Schools and Colleges listed in this Defense Information Bulletin are as follows:

1. Keep in close touch with local or State civil defense authorities. Most States and many counties and cities by now have officials on the job. Get their approval before *adopting* or *announcing* plans for such matters as shelters, mass feedings, evacuation, drills, etc. Keep abreast of any plans they may be developing for the use of

school facilities. Local school administrators should also ascertain whether their plans correlate with those under consideration by the State department of education. Over-hasty and ill-considered actions produce confusion, and in an emergency, hysteria and panic.

2. Meanwhile, do your own educational planning. This is *your* responsibility. Perhaps you will wish to inventory your resources. Pending receipt of details and requests for special services, if any, consider what you should do under various contingencies. Do not postpone planning until some civil-defense leader asks you to do something. Plans now will avoid possible panic later.

3. Whenever possible, avoid unnecessary interruptions of school schedules and unreasonable demands on faculty members. This is a job for all citizens. Schools and colleges will best serve the Nation by providing for the maximum educational development of the students by maintaining sound instructional and guidance services, especially those leading to responsible citizenship. These contribute to the security and welfare of the democratic way of life and to the personal progress of the students.

The directive of Maj. Gen. Lewis B. Hershey, Director of Selective Service, dispatched to all State Selective Service Directors on Jan. 29, 1951, was reported in another Defense Information Bulletin as follows: "Postpone induction for 30 days of all college students who are being graduated at this time and having their statutory postponement terminated for that reason. This 30-day postponement is to enable such graduates to obtain employment in essential industry. Upon showing of such employment local boards should be requested to reopen the cases of such registrants and consider classification anew."

Taking up the very timely subject of "Material, Equipment, and Supply Shortages," a Defense Information Bulletin of Jan. 30, 1951, pointed out, "The increased tempo of the defense program has caused dislocations of various kinds and in vari-

ous degrees in the manufacture and distribution of consumer goods, with the result that some shortages have been felt by schools and colleges. . . ."

The Bulletin further reports establishment of The National Production Authority in the Department of Commerce under the Defense Production Act of 1950, and several of the steps taken by the NPA to facilitate defense production and to conserve materials in short supply. The Bulletin continues as follows:

The Federal Security Administrator was designated in Department of Commerce Order No. 127, dated Nov. 20, 1950, as claimant with respect to school construction and to domestic distribution of supplies in the field of education. This means that whenever it is necessary to allocate materials in short supply among civilian users, the Department of Commerce expects the Federal Security Agency to present the needs of education. Among the responsibilities which may fall to the claimant agency for education are the following: (1) To obtain from State departments of education, schools, colleges, and libraries information on current needs for building materials, equipment, and supplies. (2) To use indexes to translate needs stated in terms of facilities or products into terms of raw materials. (3) To defend the needs of education before the NPA to establish education's share of materials in short supply. (4) To work with the NPA in determining criteria to be used in the distribution of such materials. (5) To work with the NPA in the development and execution of plans and procedures for the distribution of materials in short supply to the schools, colleges, and libraries.

The Office of Education has assigned a staff drawn from all divisions to assemble, analyze, and present information about the construction, equipment, and supply needs of education. It has taken the following first steps: (a) A questionnaire on contemplated construction was sent on Dec. 29, 1950, to colleges and universities. (b) A questionnaire on building needs and



contemplated construction in elementary and secondary schools is being sent to State departments of education. (c) The Office is working with school and college officials and trade associations in compiling information on equipment and supply needs. (d) Recommendations for the administration of a program of priorities and allocations related to education are being developed. (e) Staff members are advising with officials of NPA on problems related to education and are giving to schools, colleges, and libraries assistance in presenting their problems to NPA.

The success of the Office of Education in discharging its part of the claimant agency function depends in large measure on the assistance of colleges and State and local school administrators in providing information and advice. Schools and colleges can assist the Office in the following ways:

1. Providing immediate information to the Office of Education concerning the nature and extent of your material, equipment, and supply *difficulties*.

2. Sending to the Office, promptly *when requested*, information on building, equipment, and supply *needs*.

3. Giving to the Office your views on policies and procedures for the administration of any plan for distributing materials in short supply.

4. Predict needs sufficiently far in advance to allow ample time for obtaining materials, supplies, and equipment.

Commissioner McGrath, in this connection, informed the Nation's educational leaders that "The Office of Education will do everything possible to assist schools, colleges, and libraries in obtaining an equitable share of materials in short supply." He invited "any information or suggestion that will be helpful in this effort."

With regard to the new ROTC policy of the Department of the Air Force, still another Defense Information Bulletin reported the approval of establishment of 62 new ROTC units, and the eligibility for consideration for such Air Force training programs of liberal arts colleges and other non-

engineering institutions, as well as those institutions which offer engineering programs. Junior colleges and other nondegree granting institutions and colleges exclusively for women are not eligible.

A February 6 Bulletin furnished information regarding the availability of educational facilities for use by the Armed Forces for training programs other than ROTC. This directive points out that "The Committee on Educational Liaison of the Department of Defense has prepared a general statement which will be used by the Army, Navy, Air Force, and Marine Corps in responding to such inquiries. The statement is reproduced below for your information. You will note that the Department of Defense specifically asks institutions to supply the information requested by the Office of Education in our inquiry of Dec. 29, 1950. The statement also indicates the appropriate military officials with which institutions may make contact regarding the use of their facilities. The statement follows:

"1. Under present conditions, i. e., during the creation of an Armed Force of three and a half million, no large scale general program of contracts for additional educational and training facilities is anticipated by the Army, Navy, Marine Corps, or Air Force. Of course this situation would not prove permanent should there be a declaration of mobilization in the future, and plans are being made for that exigency.

"2. At the request of the National Security Resources Board, the U. S. Office of Education has mailed questionnaires to institutions of higher education as a means of gathering information on their physical facilities. The military services suggest that these institutions supply the information requested so that it will be centrally available. In addition, the services suggest that these institutions list their facilities as follows:

"a. The Army desires that facilities be listed with the Commanding General of the Army Area in which the facility is located.

"b. The Navy desires that facilities be

listed with the Commandant of the Naval District in which the facility is located.

"c. The Marine Corps desires that facilities be listed with the Commandant of the Marine Corps (Code AO), Headquarters, U. S. Marine Corps, Washington 25, D. C.

"d. The Air Force desires that facilities for *technical* training be listed with the Commanding General, Air Training Command, Scott Air Force Base, Illinois; and that facilities for *scientific* and *professional* training be listed with the Commandant, U. S. Air Force Institute of Technology, Wright-Patterson Air Force Base, Dayton, Ohio.

"3. Local recruiting officers can give you the address of the Commanding General and the Commandant, respectively, of your area."

In addition, Commissioner McGrath emphasized in this Bulletin that "by completing the questionnaire and listing facilities indicated, each institution will receive full consideration when it appears that any service needs additional facilities for training its personnel."

National Production Authority regional and field offices to which the NPA announced in its release number 230 of Feb. 6, 1951, the delegation of authority "to deal with special hardship cases in connection with construction of buildings," are listed in a Defense Information Bulletin of February 15.

Meaning of the "Academic Year" with reference to Selective Service Postponements is interpreted in a Defense Bulletin dated Feb. 16, 1951, as follows:

Following are extracts from Operations Bulletin No. 24, dated February 13, 1951, issued to local Selective Service boards by the Director of the Selective Service System:

"Section 6 (i) (2) of the Selective Service Act of 1948, as amended, provides that any person who, while satisfactorily pursuing a full-time course of instruction at a college, university, or similar institution of learning, is ordered to report for induction, shall, upon the facts being presented to the

local board, have his induction postponed until the end of such academic year or until he ceases satisfactorily to pursue such course of instruction, whichever is the earlier.

"With respect to the term 'until the end of such academic year' referred to in the above provisions of the law, such term was construed by Congress in Report No. 1263 of the Senate, Eightieth Congress, as meaning 'until he completes the current school year.'

"Whenever the statutory postponement until the end of the academic year has been granted to a registrant, the postponement will remain in effect, so long as the registrant is satisfactorily pursuing a full-time course of instruction, until the end of the 'current school year.' The fact that a registrant's class or curriculum status may be altered during the course of this year will not operate to terminate the statutory postponement. For instance, the registrant may complete his freshman year and commence his sophomore year in the middle of the school year, but so long as he remains a full-time student satisfactorily pursuing a full-time course of instruction he is entitled to remain in school under the statutory postponement until the end of the 'current school year.' Likewise, when a student completes his undergraduate work in the middle of, or prior to the end of, the 'current school year' and remains in school as a graduate student satisfactorily pursuing a full-time course of instruction he would also be entitled to have his statutory postponement remain in effect until the end of the 'current school year.'

"In the case of a student registrant who, while his statutory postponement until the end of the academic year is in effect, transfers from one school to another school to pursue the course of study, the statutory postponement will not be terminated because of such transfer but will continue in effect until the end of the 'current school year' of the first school attended."

A Defense Information Bulletin dated Feb. 5, 1951, offered a tentative projection of number of full-time male undergraduate enrollees and 4-year male college graduates, 1950-51 to 1954-55.

Details of changes in student postponement procedure ordered by the Director of Selective Service appear in a Defense Information Bulletin of Feb. 17, 1951, as follows:

The Director of Selective Service has ordered local boards to grant a 30-day post-

ponement to all college students, commencing at the end of the statutory postponement of induction. In the case of a college student pursuing a full-time course of instruction, the statutory postponement ends at the close of the academic year or when he ceases to do satisfactory work, whichever is earlier. The statutory postponement ends upon graduation for students receiving degrees at the end of the first semester or fall or winter quarter unless they enroll for further work for the remainder of the current school year.

Local Selective Service boards are authorized under the new directive to cancel the order to report for induction of any student who makes written application for such cancellation and who requests in writing an opportunity to enlist in a branch of service of his choice.

During the 30-day postponement period, a student has opportunity to enlist in any branch of the service requiring immediate entry upon active military duty. A new order to report for induction may be issued by the local draft board to any registrant who does not enter active military service by the end of his 30-day postponement period, except that no new orders will be issued prior to March 1, 1951.

During the 30-day postponement period, students possessing highly technical skills needed by essential industry may secure employment that will lead to occupational deferment. It is expected that the number of such students will be very small. Such a student, upon obtaining employment in an activity he believes essential to the national defense effort, must report the nature of his employment to his local board. The local board, if it believes his work warrants it, may then reopen his classification and consider it anew to determine if he meets the criteria for occupational deferment set forth in Selective Service Regulations, which are as follows:

(1) The registrant is, but for seasonal or temporary interruptions, engaged full time in such activity;

(2) The registrant cannot be replaced because of a shortage of persons with his qualifications or skill in such activity; and

(3) The removal of the registrant would cause a material loss of effectiveness in such activity.

Upon securing employment and reporting that fact to the local board, the registrant may be granted an occupational deferment if all three of these conditions are found to exist.

assistance to the Commissioner in formulating and carrying out the program of international educational relations, and represent the Commissioner in many of the Office contacts with the Department of State and with foreign ministers of education. The Division of International Educational Relations, as now existing, would be abolished. The supervision of the exchange program should be transferred to the Division of State and Local School Systems; the evaluation of foreign student credentials should be transferred to the Division of Higher Education; and the furnishing of information in answer to inquiries from foreign governments about American education and school organization should be handled by the division of the Office which possesses the type of information requested. By relieving the Division of International Education of its routine operational duties and by placing this important function of the Office at the staff level, a more meaningful program of international educational relations could be developed.

The Commissioner of Education could draw on the resources of all divisions and, with the assistance of his Director of International Educational Relations, channel them into areas of emerging needs. The Director of International Educational Relations should be highly conversant with the languages of at least one or two other countries and with the customs of many countries and be thoroughly familiar with the problems of world education. He would have the responsibility of keeping the Commissioner continuously informed on the developments in international education and cultural relationships being sponsored and carried on by such organizations as UNESCO and other governmental agencies and private groups. Under this approach, the Office's programs as they relate to international educational relations would be set above the compartmentalized service concept which now exists, and the competence and expertness which exists in the Office in many educational fields would have much greater opportunity to be tapped and used in the national government's international relations in this very important aspect of education.

Director (—————).—Review of Office program needs and characteristics indicates that flexibility is a basic organizational

requirement. It has been demonstrated many times that if the Office of Education is to completely fulfill its role in representing the national interest in education, it must be able to move dynamically into areas of emerging problems to provide service and assistance to the national government and necessary leadership to American education. For these reasons, the organizational pattern should never be considered rigid and inflexible, or incapable of being expanded to meet new needs of American education at any time. The previously discussed staff directors represent areas for the provision of continuing staff assistance to the Commissioner in carrying out the day-to-day programs in the Office and in planning and developing programs to meet the long-range needs of American education. It is inevitable, however, that from time to time major problems will arise which cut across all levels and areas of American education, and for which the resources of no one division will be adequate. An example is the role of the educational agencies and institutions in the present field of national defense planning. In order that the Office of Education may fulfill its role in this national emergency, the Commissioner of Education needs to have direct staff assistance in the preparation of plans for action and in marshaling the resources of the Office to meet these special needs. A special staff position of this kind could usually be filled by the temporary assignment of a competent staff member to serve as the Commissioner's staff advisor. Once programs are established or new legislation creates additional responsibilities for the Office, the responsibility for administration normally would be assigned to one of the three divisions, and the special staff position discontinued. It would be anticipated that the number of such special staff directors would seldom exceed one or two and that the duration of their staff responsibilities would seldom exceed a 2- or 3-year period.

Proposed Divisions of the Office of Education

It is believed that under existing conditions the total program of services of the Office of Education can be provided best through three divisions. Each of these divisions should be headed by an Assistant Commissioner who would represent the Commissioner of Education in the provision of major programs of service to the principal areas of education: State and local systems (elementary and secondary general

education), vocational education (of less than college grade), and higher education. These three divisions each represent an area of service sufficiently large to facilitate coordination of programs and activities.

It is in no wise contemplated that these divisions should represent inviolable units with rigid staffing patterns which would tend to chart the course of their programs. With increased recruitment of generalists into the Office, a much more flexible program can be established than is now possible. Through the replacement of the unsuccessful interdivisional committee device with adequate staff service to the Commissioner, Office-wide planning and coordination of programs may be attained. This type of organization will thus provide for the implementation of a unity of purpose which the current, more complex organization makes exceedingly difficult of achievement. In the development and establishment of Office programs, it is anticipated that transfers of personnel between divisions often will be desirable to augment staff resources for the carrying out of major projects.

In the administration of Office programs the Assistant Commissioners have leading roles. They also play important parts in program development. As the proposed organization demands the widest possible participation by the professional staff in the interpretation of educational needs, the Assistant Commissioners become the principal channels through which the contributions of staff members in their divisions are brought to bear upon the development of programs of action designed to enable the Office to make the greatest possible contribution in meeting the needs of American education.

Assistant Commissioner for State and Local School Systems.—The Division of State and Local School Systems would be responsible for services and educational leadership in the general field of elementary and secondary education. It would work primarily through State departments of education and would be concerned with all elements of the Office program, except vocational education, that relate to education of less than college grade. It would absorb the responsibilities now assigned to the Divisions of Elementary and Secondary Education and School Administration, as well as services to libraries, visual aids, and educational uses of radio from the present Division of Special Educational Services. In addition, it would have re-

sponsibility for administering the recently enacted aid programs for school construction and maintenance and operation of schools in federally impacted areas.

This Division would thus become the major channel for contacts with and services to State educational agencies, school systems, and other organizations and agencies in the field of elementary and secondary education.

Within the Division of State and Local School Systems would be placed a unit to handle the exchange of teachers. Another unit, or person, might be delegated the responsibility for biennial surveys. To assist in the collection of needed data, the Assistant Commissioner should be provided with a small corps of field representatives. These representatives would provide liaison with State departments of education in all aspects of elementary and secondary education, and would offer assistance in the collection and reporting of educational statistics. In addition, they would aid the Assistant Commissioner in anticipating emerging needs and problems in elementary and secondary education and in evaluating the effectiveness of the program of services to State and local school systems.

Assistant Commissioner for Higher Education.—The existing Division of Higher Education would continue with most of its current program of services and activities and in general be responsible for contacts and services to higher education. It is recommended, however, that the present organizational plan and staffing pattern be revamped and that efforts be made to recruit more generalists in higher education fields as well as a larger number of research assistants. This Division would continue to administer the present program of aid to land-grant colleges; and if provisions are made for the performance of contractual research by universities and colleges under the supervision of the Office of Education, this Division would become the logical one to represent the Office in making arrangements and providing necessary supervision.

When arrangements are made for any survey in the field of higher education, the Assistant Commissioner should designate a staff member who will be directly responsible to him for the supervision of the project. The National Scientific Roster, as long as it remains in the Office of Education, should continue under a director responsible to the Assistant Commissioner for Higher Education, in order that it may be coordinated with other activities so as

to make the fullest use of personnel in higher education. Personnel responsible for such operations as the evaluation of credentials of foreign students, preparation of the directories in higher education, and periodic surveys of higher education, likewise, would be responsible to the Assistant Commissioner.

Assistant Commissioner for Vocational Education.—It is recommended that the Division of Vocational Education be continued for the present substantially as currently established, with responsibility for the promotion of vocational education and the administration of grants-in-aid for that purpose. The present organization of the Division appears to be well adapted to the promotion and development of vocational education, and there is no indicated need for internal reorganization.

It is recommended, however, that provision be made for the integration of services in guidance and counseling for elementary and secondary schools. A logical way to accomplish this would be to transfer the Section on Occupational Information and Guidance from the Division of Vocational Education to the Division of State and Local School Systems. This would permit occupational guidance and placement to take its place as a part of the total guidance and counseling services to State and local school systems. Insofar as can be learned, this proposal does not conflict in any way with the use of vocational education funds for the training of vocational counselors and vocational supervisors. The approval of State plans by the Plans and Reports Section of Vocational Education would be carried on as before.

Another possible solution would be to place all of the guidance and counseling services for elementary and secondary schools in the Division of Vocational Education. In whichever division located, the section on guidance and counseling should have a staff competent to provide assistance to State and local school systems in the whole range of guidance services. The bringing together of the staff concerned with research and services in the whole field of student personnel services would make it easier to relate the programs of tests and measurements, counseling, work experience, and placement to the total programs of elementary and secondary education. The bringing together of personnel from both vocational and general education in this one section would also be another step in

the direction of integrating vocational education with general education.

Recommendations for Staffing

Program, organizational, and staffing problems of the Office are interrelated, and no one set of problems can be attacked without attention to the other areas. In the area of staffing alone, the basic pattern of staffing is in itself but one of the factors which contribute to an inflexible, compartmentalized program of services of the Office. Such factors relating to staffing as recruitment practices, orientation and training of personnel, and supervisory and review techniques employed, all emphasize the concept of individual professional independence with mutually exclusive jurisdictions among specialties.

A "controlling purpose" cannot be given to Office activities by a statement of purposes and objectives nor by a revised organizational structure, unless it is possible to coordinate the efforts of the staff responsible for the performance of these activities.

To provide a basis for the provision of a coordinated and flexible program of activities, several basic revisions of present staffing and supervisory concepts are required. These are:

1. The current staffing pattern which establishes and controls the programs of the Office should be discontinued. The duties of positions created and authorized in the future should be determined on the basis of program needs as revealed by the continuing operation of the processes and facilities of the Office for assisting the Commissioner and Assistant Commissioners in program planning, coordination, and review.

2. The emphasis on specialties should be reduced. The use of narrow and restrictive titles conforming to narrow specialties should be abolished, and future recruitment and position designation should not attempt to align the staff member exclusively with an identified segment of the educational field.

3. Increasing emphasis should be placed on recruiting personnel with broad backgrounds within the general field of educational service being staffed. More use should be made of temporary or part-time staff having recognized competence and reputation in specialized fields or in the conduct of special studies and surveys. Such a policy would not only serve to prevent specialized programs from being built around permanent staff members with in-

terests in a special field, but would also permit the Office to secure a continuous infusion of new ideas for the benefit of the Office program and the stimulation of permanent staff members.

4. It is recognized that the Office, as the national educational agency charged with promoting "the cause of education throughout the country," must have horizons extending beyond merely representing the interests of and providing service to groups within the educational profession. In the past, its recruiting and staffing policies have sought to maintain close alignment with the educational fraternity and have emphasized a professional isolationism in dealing with problems of American education. There is general agreement that formulation of a program of action to meet the much publicized impending crisis in United States schools requires concerted community action. The Office should seek all possible avenues in providing assistance to education in coming abreast of its problems and meeting its challenges. Searching analysis of problems and dynamic plans of action are needed. To broaden its perspective and to combat professional isolationism, itself a problem of American education, the Office should not limit its recruiting and staffing to professional educators. The recruiting and staffing policies and procedures should permit, and administrative policy require, the bringing into the staffing pattern of the Office qualified "lay" personnel to work with the professional educational staff in major program areas.

5. The present staff is top-heavy with specialists of the rank of GS-12 or higher and deficient in the number of research assistants. An increase of the proportion of such assistants would facilitate research and contribute to more effective use of the time of high-ranking personnel.

6. Once program goals and objectives have been determined by Office-wide planning processes, the Assistant Commissioners and the section supervisors must accept and implement delegated responsibility for program administration. This requires the acceptance of responsibility for coordinating the efforts of individual staff members toward the established goals. It means the acceptance and exercise of supervisory responsibilities, including the provision of necessary control measures to achieve coordinated action and effective teamwork. This does not mean authoritarian control in the manner used by some

administrators, but the use of modern and effective supervisory techniques. Administrative personnel should be selected and their performance measured by their ability to supervise and coordinate successfully the work of subordinate staff.

Concluding Comments

The Office of Education has a past record of useful achievement; it faces today a task of increased magnitude; and it has tremendous potentialities for future service. The Office numbers among its personnel many men and women of the highest competence and the utmost devotion to the cause of education. Nothing in this report

is intended to disparage their efforts. On the contrary, the survey discloses that a great deal has been accomplished by these conscientious staff members in spite of lack of needed facilities for coordination of efforts on programs of major national importance.

The proposals incorporated in this report are designed to enable the Commissioner of Education to give effect to his purpose to establish the Office of Education as an integrating center for efforts to meet national needs in and for education. The indicated changes in administrative structure and processes will go far toward making it possible for each staff member to relate his

efforts to a total program that will have national significance and impact. The improved facilities will give each staff member an opportunity for larger accomplishment, thus relieving much of the frustration incident to the present mode of operation and enabling him to increase the worth and recognition of his own work, while contributing to the expanding usefulness of the Office as a whole.

Through the measures suggested, the leadership of the Commissioner of Education should be able to lift the Office to new levels of effectiveness in dealing with national problems and promoting the cause of education throughout the country.



Better Schools



Build a Stronger America

DO YOU KNOW what is being done in the Nation-wide Better Schools Campaign by American business, large and small, and the advertising industry?

SCHOOL LIFE is pleased to present facts on the current campaign for your own information and to suggest ways in which you may be able to increase public interest in schools of your own community.

Shown on the next page are advertisements, 14 of which have been developed for The Advertising Council by Benton and Bowles, Inc., volunteer advertising agency for the Better Schools Campaign. These advertisements, which give special emphasis to the problems faced by the schools this year, are being brought to the attention of the publishers and advertising managers of every daily newspaper in the United States, as well as to the publishers of approximately 5,000 major weekly newspapers. Newspapers are being urged to continue their contribution of newspaper space as a public service. They

are being asked to encourage local manufacturers, department stores, and other retail firms, banks, and civic organizations to do likewise, thereby joining in the Nation-wide Fight for Better Schools. Free mats for production of these advertisements are offered by The Advertising Council, 25 West Forty-fifth Street, New York City. It is suggested also that local printers can make effective handbills or posters without cost from the mats furnished.

Another phase of the campaign is that directed toward radio and television audiences. To bring vital Better Schools messages to the American people, all major radio and television networks have been solicited and are contributing valuable time as a public service to the 1951 campaign.

In addition to the network time there will be local radio and television emphasis upon the 1951 needs of schools, stimulated largely by messages sent the managers of local radio stations for scheduling wherever possible on local broadcasts. To the more

than one hundred local TV stations a special TV kit has been furnished which includes sample announcements, a one-minute film, slides, and other materials.

Then there are the messages in behalf of better schools that will appear on train, bus, streetcar and subway cards during the year through the cooperation of the Nation's car card industry and individual car card firms. When you see one of these messages, multiply it by 90,000 because that is the number of messages produced for this medium of reaching the public.

Yes, the 1951 Nation-wide Better Schools Campaign of the Advertising Council is in full swing in cooperation with the Citizens Federal Committee on Education, the National Citizens Commission for the Public Schools, and the United States Office of Education. Major endeavor of the campaign is to increase public interest in our Nation's schools and to emphasize the importance of education to the very survival of American Democracy.

Their Basic Training



started with American Free Education!



First-rate military men...yes! Trained in military techniques to protect our country. But trained *first* in democracy and good citizenship right in American schools. And *that's* what makes them the hope of free men everywhere.

Today our great system of free education needs our help. Overcrowded classrooms cannot handle our present elementary enrollment, let alone take care of the million additional children coming along each year. Throughout the nation, we need 270,000 more classrooms...75,000 more elementary-school teachers

...vast quantities of up-to-date textbooks and equipment. We need them *now*—and for years to come.

How good are the school conditions in our community? What improvements do they need? And who's responsible for finding out the answers to these questions? Each one of us—that's who! Join our local group working for better schools—and for information on how other communities are improving school standards, write to: The National Citizens Commission for the Public Schools, 2 West 45th Street, New York 19, N. Y.



**THIS LINE OF DEFENSE
IS VITAL, TOO!**

America's defense depends upon more than just military strength. It depends upon an intelligent *educated* citizenry trained to leadership... upon individuals who know what their country stands for... who care enough to *work* for our ideals of freedom, equality, and opportunity. That citizenry gets its start early—right in America's schools.

Today in many communities these schools aren't adequate for this vital job. Each year for the next five years, our nation's already-crowded classrooms will have to make room for *one million more children*. They must have a first-rate education to meet the problems of the future, and for that we need

more buildings, more well-qualified teachers, more up-to-date textbooks and supplies.

What about our own schools, right here in town? Will they be adequate for the increased enrollment we'll have—due to our increased birth rate? If not—help your own family, your community *and* your country by joining our local P. T. A. or other groups interested in improving school conditions. And for information on how other communities are solving their school problems write to: National Citizens Commission for the Public Schools, 2 West 45th Street, New York 19, N. Y. Don't delay—it can be one of the most important steps you've ever taken!

Two of the 14 advertisements developed for the 1951 Better Schools Campaign.

National Conference on Physical Education for Children of Elementary School Age

"IT IS AGREED that physical education is important to people at all ages, among all groups, as a continuing social and physical process to give better design to living."

With this as a general working principle, 55 people worked for 8 days in developing a statement concerning the kind of program of physical activities that would be good for boys and girls of elementary-school age. Participants represented all areas of education from classroom teacher to college president and school superintendent. The group also included leaders in physical education and recreation, representatives of child-serving agencies, physicians, and parents. The meeting was held in Washington, D. C., January 10-17, and was

sponsored by 15 national professional organizations under the leadership of the American Association for Health, Physical Education and Recreation (a department of the National Education Association) and the Office of Education, Federal Security Agency. Among other important points of view that were highlighted by the group were the following:

1. Those who give instruction in physical education should be well prepared in concept and skillful in technique. It is recognized that the task of helping children develop physically, mentally, emotionally, socially, and spiritually is accomplished primarily by the quality of personnel and, secondarily, by teaching facilities, equipment, and supplies.
2. The planning and conduct of physical education should be centered upon the full

development of the child with special recognition of the values of physical education in personality growth and in the child's ability to achieve and to cooperate.

3. Full administrative support should enhance rather than minimize the opportunities in the teaching of physical education for guidance and instruction of children.

4. Balls, bats, mats, and similar equipment and materials are the "pencils, papers, and books" of physical education. Children can't learn to use them by waiting in long lines for turns. There must be enough material and equipment so that every child has many opportunities to use them.

5. The classroom teacher and other teachers of physical education must enlist the aid and sharpen the ability of other adults in the home and in the community to work effectively with and for children alone and in groups. They should also work together to reduce the exploitation of children in many

enterprises which have not been evaluated in terms of children's needs.

The conference enlarged upon these ideas by working, in the main, in five groups centered upon: (1) The Child, (2) The Teacher-Leader, (3) Content of the Physical Activity Program, (4) The School and Community, and (5) Evaluation. A statement of findings to serve as a guide in State and local planning was formulated. This statement will be published soon in the form of a report, to be made widely available, by the Athletic Institute of Chicago. Ill.

The 55 participants came from 27 States and the District of Columbia. Elsa Schneider, Specialist in Health and Physical Education, Office of Education, served as coordinator, and the conference was financed through a grant from the Athletic Institute of Chicago.

The conference was sponsored by the following agencies: American Association for Health, Physical Education and Recreation; American Association of Colleges for Teacher Education; American Association of School Administrators; American Med-

ical Association; American Recreation Society; Association for Childhood Education International; Association for Supervision and Curriculum Development; Department of Classroom Teachers; Department of Elementary School Principals; National Congress of Parents and Teachers; National Council of State Consultants in Elementary Education; National Recreation Association; National Society of State Directors of Health, Physical Education and Recreation; Office of Education, Federal Security Agency.

50th Anniversary of Public Education in Cuba

A GROUP of teachers representing 42 States, the District of Columbia, Alaska, the Canal Zone, and Hawaii, recently spent some time in Cuba, helping commemorate the fiftieth anniversary of public education in Cuba.

Arrangements for the United States Delegation of Teachers to Cuba were made by the Office of Education, Federal Security Agency, with the cooperation of the Department of State. The invitation was transmitted to the Department of State through the American Embassy in Havana by Dr. Aureliano Sanchez Arango, the Minister of Education in Cuba. Teachers were selected by chief State school officers.

A special program of activities was arranged by the Cuban government for the American delegation, in reciprocation for the 6 weeks' training course given 1,450 Cuban teachers at Harvard University in the summer of 1900, which formed the basis for Cuba's public elementary education.

In 1900, President Charles W. Eliot of Harvard and his staff organized and offered to the teachers of Cuba an instructional course and teachers' guide. Harvard students shared their quarters with the Cuban teachers. The city of Boston and neighboring communities subscribed more than \$80,000 to cover the cost of food and other expenses of the visitors. The United States Navy made available four transports used in the Spanish-American War

which took the teachers aboard at Cuban ports and conveyed them to the Port of Boston. Later the Cuban teachers visited New York, Philadelphia, and Washington, D. C. They were greeted at the White House by President McKinley.

The 1950 United States Delegation of Teachers to Cuba met in Miami, Fla. They were housed at the University of Miami dormitory, the San Sebastian. Dr. Ralph S. Boggs, director of the Hispanic-American Institute at the University of Miami conducted an orientation program for the United States Delegation. Dr. Paul Smith, Assistant Director, Division of International Educational Relations, Office of Education, welcomed the teachers at the University of Miami.

Accompanying the United States teachers were representatives of the American Association of Teachers of Spanish and Portuguese, American Federation of Teachers, American Teachers Association, the National Education Association, United States Office of Education, and Harvard University.

Transportation from Miami to Cuba was furnished by the Cuban Government. The United States Delegation participated in lectures, educational demonstrations, and programs of entertainment arranged by a special committee. Two members of this committee, Dr. Ramiro Guerra Sanchez, biographer, educator, and historian, and

Dr. Eduardo Lens, District Judge of Habana, took part in the special summer school course arranged for Cuban teachers at Harvard University in the year 1900.

Office of Education Publications

- Education in Cuba.** Bulletin 1943, No. 1, 20 cents.
- Education in Chile.** Bulletin 1945, No. 10, 25 cents.
- Education in Costa Rica.** Bulletin 1946, No. 4, 15 cents.
- Education in Ecuador.** Bulletin 1947, No. 2, 25 cents.
- Education in El Salvador.** Bulletin 1947, No. 3, 25 cents.
- Education in Nicaragua.** Bulletin 1947, No. 6, 20 cents.
- Education in Guatemala.** Bulletin 1947, No. 7, 25 cents.
- Education in the Dominican Republic.** Bulletin 1947, No. 10, 15 cents.
- Education in Haiti.** Bulletin 1948, No. 1, 25 cents.
- Education in Panama.** Bulletin 1948, No. 12, 25 cents.
- Education in Venezuela.** Bulletin 1948, No. 14, 30 cents.
- Education in Bolivia.** Bulletin 1949, No. 1, 25 cents.
- Inter-American Understanding and Preparation of Teachers.** Bulletin 1946, No. 15, 30 cents.

(Order From Superintendent of Documents, Washington 25, D. C.)

New Books and Pamphlets

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

Our System of Education: A Statement of Some Desirable Policies, Programs, and Administrative Relationships in Education. By the National Council of Chief State School Officers. Washington, National Council of Chief State School Officers, 1950. 32 p. 25 cents.

Secondary Education: Basic Principles and Practices. By William M. Alexander and J. Galen Saylor. New York, Rinehart & Company, Inc., 1950. 536 p. Illus. \$4.

The Smithsonian: America's Treasure House. By Webster Prentiss True. New York, Sheridan House, 1950. 306 p. Illus. \$3.50.

Syracuse Youth Who Did Not Graduate: A Study of Youth Who Withdrew From School Before High School Graduation, 1946-1949. Syracuse, N. Y., Board of Education, 1950. 61 p. Processed.

Teaching Materials in the Modern School. A Report of the Southern States Work-Conference on Educational Problems. Tallahassee, Fla., Southern States Work Conference on Educational Problems, 1950. 116 p. (Order from: L. O. Calhoun, State Department of Education, Tallahassee, Fla.)

The Teaching of Geography, A Dynamic Approach. By Roderick Peattie with the Assistance of Perry Bailey. New York,

Appleton-Century-Crofts, Inc., 1950. 185 p. \$1.90.

The Theory of Camping: An Introduction to Camping in Education. By Frank L. Irwin. New York, A. S. Barnes and Company, 1950. 178 p. \$2.50.

This Is Teaching. By Marie I. Rasey. New York, Harper & Brothers, 1950. 217 p. \$3.

Vocational Advisory Committees. Improving Vocational Programs Through Increased Use of Advisory Committees. Washington, D. C., Committee on Research and Publications, American Vocational Association, Inc., 1950. 39 p. Apply.

Selected Theses in Education

by 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 inter-library loan.

Adult Awareness of the Problems of High School Youth. By Helene Moore. Doctor's, 1950. Boston University. 135 p. ms.

Attempts to determine the nature and number of problems of high school youth in Malden, Mass., and the extent to which adults are aware of these problems.

Extended Leaves of Absence for the Professional Improvement of Public School Educators. By James B. Dolan. Doctor's, 1950. Boston University. 309 p. ms.

An Inquiry Into Pedodontic Activities in the Elementary Curriculum. By Lucile S. Keefer. Master's, 1950. Indiana State Teachers College. 55 p. ms.

Shows the need of a dental health program. Describes experiments conducted in widely sepa-

rated communities designed to integrate a dental health program into the school curriculum.

Problems in Practical Arts in the Cincinnati Public Schools. By Everett H. Wardlaw. Master's, 1949. University of Cincinnati. 94 p. ms.

Shows that the program offers pupils in the fourth, fifth, and sixth grades opportunities in paperwork, woodwork, metalwork, ceramics, textiles, basketry, and painting and finishing.

A Study of the Relationship of Certain Physical and Emotional Factors to Habitual Poor Posture Among School Children. By Mary J. Moriarty. Doctor's, 1950. Boston University. 103 p. ms.

Recommends that children be given complete physical examinations, and that their school records be checked carefully in order to discover associated organic conditions or structural defects which might contribute to abnormal body mechanics.

The Techniques and Principles of Training for Leadership. By Mary Jane Klein. Master's, 1949. University of Cincinnati. 129 p. ms.

Discusses the concepts of leadership, the traits and characteristics of leaders, techniques and principles of a program of training for leadership.

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Annual Report of the Federal Security Agency, 1950: Office of Education. 20 cents.

Directory of College Courses in Radio and Television 1950-51. By Gertrude G. Broderick. Free.

Education and Human Rights. By Helen Dwight Reid. Reprint from *SCHOOL LIFE*, December 1950. Free.

Education Directory, 1950-51, Part 3: Higher Education. By Theresa B. Wilkins. 40 cents.

Educational Interests and Activities of 25 National Organizations. Prepared by The Citizens Federal Committee on Education, 1950. Free.

Educational Television Must Be Safeguarded. By Earl James McGrath. Reprint from *Higher Education*, Jan. 1, 1951. Free.

Evaluating Teaching Practices in Elementary Science. By Glenn O. Blough and Paul E. Blackwood. *Education Briefs, Elementary Education Series*, No. 21, February 1951. Free.

Negro Public Schools in States Maintaining Segregated School Systems, 1948-49. By David T. Blose. Circular No. 286, January 1951. Free.

Statistics of State School Systems, 1948-49. By David T. Blose. Circular No. 285, January 1951. Free.

Teacher Situation Critical—What Can Be Done? By W. Earl Armstrong. Reprint from *SCHOOL LIFE*, January 1951. Free.

392 Films for Television. United States Government Motion Pictures Cleared for Television. By Seerley Reid. December 1950. Free.

Toward Life Adjustment Through "Special Education." By Elise H. Martens. Reprint from *SCHOOL LIFE*, January 1951.

Department of Agriculture

Composition of Foods: Raw, Processed, Prepared. Bureau of Human Nutrition and Home Economics, Agricultural Research Administration. *Agriculture Handbook No. 8*, June 1950. 35 cents.

Volume 33, Number 7

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Department of State

Economic and Social Problems in the United Nations. Division of Public Liaison, Office of Public Affairs. *A Current Review*, Vol. 2, No. 7, July 1950. Free.

Facts and Figures About the United Nations: A New Dimension in World Cooperation. Office of Public Affairs, Department of State Publication 3930, *International Organization and Conference Series III*, 53, August 1950. 5 cents.

A New Era in World Affairs: Selected Speeches and Statements of President Truman January 20 to August 29, 1949. Office of Public Affairs, Department of State Publication 3653, *General Foreign Policy Series 18*, October 1949. 20 cents.

Peace in the Americas: A Résumé of Measures Undertaken Through the Organization of American States To Preserve the Peace With Relevant Documents. Office of Public Affairs, Department of State Publication 3964, *International Organization and Conference Series II, American Republics 6*, October 1950. 10 cents.

Just Off the Press

The Advisory Council for a Department of Vocational Agriculture. Office of Education Vocational Division Bulletin No. 243, *Agricultural Series No. 60*, 1951. 15 cents.

Citizens Federal Committee on Education: What It Is . . . What It Does. Flyer. Office of Education, 1951. Free.

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Engineering Enrollments and Degrees, 1950. By Robert C. Story and Henry H. Armsby. Office of Education Circular No. 287, March 1, 1951. Free.

Guidance Workers' Qualifications: A Review of the Literature 1947-1950. By Clifford P. Froehlich. Office of Education Vocational Division, Misc. 3376, March 1951. Free.

Questions and Answers About the United Nations. Department of State Publication 3712, *International Organization and Conference Series III*, 15, Reprint January 1950. Free.

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UNESCO News. U. S. National Commission for UNESCO. Department of State publication 4054, \$1 per year, domestic; \$1.35 per year, foreign; single copy, 10 cents.

Federal Security Administration

Catalog Mental Health Pamphlets and Reprints Available for Distribution 1950. Compiled by Publications and Reports Branch, National Institute of Mental Health. *Public Health Bibliography Series, No. 2*. 20 cents.

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The Public Health Nurse in Your Community. Public Health Service Publication No. 47. Revised 1950. 10 cents.

Library of Congress

The Library of Congress and Its Work, 1950. A selection of pictures, with descriptive text. 75 cents.

Superintendent of Documents

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Official United States Government Education Publications. Free.

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School Savings Journal for Classroom Teachers, Spring 1951. Conservation issue. Education Section, U. S. Savings Bonds Division. Free.

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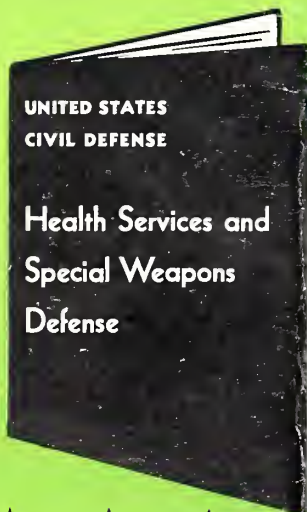
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Cover picture was contributed by the Willis and Elizabeth Martin School, Philadelphia, Pa., Public Schools. Even though the child in the picture has impaired hearing, she is enrolled in a public school. See the center spread (pages 120-121), "Helping the Handicapped—An Investment in the Nation's Future Manpower." The article shows services some schools are providing to help handicapped children develop as normally and happily as possible.

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School Life Spotlight

“. . . I feel, when I hear these statements, that the school teachers of the Nation are doing a pretty good job in perpetuating the traditions and the ideals of our country . . .”
p. 114



“This then is democracy . . .” . . . p. 115



“. . . If a war is to be, teachers must be strong in their devotion to freedom, justice and truth . . .” . . . p. 119



“. . . Even in the hospital, the public school provides opportunity for education . . .”
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“. . . Enough engineers, scientists, doctors, and other specialists must continue to flow out of our colleges for replacements and to meet the increasing demands of our complex modern society . . .” . . . p. 126



“. . . You want to know something—something big? Well listen! . . .” . . . p. 127

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

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EARL JAMES McGRATH... Commissioner of Education
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."

They Spoke for Democracy—And Won



National winners in the 1951 Voice of Democracy Contest, with Commissioner of Education Earl James McGrath and Secretary of the Army Frank Pace, Jr. Left to right: Robert A. Burnett, St. Mary's High School, St. Louis, Mo., Marcia Anne Harmon, St. Bernardine High School, Del Rosa, Calif., Commissioner McGrath, Secretary Pace, Norita Newbrough, Baton Rouge High School, Baton Rouge, La., and Ricardo Romulo, St. John's College High School, Washington, D. C.

FOR THE FOURTH consecutive year the Office of Education endorsed the Voice of Democracy contest sponsored by the National Association of Broadcasters, the Radio-Television Manufacturers Association, and the United States Junior Chamber of Commerce.

The four national winners in this year's contest were Marcia Anne Harmon, 16, of St. Bernardine High School, Del Rosa, Calif.; Ricardo Romulo, 17, of St. John's College High School, Washington, D. C.; Norita Newbrough, 16, Baton Rouge High School, Baton Rouge, La.; and Robert A. Burnett, 17, St. Mary's High School, St. Louis, Mo. Each was the recipient of a \$500 college scholarship. The Honorable Frank Pace, Secretary of the Army, presented the contest awards.

Those who chose the four winners in the final judging were: Erwin D. Canham, editor, Christian Science Monitor; Rabbi Norman Gerstenfeld, Washington Hebrew Congregation; Hon. Frieda Hennock, Commissioner, Federal Communications Commis-

sion; H. V. Kaltenborn, news analyst, National Broadcasting Co.; Corma A. Mowrey, president, National Education Association; Hon. Frank Pace, Jr., Secretary of the Army; W. L. Spencer, president, National Association of Secondary School Principals; and Lowell Thomas, news analyst, Columbia Broadcasting System.

Presentations of the four national Voice of Democracy contest winners follow.

MARCIA ANNE HARMON

St. Bernardine High School
Del Rosa, Calif.

"When I pondered on the title of this year's contest, I asked myself, 'Who really should speak for Democracy?'"

"In my mind's eye I saw the battlefields of Korea and the boys who are fighting and dying over there for the ideals of democracy. And I thought—Yes, these could probably speak—but then, No! These soldiers, sailors, marines, and airmen of ours, fight and die, but they remain

strangely silent concerning those sacred principles so dear to them. They *act*; they *do*; but they do not boast, nor speak.

"Who or what, then, would represent democracy's case? Across my mind floated two symbols of democracy.

"One was that of a tall, graceful, alluring statue, standing, holding aloft the torch of freedom at the entrance to New York's Harbor. Lady Liberty expresses all that democracy means. Her famed sculptor would have her say to all: 'Welcome to my home, a shrine of freedom, O you oppressed of other lands. Here is your chance to use and share your talents in your own way for the good of all. Here, you can carve out your fame, embellish your name, lay the foundations of your home and family, and participate in the cultural, economic, and political betterment of your equals and on the same footing with them. My torch, burning brightly, symbolizes light for your paths, truth for your minds, and a promise of freedom for your God-given rights.'

"While I was still considering Lady Liberty's words, her picture faded out, introducing another symbol of democracy—the ballot box. I wondered what this symbol would say and then realized this would be its proclamation: 'I am your voice of democracy. In your desire to procure democracy, to protect it, and to dedicate yourselves to the ideals of freedom, I act as a depository for your conscientiously considered attempts to maintain honorable men in official positions. You choose me to secure for you the treasure of good laws, through legislation, initiative, and referendum. You are a person, thinking and doing: I am your voice in proclaiming the good for all.'

"'True, you are' I thought—but then I realized the ballot box was saying to me: 'You are a person; I am only your voice.' And I suddenly realized it is the voice of youth, the youth of our times, who must bespeak democracy's worth. And this is what youth would say. This is what I would say!

"'I speak for Democracy, because I want the freedom that democracy is. I want the right to such education as I am capable of receiving; the right to choose and pursue a career, to travel where I wish, to live as simply or as luxuriously as my income or taste indicate. I want the right to individuality, and accepting the good and discarding the evil, I want the right to expect that my life will have been of some value in the Creator's great plan. I want to worship God in my own faith. I do not want to be the henchman or stooge of some power-mad monster, and know only what he chooses to allow me to know, and do only what fits his purpose. Neither do I want to be the tool of greed, envy, or hate. I want to be true to myself and a vital part of my own democratic government—a government of which I, as much as any one person, am responsible. I want to accept that responsibility with intelligence and gratitude, and share in the work, the costs, and the benefits of democracy.

"Many great minds have blended their wisdom to build this democracy of ours. Many brave deeds and many noble lives have been required to keep it alive. To extend it on to others in other centuries will call for even deeper wisdom and greater bravery than ever before. but with God's help, the Youth of America for whom I speak will learn to live wisely and bravely in order to keep Democracy shining.

"Yes, I speak for Democracy!"

**Remarks of Earl J. McGrath, United States Commissioner of Education,
at the luncheon honoring the four high school winners of the Fourth
Annual Voice of Democracy Contest in Washington, D. C., February
22, 1951.**

THIS IS A TIME for fundamentals—for straight talk about freedom, democracy, and brotherhood—for clear thinking about the spiritual values that have made our Nation great. If we mean to preserve our heritage and save western civilization, we must grasp the full meaning of individual dignity and equal opportunity, and we must put these ideas to work in our daily lives.

Sham, hesitation, or double-talk will not suffice on this anniversary of Washington's birthday, for the hour is perilously late and the danger to our way of life is total and relentless. At this moment, the disciples of Communist Imperialism are beaming their Great Lies about the Free World, about the United Nations, and about the United States to every corner of the globe. Their "upside-down talk" makes mockery of our institutions and our beliefs. It is of crucial importance that we seize every opportunity to speak out against the evils of totalitarianism, and at the same time affirm our belief in devotion to the ideals of democratic living.

It is especially significant, therefore, that today in Washington we are paying special tribute to four young people who speak for democracy. These high school students—two girls, age 16, and two boys, age 17—have shown that they know how to talk straight and think straight about the fundamentals and about the moral principles that really count in this free society of ours. They are about to receive scholarship awards honoring them as winners of the fourth annual "Voice of Democracy" contest. In this contest the United States Office of Education has taken a part since its inception in 1947. One and one-half million young people took part in this year's contest in the second, third, and fourth years of high school.

It has been apparent to those who have heard their words that our young people fully understand the meaning of democracy and appreciate the significance of the present attack upon its values. Their statements bear eloquent testimony to the fact that in our schools young people learn that democracy is as democracy does. Our

youth know what they believe in and what they are willing to defend. In these words a former winner of the Voice of Democracy contest recently explained why it is important that young people speak out for democracy. He said:

"America never has had, and most likely never again will have such a need for reaffirming support of democratic principles. The Voice of Democracy contest did this for me, for I can see that only democracy and its degree of individual freedom can stand as the ray of hope beyond the blackness of tomorrow. Working among America's high school generation, the contest is of highest importance in helping young Americans grasp that thread of idealism which is the only hope for maintaining our national integrity."

I believe that you, like me, must get a great elevation of spirit in hearing the expressions by these young people of the ideals and the ideas for which this country stands. I am sure, too, that you, the adult members of this audience, feel very humble. I am sure you feel some soul-searching is necessary to discover to what extent we live up to these high ideals. I never leave this meeting without feeling a great deal of satisfaction and great sense of security with respect to the future of this great country. The other members of this audience will forgive an educator if he says that in a small way he gets personal satisfaction out of being associated with a profession which, to be sure, is not entirely responsible for these performances because it shares that responsibility with the church and the home, but which, nevertheless, has these young people in hand for a large portion of their daily lives. I feel, when I hear these statements, that the school teachers of the Nation are doing a pretty good job in perpetuating the traditions and the ideals of our country. For you I express to these two young ladies and young gentlemen a great admiration for what they have done and through them to a million and a half others. And I am sure that I on their behalf express their gratitude for the distinguished group that has come to meet with us here today.

RICARDO ROMULO

St. John's College High School
Washington, D. C.

"I speak for Democracy.

"Because I hail from the Philippines where my forefathers, generations ago, did not know it, and now thanks to America, my country is democracy's outpost in Asia.

"Because I know what democracy has meant to my country—where before its advent there was no freedom; but now freedom has given us progress, better standards of living, unity, happiness, and contentment.

"Because whence I came my people were benighted and enslaved until democracy came.

"I speak for democracy—

"And I speak the language of courage, because at this critical juncture in history, when there are evil forces that would destroy it, only the strength that comes from the united will of a people can overwhelm those that would subvert it.

"I also speak the language of faith because in the history of mankind never has there been a beacon light that has offered such guidance and inspiration to millions of people everywhere as democracy has done and shall ever do.

"Here in America, democracy is the living mortar of the American people's unity. It belongs to all of us, even to those who are its guests, because democracy has many interpretations within the pattern of our daily lives.

"In America, we accept freedom of religion as a divine right under the proposition that all men are created equal before God. Today, throughout the 48 States, stand some 250,000 churches, representing almost every known creed, denomination, and faith. For democracy means a faith for every seeker. And in this land wherever and however religious services are held, democracy means the right of every man to seek out God in his own way.

"Democracy means more than casting a vote and abiding by the will of the majority. America's system of government demands of every citizen a deep sense of personal responsibility and vigilance. For democracy works like a wheel, with government at its hub. Between the Congress—which guards the people's liberties—and the people it leads, there must be constant interaction along the spokes of public opinion.

"Democracy has made America a land of opportunity—where energy, enthusiasm, and an economy of free enterprise have con-

verted its natural wealth into the highest standard of living on earth. This year, Americans at work will earn more than 200 billion dollars. But behind this enormous national pay-check lies a vital meaning of democracy—the right of every man to choose his own trade. And whatever his trade or profession, here every worker has the chance of becoming the boss. For free enterprise is the economic dividend of democracy.

"In action, democracy can never be selective. It is a give-and-take proposition, by which the God-given right of any one man to speak his mind must be the right of all without prejudice or restriction.

"To work, democracy must come from the people. It means inquiring into the workings and problems of government at all levels. It means thinking through critically—yet with common sense.

"This then is democracy. To each of us it conveys a different personal meaning. But to all it means freedom, opportunity, and happiness.

"Thus I have spoken for democracy because I want to live a useful full life as a good citizen and because I want to die a free man."

NORITA NEWBROUGH

Baton Rouge High School
Baton Rouge, La.

"I speak for Democracy.

"I have no franchise yet, no voice in who shall make the laws, or what those laws shall be, still, democracy and I have been acquainted for some time now. Very early, since before we learned to walk, all of us were learning those fundamental things which democracy is based on. We stumbled upwards from our first ideas to others, always adding to our knowledge about the democratic way of life. Sometimes, acquiring that knowledge was painful.

"In the home, we saw how decisions are arrived at by a majority vote, and that even if sometimes we do get stuck because we are in the minority, we have to swallow our protests and abide by the wish of the largest number of people, if we want others to respect our voice. You see, we first learn tolerance of *views* opposite ours when we come to recognize the fact—that the man who stands against us is every inch as tall, and counts as much, as the man who stands with us. The key phrase in understanding democracy then, is understanding and respecting the individual.

"Few of us have ever lived in a totalitarian state. But we have all seen the Nazi and the Fascist, and the Bolshevik, manifested in the emotional attitudes of individuals we have known in our home, school, and civic circles. These are the people who haven't learned their social lessons well. They are immature in essentially the same way that Communist states and Fascist states are immature. The Fascist you and I know is the boy who overvalues himself and undervalues his companions, who hasn't yet learned the awful consequences involved when he trifles with the rights of others. The ability to live democratically is the big test of an individual's maturity.

"Ever since time immemorial, wise men have stressed the word individual. God, Himself, has made it pretty clear what He thinks of the individual. Men have talked about His importance, and now we are talking about it again very loudly today—'til sometimes, some of us think that perhaps we have overdone our eloquence. Yet look what has happened in countries where the individual has been underplayed. Look at the men who are willing to sell individual rights for a song about a party. Look behind into the history of the countries, and find out why those men think the way they do—study the social and economic conditions which fostered their criminal unconcern.

"There are some people who say we are headed toward a totalitarian state. They say that democracy, as we know it, will give way to socialism, as it exists in England . . . then to communism, as we see it today in Soviet Russia. They say that government, all government, must move in that cycle. Now maybe I'm wrong, but it seems to me we learn from history that only slavery makes anarchists of men, and that anarchists eventually enslave themselves. There we see a cycle of political mistakes, one following, of necessity, on the wake of the other. But—is democracy a political mistake? Really free people, free in the truest sense of the word, freely adhering to principle, and therefore free from the consequences of license, people like that can never be slaves, and can never be anarchists. So there goes your cycle.

"The leaders of today have said over and over again, that we the youth of America, are the architects who will inherit the job of building a better America. Lately we have been told that the responsibility of building a better world is ours also to

(Continued on page 126)



Education for the

DECISIONS of the Congress, the President, and Federal Government Defense Agencies for the welfare of the Nation in this period of emergency have important implications for schools and colleges throughout the country.

Through its series of Defense Information Bulletins, the Office of Education endeavors to keep the educational profession informed currently of developments in Washington which have a bearing upon educational programs. Excerpts from the latest Defense Information Bulletins sent to the Nation's educational leaders are as follows:

Supplies and Materials for School Plant Upkeep

The National Production Authority has recognized the need for adequate maintenance and upkeep in the physical properties used in business enterprises, governmental agencies, and public or private institutions, including schools and colleges. NPA Regulation 4, dated February 27, 1951, provides a plan for preferential treatment for owners, administrators, or managers in obtaining supplies and materials for plant maintenance, repairs, and operation and for minor capital additions. Under this program . . . hospitals, schools, and libraries . . . may use a new authorization in obtaining equipment and supplies within the limits and under the procedures established by the order. This authorization is to be known as "DO-97."

Under this new order, maintenance is interpreted to mean the minimum upkeep necessary to continue a plant in sound working condition. Repair is interpreted to mean the restoration of a plant, facility, or equipment to sound working condition when it has been made unsafe or unfit for service by wear and tear, damage, failure of parts, or the like. These do not include the improvement of facilities already in sound condition. Operating supplies are defined as materials which are essential for conducting an activity or rendering a service which are not capital equipment but are

consumed in the operation. The term "MRO" is used in Reg. 4 to indicate maintenance, repair, and operating supplies, but does not include the materials used in minor capital additions.

Minor capital additions means any improvement or addition carried as capital where the cost of materials used does not exceed \$750 for any one complete capital addition. Capital additions shall not be divided to bring them within the amounts specified. The amount of materials shall be computed on the basis of the total used, regardless of when purchased.

This new NPA regulation authorizes schools, colleges, and other designated agencies to apply a "DO" rating to obtain MRO and minor capital additions. Schools will apply a DO rating by placing on the order, or on a separate attached paper with clear identification, for MRO or minor capital additions, the symbol DO-97, together with the words "Certified Under NPA Regulation 4." This certification signed by a designated responsible school official shall indicate to the supplier and the NPA that the person or school making it is authorized under Reg. 4 to use the rating to obtain the materials covered by the order.

Each person or school using the DO-97 rating must establish quarterly MRO quotas. He may use comparable 1950 quarters as MRO base periods, but not for minor capital expenditures. Where comparable 1950 base periods do not provide adequate MRO quotas, the school may present to the NPA justification for, and the NPA may be able to approve, a quota increase. Any person, or school, establishing a quarterly quota in excess of \$1,000 must notify the NPA in writing within 30 days after he has used a DO-97 of the quota, his method of determination, and the base period used. Each school or college using the DO-97 rating shall charge the same against its MRO quota for the quarter and shall include all MRO material ordered for delivery during the quarter, whether or not a DO-97 rating was used. This shall also apply to minor capital additions materials ordered during the quarter but only if obtained by use of

the DO-97 rating. It is possible to use date of delivery rather than date of order if done consistently. Materials obtained under the DO-97 rating shall be limited to MRO or minor capital additions. Where the MRO quarterly quotas are as much as \$1,000, goods ordered shall not exceed the quarterly quota and goods ordered the first month of the quarter shall not exceed 40 percent of the quarterly quota.

If a school or college which has MRO or minor capital additions materials on hand obtained by DO-97 ratings desires to use the materials for other activities than that for which obtained, it may use the material for other such purposes if it could have used the DO-97 rating for such other purposes. In such cases the school records must show that the utilization was in accordance with the quantity and other restrictions outlined in Regulation 4.

Each person making use of the DO-97 rating assigned shall make and preserve for so long as this or any other successive regulation remains in effect and for 2 years thereafter accurate and complete records showing his MRO quotas, how he computed them, factual justifications for them, corrections or revisions made, methods of figuring quotas, charges against them, all the materials ordered or received for MRO for minor capital additions, whether rated or not, and other relevant data in sufficient detail to permit audit.

All records shall be made available for NPA audit. Penalties are provided for the violation of any part of this regulation.

Single copies of NPA Regulation 4, dated Feb. 27, 1951, and NPA-303-A, Questions and Answers Regarding NPA Regulation 4, may be obtained by writing to the U. S. Department of Commerce, National Production Authority, Division of Printing Services, Distribution Section, Washington 25, D. C.

Selective Service Status of ROTC Students

A Defense Information Bulletin of March 9 transmitted information contained in a

Nation's Defense—VII

bulletin from the Director of Selective Service explaining the status of registrants selected for enrollment or continuance in the Reserve Officers' Training Corps of the Army, Navy, or Air Force and clarifying the time limitations during which registrants may be selected for such training.

Selective Service Amendments

Text of the President's Executive Order of March 31 amending the Selective Service Regulations was issued as a Defense Information Bulletin of the same date, as follows:

By virtue of the authority vested in me by Title I of the Selective Service Act of 1948 (62 Stat. 604), as amended, I hereby prescribe the following amendments of the Selective Service Regulations prescribed by Executive Order No. 9988 of August 20, 1948, and constituting portions of Chapter XVI of Title 32 of the Code of Federal Regulations:

1. Section 1622.10 of Part 1622, *Classification Rules and Principles*, is amended to read as follows:

"1622.10 *Necessary Employment Defined.* (a) A registrant's employment in industry or other occupation, service in office, or activity in research, or medical, scientific, or other endeavors, shall be considered to be necessary to the maintenance of the national health, safety, or interest only when all of the following conditions exist:

"(1) The registrant is, or but for a seasonal or temporary interruption would be, engaged in such activity.

"(2) The registrant cannot be replaced because of a shortage of persons with his qualifications or skill in such activity.

"(3) The removal of the registrant would cause a material loss of effectiveness in such activity.

"(b) A registrant's activity in study may be considered to be necessary to the maintenance of the national health, safety, or interest when any of the following conditions exist:

"(1) The registrant has been accepted for admission to or is a student in a professional school of medicine, dentistry, veterinary medicine, osteopathy, or optometry,

and the school in which he is enrolled has certified that he is satisfactorily pursuing a full-time course of instruction leading to his graduation.

"(2) The registrant is a full-time graduate student seeking a graduate degree and the graduate school at which he is in attendance has certified that he currently is meeting degree requirements and is expected to attain his degree.

"(3) The registrant has been accepted for admission to a graduate school for the class next commencing as a candidate for a graduate degree, or has been accepted for admission to a college, university, or similar institution of learning for the class next commencing for a full-time course of instruction or has entered upon and is satisfactorily pursuing such course, and, within such categories as the Director of Selective Service, with the approval of the President, may prescribe, either has maintained a required scholastic standing, or has attained on a qualification test a score, or both such standing and score, to be prescribed by the Director of Selective Service with the approval of the President.

"(c) The Director of Selective Service is authorized to prescribe such qualification test or tests as he may deem necessary for carrying out the provisions of paragraph (b) of this section and to prescribe the procedures for the administration of such test or tests, for the certification of the results thereof, and for the certification of any other information required in carrying out the provisions of paragraph (b).

"(d) The President may, from time to time (1) designate special categories of occupation, employment, or activity essential to the national health, safety, or interest; and (2) prescribe regulations governing the deferment of individual registrants engaged in such occupations, employments, or activities."

2. Paragraph (a) of section 1622.13 is amended to read as follows:

"1622.13 *Class II-C: Registrant Deferred Because of Agricultural Occupation.* (a) In Class II-C shall be placed any registrant who is employed in the production for mar-

ket of a substantial quantity of those agricultural commodities which are necessary to the maintenance of the national health, safety, or interest, but only when all of the conditions described in paragraph (a) of section 1622.10 are found to exist."

3. The table of contents of Part 1622 is amended by inserting immediately after "1622.28 Identification of Class I-C Registrant Transferred to a Reserve Component of the Armed Forces," the following: "1622.29 Identification of Class II-A Registrants Who Are Students."

4. The following new section is added to Part 1622 immediately following section 1622.28:

"1622.29 *Identification of Class II-A Registrants Who Are Students.* Whenever a registrant is classified in Class II-A by reason of his activity in study his classification shall be followed with the identification '(S)' whenever it appears on any record of such registrant."

Selective Service College Qualification Test

On April 2 Commissioner of Education Earl James McGrath sent to school and college leaders the full text of the release by Maj. Gen. Lewis B. Hershey, Director of Selective Service, made in connection with President Truman's Executive Order announcing plans for a Nation-wide test by the Selective Service System. This release in full follows:

Maj. Gen. Lewis B. Hershey, Director of Selective Service, today made public plans for a Nation-wide test which will afford registrants the opportunity to demonstrate their aptitude for college or university work. These test scores, or scholastic standing in college or university, will be used by local boards in determining the eligibility of registrants to be considered for occupational deferment as students. General Hershey said there are approximately 1,000,000 male nonveteran students in colleges at present but it would be impossible at this time to estimate how many will be deferred. The announcement was

made following the issuance of an official statement by the President.

Military leaders recently testified before Congress that since we cannot hope to match the Iron Curtain countries in manpower, our advantage lies in our superiority in scientific and technical know-how. Congress took cognizance of this and made provisions to permit the deferment of college and university students "in such numbers as may be necessary to the maintenance of the national health, safety, or interest."

Under the new plan, student deferments will be based upon either capacity to learn as demonstrated by the results of a Nationwide test or upon scholastic performance as evidenced by class standing. These two criteria are variables which may be raised or lowered to either increase or diminish the number of students in training, as the national interest may require.

The tests, to be administered by the Educational Testing Service, Princeton, N. J., will be given at approximately 1,000 examination centers throughout the United States and its Territories. Printed instructions concerning the test and application blanks will be available through the 4,000 local boards about April 12 or shortly thereafter.

Educational Testing Service was founded in January 1948 as a result of the merger of the testing activities of the Carnegie Foundation for the Advancement of Teaching, the College Entrance Examination Board, and the American Council on Education. It is a nonprofit, nonstock organization chartered under the Education Law of New York State. Other Government agencies using Educational Testing Service Tests and programs include: Department of the Navy, Department of State, Atomic Energy Commission, United States Military Academy, and United States Naval Academy. Educational Testing Services gives more than 1,100,000 tests during a typical year.

The tests will be given on May 26, 1951, June 16, 1951, and June 30, 1951, to college seniors and others contemplating entrance into graduate or professional schools, and to other students who have already begun and who plan to continue their college studies. High school seniors and other prospective college entrants will not be permitted to take the test until after they have commenced their first year of college work.

To be eligible to take the Selective Service College Qualification Test, an applicant:

(1) Must be a registrant who intends to

request occupational deferment as a student;

(2) Must be under 26 years old at the time of taking the test;

(3) Must have already begun and plan to continue his college or university studies (the applicant need not be in a 4-year college but his entire course must be satisfactory for transfer of credits to a degree-granting institution);

(4) Must not previously have taken the test.

The test will be given by the Educational Testing Service at no cost to the registrant. The registrant will be required to pay only for his own transportation costs to and from the testing center.

Selective Service Operations Bulletin No. 28 dated March 30, 1951, titled *Classification of College and University Students*, has been sent to local Selective Service Boards.

The Selective Service Bulletin of Information on the College Qualification Test, a copy of which is enclosed, answers general questions, lists examination centers, describes the test, and presents 30 sample questions. General Hershey has directed his State Directors to send copies of the Bulletin of Information to local boards and to colleges and universities throughout each State as well as to community centers and other locations where distribution is deemed advisable.

Application cards for the test will be available only through local boards on or about April 12, 1951, according to information given us by National Headquarters Selective Service System.

Tuition, Fees, and Charges of Schools and Colleges

A Defense Information Bulletin of April 4 informed educators of an Office of Price Stabilization regulation to the effect that "The provisions of the General Ceiling Price Regulation shall not apply to the rates, fees, charges, and compensation . . ." for "Services rendered in the educational facilities of schools and educational institutions which are providing a systematic and supervised course of instruction in a useful branch of knowledge, art, craft, or skill." The provisions of the new regulation became effective April 9.

Utilization of Civilian Schools and Colleges by the Armed Forces

On April 5 another Defense Information Bulletin transmitted a release prepared by the Department of Defense Committee on

Educational Liaison, indicating the official position of the Armed Forces concerning their plans for utilizing civilian schools and colleges for training of military personnel. The full text of this Defense release is as follows:

Educators are asking, "Will the Army, the Navy, the Marine Corps, or the Air Force increase the number of their ROTC and NROTC students? Will the Services revise such programs as the ASTP and V-12? Will Service personnel be assigned, in appreciable numbers, to area studies? Will the Services use any of the vocational-trade or vocational-technical schools of the Nation?"

In short, educators would like to know to what extent the Armed Forces of the United States are planning to use the educational facilities of civilian institutions in training an armed force of three and a half million—or an approximation thereof.

Without reference to the Korean situation, the Department of the Army recently selected institutions at which to locate 36 new ROTC units in 33 colleges of which 25 are new to the program. This action brings the Army total to 481 Senior Division ROTC units in 235 colleges and universities. The Army has no further plans for the establishment of additional units. The Navy at present has 52 NROTC units at which Naval and Marine Corps officers are trained. Any necessary increase in the event of mobilization will be in limited number, after full utilization of the capacities of existing units. The Air Force is in process of selecting additional institutions at which 62 Air ROTC units will be located. This increase will bring the Air ROTC total to 187 units, with no subsequent augmentation contemplated. In view of the adequacy of Departmental facilities for the training of women in the military service, the Services do not anticipate utilization of additional civilian facilities for this purpose.

At the beginning of the 1950-51 school year, the Army had a total of 123,336 college students enrolled in ROTC; and the Navy, including the Marine Corps, had 12,512 college students enrolled in NROTC. An additional 1,334 college men and 134 college women were enrolled in the Navy Reserve Officer Candidate Program. Another 1,400 college men were enrolled in the Marine Corps Platoon Leader's class program. The Air Force had 62,097 college students enrolled in Air ROTC.

The separate Services have no ASTP or

Officers of NFA at FSA

V-12 programs, and they are not planning to revive these or any similar programs. No defensible requirement exists for the college level training of personnel destined for service as enlisted men.

Service personnel may be assigned to area and language studies in civilian schools but such assignments will not involve large numbers of men.

The Services have made use of a very limited number of trade and vocational schools. The Departments do not contemplate having to use civilian educational or training facilities to any very great extent during the current build-up to the target strength of 3.5 million. Changes in the phasing of requirements for certain skills of the trade and vocational types could result in training loads exceeding the capacities of internal facilities for resident technical-school training. In such event the specific emergency will be met on an expedient short-term basis by contract with an existing civilian facility.

The Departments favor encouraging young men to get all the education and training they can prior to induction. Competition for in-service schooling beyond basic and branch training is exceedingly keen among those in the high-intelligence and high-aptitude brackets. Every additional bit of formal schooling is important and conceivably could determine the kind of training for which a young man is selected. Young men should therefore avoid drifting while awaiting their calls to service.

"If a War Is To Be . . ."

AT THE NATIONAL meeting of The American Association of Colleges for Teacher Education recently held in Atlantic City, N. J., Willard B. Spaulding, Dean, School of Education, University of Illinois, Urbana, made the following statement:

"Today, contesting forces seek to control the mind and spirit as each seeks ideological mastery over the other. . . . It is difficult to compare the successes and failures of communists with those of free peoples. . . . We hasten to admit our errors, for we have found this to be the first step in improvement. They never do. . . . To admit any error, would destroy the myth of infallibility, a myth which now seems to delude its creators. In our irritation at their (Soviet) arbitrary contrariness we must not forget that they are taking part in international

"Nothing will do Negroes more good than what you are doing," Oscar R. Ewing, Federal Security Administrator, told the national officers of the New Farmers of America when he greeted them recently in his Federal Security Agency office in Washington, D. C.

"There are so many Negroes in agricultural work who can benefit greatly from activities such as yours—learning how to become better farmers and citizens," said Mr. Ewing.

The boy officers of the New Farmers of America, a national organization enrolling 31,145 Negro youth studying vocational agriculture throughout the United States, exchanged farm talk with Mr. Ewing, a farmer himself. The Administrator told about his farm of 435 acres located in his

home State of Indiana. Each of the boys described his own farm program. One of them said, "I expect to earn enough from my dairy project to go to college."

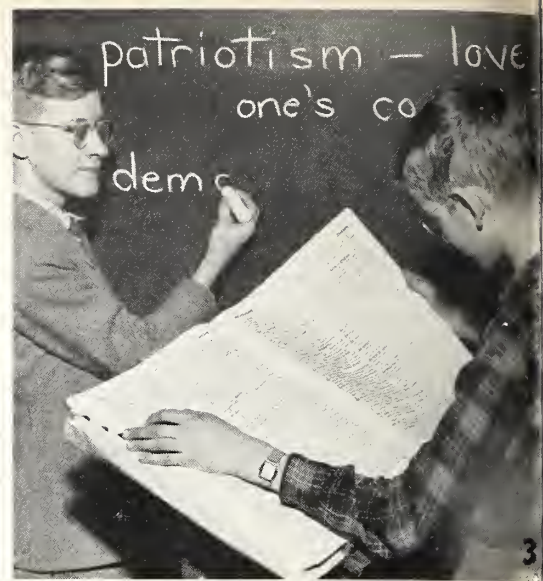
For Calvin Ijames, President of the New Farmers of America, the meeting with Administrator Ewing was his second such experience in a short period of time. Mr. Ijames, who represented the New Farmers of America at the recent Midcentury White House Conference on Children and Youth, expressed surprise that the same Mr. Ewing who served as Chairman of the National Committee for the White House Conference was also Mr. Ewing—Federal Security Administrator and Indiana farmer. "You did a wonderful job as chairman of that Conference," said Calvin Ijames, the New Farmers of America President.



Left to right: William Flakes, Treasurer, South Bay, Fla.; John D. Rogers, Secretary, Arcadia, La.; Raymond D. Harris, Reporter, Shenandoah Junction, W. Va.; W. P. Beard, Assistant Director, Vocational Division, Office of Education; Richard Jackson, Third Vice President, Monticello, Ga.; Oscar R. Ewing, Federal Security Administrator; Calvin Ijames, President, Mocksville, N. C.; Beverly Taylor, Second Vice President, South Hill, Va.; J. R. Thomas, National Executive Secretary, Petersburg, Va.; H. B. Swanson, Agricultural Education Branch, Office of Education; K. H. Malone, Jr., First Vice President, Huntsville, Tex.

discussions. As long as they are in the council hall there is a chance for peace. Patient, tireless discussion is an integral element in the Democratic process. If we learn to apply universally the values which we hold as a Nation and to use our tradi-

tional procedures, we will not stray far from the road to peace. If a war is to be, teachers must be strong in their devotion to freedom, justice and truth, and the other great values which together insure respect for the dignity of the human personality."



Helping The Handicapped—An Investment

ARE YOUR SCHOOLS doing all they can to give handicapped boys and girls their rightful opportunities? Are you doing everything possible for such children and youth who, next to unemployed women, represent the largest reservoir of unused manpower for service to the Nation in the days and years ahead? SCHOOL LIFE presents this series of photographs to show how some schools are contributing to the best possible growth and development of those with handicaps today—an educational investment which will pay large dividends toward the needed manpower for the future.

1. At an early age, a child with impaired hearing gets technical aid in speech development. Illinois State Department of Public Instruction.
2. The mirror is necessary equipment for speech correction. Kansas City, Mo., Public Schools.
3. In class for partially seeing, pupils use large chalk and refer to large-type dictionary especially printed for their use. Allentown, Pa., Public Schools.

4. Young blind child gets ideas and enjoyment when read to by parents and teachers. American Foundation for the Blind.
5. Some handicapped children need assistance in learning to feed themselves. Los Angeles Public Schools.
6. When the child is too ill or disabled to attend school, a teacher takes the school to the home. Detroit, Mich., Public Schools.



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ent in the Nation's Future Manpower by Romaine P. Mackie Specialist, Schools for the Physically Handicapped

7. Cerebral palsied child learns to type with aid of special arm rest.

California State Department of Education.

8. Even in the hospital the public school provides opportunity for education.

Virginia State Department of Health.

9. With necessary adjustments, crippled children engage in recreational activities.

Ontario, Canada, Society for Crippled Children.

10. Some retarded children enjoy and benefit by concrete activities such as toy making.

Milwaukee, Wis., Public Schools.

11. The curriculum gives this child an opportunity to develop ways of overcoming his handicap.

St. Louis, Mo., Public Schools.

12. Children in a school for the deaf communicate by lip reading.

Lexington School for the Deaf, New York City.

13. Physical therapy carried on under proper medical supervision is a part of many special day-school programs.

Kansas City, Mo., Public Schools.

14. Some handicapped children need rest during the school day. Some are overactive; others are physically below par.

California State Department of Education.

15. In sight-saving classes, much work is done on typewriters with large type in order to compensate for poor vision and to reduce eyestrain.

Cleveland, Ohio, Public Schools.

16. To meet the "demands of everyday living," crippled children learn in school to climb steps.

Los Angeles Public Schools.



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Making Our American Heritage Real— How Some Schools Do It

by Victoria Lyles, Director of Kindergarten and Elementary Education, York, Pa.,
and Effie G. Bathurst, Division of State and Local School Systems

THE UNITED STATES is composed of many national and racial groups, of citizens who have different cultural backgrounds or varying regional environments. There have been unique opportunities for schools to make the most of the strengths of many groups and, through national unity, to overcome weaknesses. This article has stories of children's curriculum experiences in York, Pennsylvania.

We Are the Pennsylvania Dutch

There were several reasons why the children of a York fifth grade decided to study about the Pennsylvania Dutch. One was that such a study would help them to understand their own backgrounds, family customs, and language patterns, because many of them were of Pennsylvania Dutch origin. Some of the Pennsylvania Dutch customs had been challenged, while others had been held up as fine examples to be followed. Were the different stands and opinions well taken?

The children first made a list of the questions that were in their minds. These included: Why are some people Pennsylvania Dutch? Are all Plain People Pennsylvania Dutch? Why are some of the Pennsylvania Dutch for war and some against it? Are Quakers Pennsylvania Dutch? Are they Plain People? Why do the Pennsylvania Dutch sometimes speak in a manner different from other Pennsylvania people? Why are some people so proud of being Pennsylvania Dutch?

Sources of information first consulted were people near at hand—parents, neighbors, friends, school supervisors and teachers, principals, librarians, ministers, and Plain People whom they met in the markets. Stories and descriptions often referred to in the conversations led the children to examine Pennsylvania Dutch birth and marriage certificates; Pennsylvania Dutch stone houses, furniture, clothes, rec-

ipes, and menus. They observed Pennsylvania Dutch barns, early Dutch forges and furnaces, farm equipment, flour mills, Conestoga wagons, and covered bridges.

Both conversations and interviews suggested to the children that they would do well to look further into the history of the Pennsylvania Dutch from the time of settlement, and of their relationships with other historic Americans such as Lafayette and Washington. They began to gather specimens of Pennsylvania Dutch art and to study its characteristic designs of hearts, angels, tulips, lilies, stars, and roses so frequently seen.

By questioning their parents, the children studied their own ancestry. As they made a collection of books, they learned why the Pennsylvania Dutch came to America and from what countries they came.

The children learned that the Pennsylvania Dutch dialect, which looked so interesting on cards and in books, "partakes of the nature of the high German language, the low German, and the English" and is

affected by the different languages of its other Pennsylvania neighbors—that it is almost a language in its own right, worthy of a place in American folklore.

Interesting information was discovered to answer most of the questions with which the pupils began their study and to help answer others that arose during this work. Sects closely allied to the Pennsylvania Dutch were studied, such as the Quakers, the Mennonites, the Amish, the Dunkards, and the Moravian Brethren. The boys and girls learned that all had contributed to many of the ways of thinking in York and its vicinity and to the fine character of the people.

Boys and girls who belonged to Pennsylvania Dutch families gained new appreciation of their contribution to American life. Those who did not belong to Pennsylvania Dutch families increased their respect for people right around them who were much like themselves in many ways, yet had different contributions to make to our national culture.



Pupils pause on a York County, Pa., farm on their bus tour to acquaint them with the contributions of the Pennsylvania Dutch to our American heritage.

Seeing York County

The big bus with its full load of exuberant sixth-grade children and its teachers and supervisors rolled happily by the villages and the fat farms of the York countryside. Everybody was looking out.

The youngsters joyfully sang school and radio-learned songs—"Pop Goes the Weasel," "Take Me Out to the Ball Game," "Now Is the Hour," and "Sioux City Sue." They ah'd and oh'd when they saw goslings, clocks in church spires, sprouting grain, houses under construction, mountains kissed by mist and sun, burgeoning orchards, a sun dial, rural mail boxes, a log cabin, farm women and children, a country store, vegetable gardens, fields of wheat, blackberry blossoms, stone fences, rows of telephone poles, buzzards, wild mustard, iris, poppies, lilies, and locusts in bloom. On seeing the locust blossoms, a teacher mentioned an old folk saying: "When the locusts bloom—heavy underwear comes off," and the children thought the saying reasonable enough—the locusts were blooming and the weather was warmer.

The children were on a *Big Field Trip*. They were to visit Mrs. W. H. Barrett, ride in her jeep, and see her early American home: to visit Wellsville Quaker Church; to visit Mr. Carl Nelson, teacher, and Wellsville pupils; to see whatever they could about York County. They were going to have a picnic with Uncle Ed, the children, Major (the big Dalmatian), and Rags (the little dog); and to enjoy the hay, grass, bonfire, pop, and "weenies."

Mrs. Barrett of Wellsville and Miss Anthony, teacher of the York children, had much in common—Quaker membership and a similar philosophy of life and education. The Wellsville faculty members had visited Miss Anthony's school, and now Miss Anthony with her pupils and supervisors were making a visit in return. Children of each school system were to present social-studies programs; the York children to present "Quakers and the United Nations," and Wellsville, "School Trips We Have Made."

What a polishing of manners. English, facts, and ideas each child willingly imposed upon himself in his own preparation for the program that he would help to present before the children and teachers of both schools! Such improvement in speech—no mumbling or saying "and-uh." What a gathering up of friezes, charts, ceramics, handicrafts, easel pictures, post cards, travel maps, and booklets had gone on! The York

children would illustrate their talks with the charts and friezes. No child would memorize his speech. But notes could be used. The pupils had prepared a radio script. Reading this script would be a part of the program.

And what did the children gain? Not the least of the values was increased appreciation of the country around their town and of its people and their interesting ways of living. As the children left the Quaker church there was quite a discussion about what the United Nations is trying to do and how its aims seem to be like those of the early Quakers. In their program given to the Wellsville pupils, the York children referred with new understanding to excerpts from William Penn's writing—that the sovereign princes of Europe should, for example, for the *love of peace and order*, meet yearly or once in two or three years at the longest, and establish *rules of justice* for sovereign princes to observe in their

This article, from Miss Bathurst, of the Elementary and Secondary Curriculum and Instruction Branch of the Office of Education, consists of information reported by Victoria Lyles, Director of Kindergarten and Elementary Education, York, Pa.

Related Office of Education publications include:

Growing Into Democracy. Miscellaneous publication, 1948, price 35 cents.

★

Expressions on Education by Builders of American Democracy. Bulletin 1940, No. 10, price 20 cents.

★

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

dealings with one another. To this Parliament of *States of Europe* should be brought all differences. All countries were to abide by the decision of members of the Parliament.

Toward evening the children took their seats in the big bus bound for home. As the children slept, the teachers and supervisors discussed the trip. It had been a success. The children had had an opportunity to improve their social skills, to feel and take responsibility, to plan, to share, to cooperate.

Perhaps most pertinent of all for the

theme of this article, the children had increased their regard for the value and the goodness of other people—the farmers past whose farms the bus had traveled; Mrs. Barrett in whose home they had had such a wonderful time; the Quakers and their interesting church; and finally the great people who helped to make York history and American history. All these, the boys and girls had learned, have made for us a heritage that is woven into our ways of living and our ways of thinking to guide us in our dealings with one another and with other people and other groups of people.

The Philippines Today

Understanding other people and using the contributions they have for improving our ways of living and thinking are not confined to the people right around us. During World War II the pupils of a fifth grade in a York school made a study of the people who live in the Philippines. This study may have significance today, since many of the children's fathers or brothers are now stationed in the Far East.

When the children were asked to help decide what they would study for the semester, or the year, as the case might be, they had little trouble in making up their minds. The reason was simple—the families and neighbors of the 33 children in the fifth grade had 39 members who were serving or who had served, in the Pacific. These members either were in the Philippines or had been there. Naturally the children and the parents wanted to know what life was like in the Philippines and what their servicemen had found there or would find there.

The first teacher-pupil planning was simple and direct. The group made a list of the things that they wanted to know about the Philippines. Later, as they gained more information and could think of other questions, the planning included a greater variety of activities.

A visit to the classroom after the activities of the study were well under way and after a great deal of planning and replanning had been done, showed that the children were absorbed in what they were doing. They were discovering and recording sources of new ideas about the Philippines. The items recorded were to serve as references on the Philippines for the children and their families. They worked in committee groups of one, two, three, or a half dozen.

To the teacher and the elementary direc-

tor there were evidences that the children in their classroom were living democracy—living it in miniature, to be sure, yet living and thereby “learning” it—learning to respect themselves and others; learning to act on facts and reason rather than on hearsay, prejudice, or direction from others; learning that each one has a duty and obligation to others, and they to him; understanding how man is largely a creature of his environment; developing self control.

The boys and girls read *Pillar News*, the

newspaper from the 118th Construction Battalion stationed in the Philippines. They discovered that much about the people of the Philippines delighted our service people. The Filipinos, for example, were glad to see the soldiers from the United States. The Filipinos could speak English. They enjoyed many of the same kinds of recreation that the boys from home enjoyed. The children had interesting discussions about the Filipinos’ desire for freedom.

In carrying on their study, the pupils pre-

pared an exhibit of Philippine articles. They planned and gave a radio broadcast and wrote and produced a play designed to help themselves and others to understand the Filipinos. They posted newspaper headlines regularly on the bulletin board.

Throughout the study the children seemed to increase their respect for those who live in the Philippines and to learn a little of the big truth that regardless of color, race, creed, or nationality, there is a brotherhood among all men.

How To Obtain U. S. Government Films, 1951

Compiled by Seerley Reid, Assistant Chief, Visual Aids to Education

THE following chart explains how to borrow, rent, and purchase those motion pictures and filmstrips of the U. S. Government which were available for public use in the United States on March 31, 1951. Because of space limitations, agencies with fewer than 10 such films have been omitted from this chart.

★ U. S. Government Agency	<i>Kinds of Films</i>	<i>How To Borrow or Rent the Films</i>	<i>How To Purchase the Films</i>	<i>For Catalogs and Further Information</i>
Department of Agriculture (including the Forest Service and Soil Conservation Service).	171 motion pictures and 143 filmstrips on agriculture, conservation, forestry, home economics, and similar subjects.	Borrow from State Extension Services, regional offices of FS and SCS, and other USDA film depositories. Rent from 16mm 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. Dept. of Agriculture, Office of Information, Motion Picture Service, Washington 25, D. C.
★ Department of Commerce. Civil Aeronautics Administration.	9 motion pictures and 11 filmstrips on aviation subjects.	Borrow from Washington and regional offices of CAA. Rent some films from 16mm film libraries.	Purchase 2 motion pictures and 6 filmstrips from UWF. Other films not for sale.	U. S. Dept. of Commerce, Civil Aeronautics Administration, Washington 25, D. C.
★ Department of Defense. U. S. Air Force.	128 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 16mm film libraries.	Purchase 53 motion pictures and 30 filmstrips from UWF. Other films not for sale.	U. S. Dept. of Defense, Office of Public Information, Washington 25, D. C.
★ Department of Defense. U. S. Army.	416 motion pictures and 27 filmstrips—information, public relations, and training.	Borrow public relations films from Army. Rent some of the films from 16mm film libraries.	Purchase 306 motion pictures and 27 filmstrips from UWF. Other films not for sale.	U. S. Dept. of Defense, Office of Public Information, Washington 25, D. C.
★ Department of Defense. U. S. Navy.	511 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 16mm film libraries.	Purchase 437 motion pictures and 180 filmstrips from UWF. Other films not for sale.	U. S. Dept. of Defense, Office of Public Information, Washington 25, D. C.

<i>U. S. Government Agency</i>	<i>Kinds of Films</i>	<i>How To Borrow or Rent the Films</i>	<i>How To Purchase the Films</i>	<i>For Catalogs and Further Information</i>
★ Department of Defense. U. S. Marine Corps.	27 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.
★ Department of the Interior. Bureau of Mines.	81 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. Dept. of the Interior, Bureau of Mines, Office of Minerals Reports, Washington 25, D. C.
★ Department of the Interior. Fish and Wildlife Service.	20 motion pictures on commercial fisheries, and 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. Dept. of the Interior, Fish and Wildlife Service, P. O. Box 128, College Park, Md.
★ Department of the Interior. U. S. Indian Service.	18 motion pictures about Indians and Indian life.	Not for loan. Rent from some 16mm film libraries.	Purchase from U. S. Indian School, Educational Film Laboratory, Santa Fe, N. Mex.	U. S. Dept. of the Interior, Bureau of Indian Affairs, Washington 25, D. C.
★ Department of State	17 motion pictures on American life (produced for overseas use).	Not for loan. Rent from some 16mm film libraries.	Purchase from UWF.	U. S. Dept. of State, Division of Public Liaison, Washington 25, D. C.
★ Department of State. Institute of Inter-American Affairs.	45 motion pictures on health and agriculture.	Not for loan. Rent from some 16mm film libraries.	Purchase from IIAA.	Institute of Inter-American Affairs, Washington 25, D. C.
★ Department of State. Office of Inter-American Affairs (terminated in 1946).	111 motion pictures on Latin America; 5 on Ohio.	Not for loan. Rent from some 16mm film libraries.	Purchase 68 films from UWF; 48 films from IIAA.	U. S. Dept. of State, Division of Public Liaison, Washington 25, D. C.
★ Department of State. Office of War Information, Overseas Branch (terminated in 1945).	13 motion pictures on American life (produced for overseas use).	Not for loan. Rent from some 16mm film libraries.	Purchase from UWF.	U. S. Dept. of State, Division of Public Liaison, Washington 25, D. C.
★ Department of the Treasury. Office of War Information, Domestic Branch (terminated in 1945).	32 motion pictures on World War II programs.	Not for loan. Rent from some 16mm film libraries.	Purchase from UWF.	Federal Security Agency, Office of Education, Washington 25, D. C.
★ Department of the Treasury. U. S. Coast Guard.	45 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 16mm 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.
★ Economic Cooperation Administration.	40 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.
★ Federal Security Agency. Office of Education.	467 motion pictures and 432 filmstrips for vocational and industrial training.	Not for loan. Rent from some 16mm film libraries.	Purchase from UWF.	Federal Security Agency, Office of Education, Washington 25, D. C.
★ Federal Security Agency. Public Health Service.	89 motion pictures and 101 filmstrips on health, medicine, sanitation, and communicable diseases.	Borrow films from State and local health departments. Rent some films from 16mm 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.
★ National Advisory Committee for Aeronautics.	16 motion pictures—highly technical in nature.	Borrow from NACA.	Obtain authorization from NACA.	National Advisory Committee for Aeronautics, Washington 25, D. C.
★ Tennessee Valley Authority.	15 motion pictures on the activities of the TVA.	Borrow from TVA. Rent from some 16mm film libraries.	Obtain authorization from TVA.	Tennessee Valley Authority, Film Services, Knoxville, Tenn.
★ Veterans' Administration	51 motion pictures and 6 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.

Building America's Might

ECONOMIC AND MILITARY strength depend upon the brains and hands that develop, maintain, and operate the machines of production and defense.

Fortunately we have the most highly developed skills and production "know-how" of any nation. We have also the advantage of the initiative, resourcefulness, and enterprise of a free people—the products of our democratic way of life. But in numbers our manpower resources are limited.

Therefore, if we are wasteful of our resources, manpower deficiencies could become the limiting factor in production and in military strength.

Our work force is already almost fully employed. The number of young men of fighting age who can be marshalled is limited. Some skilled trades and professions which require long training are already in short supply. Many, if not most, of those who can be brought into our labor force, although they have latent abilities, must be trained before they can become effective.

To make the best use of our manpower resources, we, as a nation, must accomplish the following:

1. We must distribute our manpower between the military services and the civilian economy so as to achieve the best result in terms of the national interest.

2. We must expand the supply of manpower available for defense production, including agriculture, until requirements are met.

3. We must utilize our work force at their highest skills and capacities.

4. We must quickly train adequate numbers for defense jobs and continue the education and training of skilled and scientific personnel.

5. We must provide adequate housing and community facilities and services for defense workers whenever the defense production cannot be located where the workers already live.

6. We must maintain our basic standards of education and health, so as to develop our manpower resources over the long run.

Many problems that arise will be local in nature and must be solved by local action. National policies for manpower mobilization were defined by the President in a di-

rective issued to all agencies on January 17.

All of the foreseeable manpower needs for defense production can be met without using compulsory measures. The desirability of a free choice of his job on the part of each worker was reaffirmed in the President's national manpower mobilization policy. The agencies participating in programs for manpower utilization will carry out this policy.

THIS STATEMENT is from the first quarterly report on the defense mobilization program of the United States submitted to the President by Charles E. Wilson, Director of Defense Mobilization, on April 1. The statement, in part, forms the lead of Section V of the report titled "Making the Most of Our Manpower Resources." Copies of the 43-page report, printed by the Government Printing Office, are available from the Office of Defense Mobilization.

Since the beginning of the Korean conflict, the Armed Forces have been expanded by more than 1.4 million men. Compared to fewer than 1.5 million last June, present strength is more than 2.9 million—two-thirds of the increase needed to meet the goal of about 3.5 million.

In order to provide an adequate pool of manpower to meet the future needs of the Armed Forces, as well as to make provision for a long-range program of universal military training and service, the Senate has passed legislation which provides for lowering the draft age to 18 and extending the period of service from 21 to 24 months. The legislation is pending in the House of Representatives.

Occupational Deferment.—Certain occupational skills which are critical to the maintenance of defense production and essential civilian services have been identified in order that men possessing them may be called into the Armed Forces only to the extent that their skills are actually needed in military service. These skills are contained in a "List of Critical Occupations" which, along with a "List of Essential Activities," was prepared by the Departments of Commerce and Labor. The lists are used by the Department of Defense in determining who should be deferred in call-

ing reserves to active duty. The Selective Service System has also distributed these lists to their local boards for their information in considering requests for occupational deferment.

The Selective Service Act was amended on September 9 to authorize the special registration, classification, and induction of certain medical, dental, and allied specialists under 50 years of age. Although the registration is complete, sufficient volunteers have made unnecessary so far any involuntary inductions under the "doctor draft."

Student Deferment.—Since the present critical world situation may last for many years, we must not deplete one of our principal assets—our highly trained personnel in many specialized fields. Enough engineers, scientists, doctors, and other specialists must continue to flow out of our colleges for replacements and to meet the increasing demands of our complex modern society.

To meet this need, a sufficient number of students will have to have their service in the Armed Forces postponed and be allowed to continue with their college education. Financial assistance should be provided for exceptionally qualified students unable to pay their own way. Specific plans for this purpose are now under consideration by the executive agencies and the Congress.

Democracy

(Continued from page 115)

shoulder. So now that we know what we're out to build, let's consider the different ground plans—communism, and slavery, on the one hand—democracy, and freedom, on the other. Then, with the tools God has given us—let's make OUR WORLD A DEMOCRACY!!"

ROBERT A. BURNETT

St. Mary's High School
St. Louis, Mo.

"Do you know who I am? I am the Voice of Democracy.

"Listen! Listen, American! Listen, citizen John Doe, to the most startling words in all history, for they are the beginning of my life's story.

"'We, we the people.' Have you got that straight? Not, mind you, we the royal

elect; or we, the sovereign king; but 'we, the people.' Listen, citizen Doe, those words place my very life in your hands. I'm your personal responsibility. *Do you hear that?* Your personal responsibility.

"Now what I've got to say here won't be very flowery, just straight American talk.

"You know, there's a lot of people around today trying to tell you I'm no good; trying to tell you that democracy's got some weak spots. Well now, some of that's true. I've made my mistakes. Sometimes I've forgotten just what my job is, and made a slip here and there. But those mistakes are never too big, and never too many. I always manage to catch myself in time. That's because my blessings outnumber my weak spots a thousand to one. That's why I speak for democracy.

"Now these blessings I talked about don't happen. What I mean is this: you can't have rights unless you take the duties with them. And that's what a democracy is—a mixture of both rights and duties. Rights

and duties, John Doe. So John, the next time you say, 'I've got my rights,' then save a little breath to add, 'but I've got my duties, too.'

"You want to know something—something big? Well listen! Just what do I do for you, John Doe? What does democracy give *you*? Let's take a good look.

"Anybody ever come to your house early in the morning and take you away because you had a different idea than the President? Any American cop ever invade your home without a warrant? I don't think so. And as long as I'm around you'll never experience that fear.

"And here's something even bigger, John Doe. You can walk into the church you want to! You're free to speak and write what you think! You can choose the kind of government you want!

"Mighty good, John, mighty good.

"Here's something else I mean to you—something fresh and clean. I'm that little farm of yours up in Vermont, with no big

barbed wire fences around it. I'm that ranch and pasture land in California. Big—free—windswept. No heavy iron curtain out there, John. Just a lot of land with a lot of freedom. And that's the way you want it to stay, isn't it? A lot of good things, and they're here. They're here because democracy is at work. Think it over, John. You like it, don't you?

"And, John Doe, if I ever die, it won't be a natural death. Because you'll have to kill me. You, yourself—John Doe! You'll have to kill me with negligence, with laziness, and indifference. Oh, don't vote! Don't run for office! Don't serve on juries! Don't support good men! Then I'll die. But you'll have to do it to me, Citizen Doe.

"So John, don't start to use me next year—or next week; start to use me today. Yes, John Doe, start to use me TODAY, for tomorrow may be too late.

"Don't you ever forget it, Citizen Doe, democracy is your *personal responsibility*."

Mobilization and Libraries

by Ralph M. Dunbar, Chief, Service to Libraries Section

LIBRARIES, along with other educational agencies, perform not only essential civilian functions, but are defense weapons as well. This philosophy formed the basis of the thinking and recommendations of the Library Advisory Committee to the Office of Education convened in Washington, D. C., on February 26–27, at the invitation of Commissioner Earl J. McGrath. The committee met to consider how school, college, special, and public libraries can serve most effectively the Nation in mobilization and related activities, and what steps the Office of Education can take to assist libraries in performing these functions.

Conference members recommended that the Office of Education continue to include libraries, along with schools, colleges, and universities in all programs concerning allocation and priorities of materials, equipment, and supplies. Their statement on this point emphasized that libraries are essential in maintaining our scientific and technical research, our training and educational programs, and our development of a sound knowledge and general understanding of wide areas of the world, hitherto remote from American concern.

Recalling the experiences of World War II, the Library Advisory Committee urged

the Office of Education to recommend to appropriate authorities that a high priority be established for book materials, especially paper. The conferees stressed that, in the event of an acute shortage of paper and binding materials, fine distinctions of essentiality be drawn among the various types of publications. In other words, paper to be used for research, technical, educational, and other serious types of publications should have a high priority rating.

An inventory of library resources and facilities essential to defense industry and research was another activity singled out by the committee for immediate action. Such a survey undertaken in 1941 proved of value in coordinating and making available the research literature of the Nation.

In the opinion of the conferees, the Office of Education should do all in its power to see that libraries receive an adequate number of Government publications bearing on defense and related problems, so that full information may be made available economically to communities, schools, colleges, and citizens generally. The committee also urged that the Office of Education should use its official periodicals, releases, and special bulletins to disseminate

information promptly about government publications bearing on the present crisis. The need for such information was declared by the conferees to be highly urgent.

The Library Advisory Committee to the Office of Education, whose membership represents a cross section of the major types of libraries in the United States, includes the following persons: Eleanor S. Cavanaugh, Librarian, Standard and Poor's Corp., New York City; John Mackenzie Cory, Executive Secretary, American Library Association, Chicago 11, Ill.; Dan Lacy, Deputy Chief Assistant Librarian, The Library of Congress, Washington, D. C.; Loleta D. Fyan, State Librarian, Michigan State Library, Lansing, Mich.; William H. Jesse, Director, University of Tennessee Library, Knoxville, Tenn.; Sara M. Krentzman, Library Consultant, Florida State Department of Education, Tallahassee, Fla.; L. Quincy Mumford, Director, Cleveland Public Library, Cleveland, Ohio; Lucile Nix, Assistant Director, Public Libraries, State Department of Education, Atlanta, Ga.; Francis R. St. John, Director, Brooklyn Public Library, Brooklyn, N. Y.; and Ralph R. Shaw, Librarian, U. S. Department of Agriculture, Washington, D. C.

New Books and Pamphlets

Susan O. Futterer, Associate Librarian, Federal Security Agency

Character and Citizenship Education. A Syllabus for Use in Teacher Training by Vernon Jones. With the cooperation of a Workshop conducted at Clark University under the sponsorship of the Palmer Foundation. Washington, D. C., National Education Association of the United States, 1950. 149 p. \$1.

Human Relations in Agriculture and Farm Life. The Status of Rural Sociology in the Land-Grant Colleges. Report of a Study made by a Committee of Land-Grant College Personnel. Chicago, Farm Founda-

tion (600 South Michigan Avenue), 1950. 51 p. Apply to publisher.

Tell Me, Frankly . . . What Is the Junior College? By Donald E. Deyo. New York, Walter Hervey Junior College, 1950. 16 p. Free. (Address: YMCA Schools, 15 West 63d St., New York City).

Tests and Results: 1949-1950. Michigan High School Testing Program. Ann Arbor, Mich., University of Michigan, Bureau of School Services, 1950. 28 p. (Bulletin No. 2, September 1950.)

These Rights and Freedoms. New York, United Nations, Department of Public In-

formation, 1950. (Official distribution agent in the United States: Columbia University Press, 2960 Broadway, New York 27, N. Y.) 214 p. \$1.50.

Toward Improved Curriculum Theory; Papers presented at the conference on curriculum theory held at the University of Chicago, October 16 and 17, 1947. Compiled and Edited by Virgil E. Herrick and Ralph W. Tyler. Chicago, University of Chicago Press, 1950. 124 p. (Supplementary Educational Monographs, No. 71). \$2.75.

Selected Theses in Education

by 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 Experiment With Three Methods of Teaching Social Studies. By Darrell L. Gabbard. Master's, 1950. Indiana State Teachers College. 33 p. ms.

Compares pupil achievement under lecture, question and answer, and socialized recitation methods of teaching social studies in high school.

History, Scope and Prospects for the Future of the Nursery School Movement.

By William C. Jordan. Doctor's, 1950. Harvard University. 309 p. ms.

Traces the nursery school movement, its growth in the United States and in certain European countries, its value, and its program.

Identification of Some of the Characteristics of High School Seniors Selected as the Outstanding Good School Citizens in Their Respective Schools. By Frederick J. Hollister. Doctor's, 1949. Syracuse University. 214 p. ms.

Analyzes replies to a questionnaire completed by seniors in each of 168 cooperating schools to

determine factors making for good citizenship, and the pupil considered the outstanding good citizen in the schools.

Preparation and Evaluation of Some Home Economics Teaching Materials for the Elementary School. By A. Fern Jackson. Doctor's, 1949. Syracuse University. 294 p. ms.

Discusses the problems of nutrition education and evaluates the program with elementary school pupils.

Pupil Centered Methods of Teaching Mathematics. By Henry W. Syer. Doctor's, 1950. Harvard University. 364 p. ms.

Finds that pupil centered methods of teaching mathematics are desirable improvements over many methods in current use, but they are not being used to any great extent in secondary schools.

The Social, Civic, Political, and Religious Activities of Teachers Permitted and Preferred by Trustees as Hiring Officials. By Harold E. Boyll. Master's, 1950. Indiana State Teachers College. 34 p. ms.

Analyzes data obtained in personal interviews with 40 township trustees in 5 Indiana counties.

Why Do High School Students Not Take a Greater Interest in City Government? By Leslie J. Evinger. Master's, 1949. Indiana State Teachers College. 56 p. ms.

Concludes that their attitudes toward city government are influenced by those of their families and of the school.

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The Advisory Council for a Department of Vocational Agriculture. Vocational Division Bulletin No. 243, Agricultural Series No. 60, 1951. 15 cents.

Better Living Through Wise Use of Resources. By Hafene Hatcher. Bulletin 1950, No. 15. 25 cents.

Characteristics of Seventh and Eighth Grade Children and School Programs for Them. By Gertrude M. Lewis. Education Briefs, Elementary Education Series, No. 18, December 1950. Free.

Citizens Look at Our Schoolhouses: A Progress Report by the Citizens Federal Committee on Education. 1951. 15 cents.

Compulsory Education Requirements. By Ward W. Keesecker and Alfred C. Allen. Circular No. 278, September 1950. Free.

Educational Interests and Activities of 25 National Organizations. Prepared by the Citizens Federal Committee on Education, 1950. Free.

Educational Television. Special Number Higher Education. Vol. VII, No. 15, April 1, 1951. 10 cents.

Engineering Enrollments and Degrees, 1950. By Robert C. Story and Henry H. Armsby. Circular No. 287, March 1, 1951. Free.

Food and Nutrition. Prepared by H. F. Kilander. Selected References, Secondary Education Series, No. 1, December 1950.

Guidance Workers' Qualifications: A Review of the Literature 1947-1950. By Clifford P. Froehlich. Misc. 3376, March 1951. Free.

Nondegree Home Economics Offerings in Higher Institutions 1949-1950. Vocational Education Division Misc. 3380, 1951. Free.

Statistical Summary of Education 1947-48. Chapter 1, Biennial Survey of Education in the United States 1946-1948. By David T. Blose and Emery M. Foster. 1950. 20 cents.

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.

Department of Defense

The Army Almanac. A Book of Facts About the United States Army Since 1775. 1951. \$3.

Electricity, Basic Navy Training Courses. 1950. \$1.

Fundamentals of Radiological Defense. 1950. 88 p. 75 cents.

Individual Action—Air Burst of Atomic Bomb. Wallet-sized cards with "condensed, practical instructions and precautions to be taken by individuals should an atomic attack be launched against the United States." 1950. 50 cents per hundred.

Department of Interior

Century of Conservation, 1849-1949. A history of the Department of the Interior. 1950. 15 cents.

Facts About Coal. Bureau of Mines. 1950. 20 cents.

List of Publications of Bureau of Mines, With Subject and Author Index. A directory of Bureau publications issued from July 1, 1910, to January 1, 1949. 1950. \$2.

Migration of Birds. Fish and Wildlife Service. 1950. 30 cents.

Federal Civil Defense Administration

Health Services and Special Weapons Defense. Publication AG-11-1. 60 cents.

Federal Security Agency

Arthritis and Rheumatism. Public Health Service. PHS Publication No. 29, Health Information Series No. 9, July 1950. \$1.75 per 100.

Heart Disease: A Story of Progress. Public Health Service. PHS Bulletin No. 17. 1950. 15 cents.

Tuberculosis. Public Health Service. PHS Publication No. 30, Health Information Series No. 33, June 1950. 5 cents.

Planning for Health Services: A Guide for States and Communities. Public Health Service. PHS Bulletin No. 304. 1950. 25 cents.

Careers in Mental Health. Public Health Service, National Institute of Mental Health, 1950. PHS Publication No. 23. Mental Health Series No. 5. 15 cents.

Government Printing Office

Fish and Wildlife. A list of official Government publications available from the Superintendent of Documents. Free.

Foreign Trade. Price List 62A, 2d Edition, February 1951. Superintendent of Documents. Free.

Selected United States Government Publications. Issued semimonthly by the Superintendent of Documents. Free.

Theory and Practice of Composition. Government Printing Office Apprentice Training Series. 1950. \$1.50.

Theory and Practice of Bookbinding. Government Printing Office Apprentice Training Series, 1950. 246 p. \$1.50.

Theory and Practice of Presswork. Government Printing Office Apprentice Training Series, 1948 [Published 1950]. \$1.50.

Library of Congress

Democracy and Communism. Public Affairs Abstracts, Vol. 2, No. 2, February 1951. 30 cents a copy from the Card Division.

Federal Educational Activities and Educational Issues Before Congress. Vol. I, Parts 1 and 2, January 1951. A report prepared in the Legislative Reference Service by Charles A. Quattlebaum, for the House Committee on Education and Labor and the Senate Committee on Labor and Public Welfare. Free copies available from either Committee, so long as supply lasts.

Marketing Maps of the United States: An Annotated List. Prepared by the Map Division. 1951. 40 cents per copy from the Card Division.

The United States and Europe 1950. A review of American writing about American-European relations during the past year. Issued by the Library of Congress. 1950. 209 p. \$1.40 from the Card Division of the Library of Congress.

Miscellaneous

Economics of National Defense. Fifth annual report to the President by the Council of Economic Advisers, December 1950. 20 cents.

Partners in Progress: A Report to the President by the International Development Advisory Board, March 1951. 40 cents.

—Compiled by Florence E. Reynolds, Information and Publications Section.

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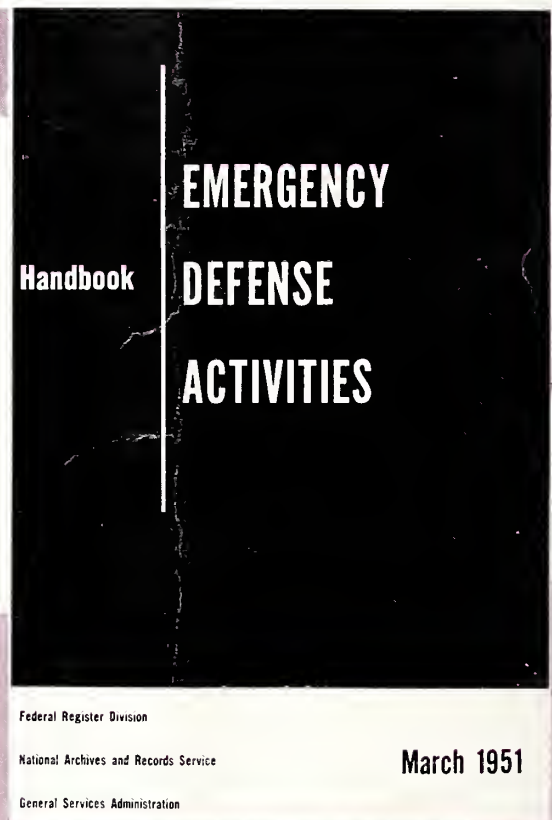
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FEDERAL SECURITY AGENCY
Office of Education



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Number 9

Cover photograph, appropriate to June commencement time, was taken by Mike Haslip, San Diego Tribune. The photograph was a prize winner in the Grollier Society's First Annual Competition for Press Photographers.

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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."

The Educator and the World Community

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

I WANT TO DISCUSS the roles which the teacher, the school administrator, and the educated citizen generally must play in the days immediately ahead in the broad field of public affairs, particularly with respect to this country's new position on the international stage. No topic is of more pressing importance to the members of our profession, for I am convinced that the success of contemporary American education will be assessed in large measure by the extent to which our schools prepare this and coming generations of students to understand the place of the United States in world affairs and to play their parts jointly with the men and women of the other free nations in establishing freedom, amity among the nations, and the general well-being of all mankind.

Conviction

This conviction results largely from personal experiences of the past 2 years. During this time I have visited a dozen or more countries in Western Europe, the Middle East, and South America. These visits abroad were a real educational experience. Not only did I discover my own lack of understanding of the intellectual, political, and spiritual qualities of other lands and peoples; I also learned how little is really known abroad about the United States and the American people—what we are, how we think, what we want, and what our attitudes are toward other nations.

With regard to the latter, one must be appalled by the great amount of misinformation about this country that exists in other lands, even among our closest friends in the community of nations. Despite their common spiritual heritage and despite the modern advantages of communication, many of the peoples of the Free World are still separated by great chasms

of ignorance and misunderstanding. And unfortunately no one perceives this misunderstanding more clearly, or puts it to better use than the Communists. The men in the Kremlin are past masters at fanning suspicion into hate and hate into war. They have added midcentury refinements to the ancient aggressor's technique of divide and conquer.

Lack of Knowledge

The extent of our own negligence in the area of international understanding can be measured by the lack of knowledge with which large numbers of American citizens view the working machinery of the United Nations, the world's greatest effort to maintain international peace. Because of dramatic events in Korea within recent months they may know something about the activities of the General Assembly and the Security Council and the basic principles of the United Nations Charter. But how many Americans can describe the purposes and functions of the Economic and Social Council or the Trusteeship Council? And how many can detail the aims of the International Food and Agriculture Organization, the World Health Organization, the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and other specialized United Nations agencies? The plain, tragic fact is that, at a time when our international responsibilities demand a prudent, informed, and judicious citizenry, many Americans have not advanced beyond the primer stage in their understanding of this important international agency with which the actual fate of our lives is so inextricably entwined.

The counterpart of this American unenlightenment is to be found in the attitudes with which millions of people in other parts of the world view our culture. Our politi-

cal system, for example, is often quite incomprehensible to the foreign observer. Our professions of faith in the dignity and worth of the individual are questioned because of our discriminatory social practices. Over and over again we have reaffirmed the fact that we have no imperialistic ambitions; yet many peoples—in Latin America, for example—remain unconvinced. Oftentimes our staunchest allies in the international community misapprehend our motives and, as a result, their citizens form a mental picture of the United States as a land primarily of materialistic values. Thus, just as we so often form false pictures in our minds of other lands and cultures, so people abroad just as often form false pictures of life in the United States. These misconceptions create a dangerous situation, for we are reacting not to things as they actually are, but the way we think they are.

Leadership

The caliber of leadership which the United States can give to the Free World during the years of tension ahead will be determined by the degree to which our people understand the people of other nations, and, in turn, by their understanding of us. Without this psychological basis for permanent peace, a successful military effort would be of little value. The attempt to create conditions for peace will be successful only as American educators of all types and at all levels—from the kindergarten through the university—see the professional and civic responsibilities they have in this connection.

First, we must assist in developing in the United States an understanding of and a wholesome regard for persons and cultures different from our own; secondly, we must help create in other countries a constructive understanding of the American

way of life; and, thirdly, we must cultivate in all of our citizens a sense of participating membership in the larger world community.

Insofar as the external aspects of this program are concerned, the on-going programs of our Government in the field of international affairs offer excellent opportunities for citizen support and action.

Take the Point Four Program, for example—the plan under which the United States is extending technical assistance to the world's underdeveloped areas. Today Point Four is a very important phase of American foreign policy, a vital element in our strategy of freedom. All educators should be familiar with the dramatic set of facts which brought the technical assistance program into being, with its critical relationship to our Nation's role in world affairs, and with the urgent need for its continued expansion.

In Underdeveloped Areas

Two-thirds of the world's population live in economically underdeveloped areas. The efforts of these people to realize their full human capabilities and to utilize the resources of the lands in which they live are hindered by deficiencies in technical skills and in capital for essential productive machinery. The average annual income of the people in these regions has been less than one-tenth of that of the people in the more highly developed areas.

Primitive agricultural conditions and inadequate transportation so limit the growth and distribution of food that the average food intake for people in these underdeveloped areas is but 2,000 calories per day and the diet is usually lacking in food elements essential to health. As a result, malnutrition is general and starvation frequent. Lack of basic public health programs, of doctors and nurses skilled in modern medical science, and of hospitals and drugs leaves many large sections of the human family prey to preventable or curable diseases. Their ability to produce the necessities of life is consequently reduced.

The peoples of such underdeveloped areas are unable to produce the raw materials and finished goods which their physical well-being requires, which are needed by people in other countries, and which they would be capable of producing if assisted by great technical knowledge and equipment. For most of these people the horizon of knowledge is limited to their own small community, and their opportunity for

material advancement is no greater than its elementary and meager resources. These people in recent years have been stirred by a growing awareness of the possibilities of human advancement. They are seeking a richer life and striving to realize their full capabilities. They aspire toward a higher standard of living and better health and physical well-being.

One of the greatest threats to the democratic way of life throughout the world today is the organized, insidious effort of Communists to persuade the peoples of the world, particularly those in the underdeveloped areas, that the best way to higher standards of living is that offered by their doctrines and practices. We know that nothing is more false. The compulsions of the police state do not transform common poverty into general and individual well-being. Yet I am afraid that millions of the peoples in those underdeveloped areas, searching for some means toward a decent life, will fail to appreciate the falsity of this Communist doctrine and will not reject it unless the conditions of their lives are improved. The United States may reject it but we cannot sell democracy to men with empty bellies. The Point Four Program is clearly a step toward constructive international understanding. It is an effective way to acquaint other peoples with the American economic philosophy, the fruits of democratic capitalism, and humanitarian principles—in short, with our kind of life.

Campaign of Truth

The Voice of America is another, and perhaps more familiar, activity in which the United States seeks to explain its social institutions, its culture, and its national purposes. Radio broadcasts beamed to every corner of the globe are designed to give the lie to the false charges circulated by the disciples of Communist imperialism.

Through the Voice of America this country is waging a relentless "campaign of truth" to rally the free peoples of the world to the cause of democracy and persuade them that only in a free society can man live in dignity and real security. This campaign of truth is greatly feared in the Kremlin—so much so, in fact, that the Soviet Government employs 1,000 transmitters and over 5,000 laborers in a concentrated round-the-clock effort to jam Voice of America broadcasts.

Another activity which deserves our support and action is the international edu-

cational exchange program. Although our international "trade in ideas" has many origins, an official United States program was not started until 1939. At that time the United States and Latin-American countries initiated various projects for the cooperative interchange of educational, cultural, scientific, and technical knowledge and skills. Then, under the Fulbright Act, the Congress authorized the use of certain foreign currencies obtained from the sale abroad of United States surplus property for educational exchanges between the United States and other countries through executive agreements. This program now extends to 20 countries and several more it is hoped will be added within this year. What better way is there to humanize international relations than to do it through the interchange of teachers? What better resources can a school provide for this purpose than a teacher from another land?

Key Individuals

These key individuals have had an opportunity to come to this country to observe and study our habits and customs and to associate with other teachers and citizens generally. They can thus take back at the end of a year a true picture of the United States as they themselves have seen it—not as it has been described to them from behind a curtain of ignorance. And the reverse process, of course, goes on while the foreign teacher is here. He tells about his own school and community at home, and soon the old stereotyped ideas about people of that particular land are replaced by a more realistic interpretation in the minds of pupils.

Across the seas the United States teacher—the unknown person from Fullerton, Calif.; or Bellwood, Pa.; or Louisville, Ky.—tells her story about this great Nation and its people. Out go the familiar labels by which we were tabbed. Not all of us are materialistic; not all of us are money-mad. There are constantly expanding educational opportunities. Social injustices are being corrected. There is a serious effort to produce good drama and good music. Spiritual and cultural values are being reinforced.

The United States Advisory Commission on Educational Exchange, established by the Congress and appointed by the President, has said that the educational exchange

(Continued on page 140)

Illiteracy and Manpower Mobilization

Manpower Needs in the Present Emergency

by Ambrose Caliver, Assistant to the Commissioner of Education

ILLITERACY is one of the most important problems in the mobilization of our manpower to meet the present emergency. Because of the extent and complexity of our manpower needs, widespread illiteracy is intolerable. The machines required in both war and peace demand the kinds of skills, understandings, and flexibility not usually found among illiterates. The contacts and relationships of military personnel, of industrial personnel, and indeed of our entire population, are of such nature that possession of the communication skills is becoming increasingly essential.

The manpower policy promulgated by the President on January 17, 1951, asserts that the "primary aim of our manpower mobilization is to safeguard our national security through the maximum development and use of our human resources." Among the requirements listed for national defense, production of materials, and aid to other nations was sufficient manpower with the necessary mental, physical, and occupational qualifications.

In order to make this manpower policy effective and to meet the needs which it suggests, a large proportion of our population must be made literate without delay.

Manpower Potential

As far as numbers are concerned, we have sufficient manpower to meet our needs. But in order to obtain the greatest effectiveness from this manpower, large sections of it must quickly be made functionally literate. The attached table presents a vivid picture of the potentialities of the younger section of our manpower pool if the thousands of youth who are mentally disqualified can be rehabilitated. It shows that in 1940 over 150,000 males 17 and 18 years old had completed fewer than 5 years of

schooling (defined here as functional illiterates). In 1947 the United States census estimated that persons 25 years old and older who were functionally illiterate constituted about 10 percent of all persons of that age group. Nearly 4 percent of the 18- and 19-year olds (115,000) were so classified, and were not in school. Approximately 75,000 male youths who are functionally illiterate reach registration age each year. The corresponding number of females is approximately 50,000.

Information concerning the number of youths who were functionally illiterate in 1950 is not yet available, but according to the Census, 1,342,000 persons 18-20 years old had completed less than 1 year of high school, the requirement for acceptance into the armed services during the first 2 months of the current year. On the basis of the 1947 census estimates, probably over a quarter of a million of these youths are functionally illiterate.

The crippling effect of these educationally deficient youths on our mobilization efforts is indicated by the rate of rejections because of educational reasons. During World War II, nearly three-quarters of a million men, equivalent to about 60 Army divisions, who were otherwise fit for military service, were rejected because of educational deficiencies. At the present time thousands of men are failing to meet the educational standards set by the Armed Forces, many of whom are classified as functionally illiterate.

This article was prepared by Dr. Caliver at the suggestion of the Office of Education Committee on Educational Rejectees, of which he is the chairman. Dr. Caliver also has liaison responsibility in connection with illiteracy and manpower mobilization for the Office of Education.

The actual or potential educational rejectees cannot be disregarded. In our present tight manpower situation, they are needed either to defend the Nation or to help make the weapons and materials for its defense. If they are not rehabilitated, they not only are lost to the defense and mobilization efforts, but also they become a drag on the entire population.

A Civilian Problem

During the last war the Armed Forces were burdened with the responsibility of teaching the inductees who fell below their educational standards. The military authorities considered this to be properly a civilian task. Col. Walter L. Weible, Deputy Director of Training, S. O. S., said in 1942:

"It is quite obvious from the large number of individuals rejected by the Selective Service because of lack of education that preinduction literacy training is desirable. . . . The Army is undertaking the training of the comparatively few illiterates that are actually being inducted . . . [but] The acceptance of illiterates by the Army imposes an unwarranted burden upon its facilities required for military training."

Lt. Gen. Brehon Somervell, about the same time, had this to say on the subject: "The upgrading of illiterates to the point where they will be acceptable for basic training is a responsibility that the Army should not be compelled to assume at this critical time. We can spare neither the physical facilities nor the personnel.

"It will be of great help to the Army if registrants can be given their basic training for literacy prior to their entrance into military service."

However, in spite of their reluctance to do so, out of necessity the Armed Forces had to develop a literacy education program

of their own. Unless steps are taken by civilians immediately to meet the problem, the Armed Forces will again be required to divert much of their time, energy, and personnel from their primary task of defense to that of teaching illiterates. The present leadership directly concerned with the problem in the Department of Defense and in the Selective Service is in favor of civilians doing the job before induction.

The Office of Education, the State Departments of Education, local school systems, other Government agencies, and private educational institutions working cooperatively can solve this problem—both its immediate and urgent mobilization aspects as well as its long-term aspects—if given the opportunity and proper support. And it can be done at considerable saving in cost to the taxpayer (estimated at one-sixth or one-seventh of what it costs after induction).

Illiteracy a National Problem

The extent of this problem is so well known that it is only necessary here to call attention to the over-all picture. The 1950 census data are not yet available, but in 1940 approximately 1 out of 7, or 10 million of our adult citizens, were functionally illiterate. Nearly 3 million of these had never attended school at all. Although there were certain concentrations, every State in the Union and every section of the population had large numbers of illiterates. Over 4 million were native whites; over 3 million were foreign-born whites; and nearly 3 million were Negroes. In some States the illiteracy among adults was as high as 35 percent.

Although the census estimated that persons 25 years old and over who were functionally illiterate dropped from 13 percent in 1940 to 10 percent in 1947, there is no reason for gratification or relaxation in our efforts to eradicate the blot of illiteracy from our Nation. In fact, any amount of illiteracy in a democracy, where sovereignty resides in the people, is intolerable and dangerous.

If our democratic way of life is superior to other forms of government, it is largely because of the value we attach to life and of the opportunity provided to improve its quality. Literacy skills are of value only in so far as they contribute to the realization of these goals. As the speed and complexity of our civilization increases, the demand

Population 17 and 18 years old completing fewer than 5 years of school, by sex and by color for the United States, urban and rural, 1940

Population	17 years old			18 years old		
	Total	Male	Female	Total	Male	Female
1	2	3	4	5	6	7
Total population.....	2,403,074	1,213,277	1,189,797	2,582,648	1,281,638	1,301,010
White.....	2,137,551	1,081,852	1,055,699	2,290,573	1,142,185	1,148,388
Nonwhite.....	265,523	131,425	134,098	292,075	139,453	152,622
Population completing fewer than 5 years of school.....	120,743	75,415	45,328	133,193	81,045	52,148
White.....	66,222	40,629	25,593	70,265	42,802	27,463
Nonwhite.....	54,521	34,786	19,735	62,928	38,243	24,685
Urban.....	25,877	14,524	11,353	28,194	15,307	12,887
White.....	17,152	9,306	7,846	17,444	9,238	8,206
Nonwhite.....	8,725	5,218	3,507	10,750	6,069	4,681
Rural nonfarm.....	25,450	15,202	10,248	28,716	16,960	11,756
White.....	16,733	9,788	6,945	18,406	10,795	7,611
Nonwhite.....	8,717	5,414	3,303	10,310	6,165	4,145
Rural farm.....	69,416	45,689	23,727	76,283	48,778	27,505
White.....	32,337	21,535	10,802	34,415	22,769	11,646
Nonwhite.....	37,079	24,154	12,925	41,868	26,009	15,859

Source: Sixteenth Census of the United States: 1940, vol. IV, pt. 1, table 15. Prepared by Statistics and Research Section Jan. 8, 1951 (Office of Education).

for a high degree of literacy increases accordingly. Even in our early frontier days when life was simpler, education was considered to be essential to the progress and perpetuation of the Nation. It is even more so today, when the growing rapidity of transportation and communication is causing our population to become increasingly mobile, intermingled, and interdependent. Moreover, technological development has increasingly caused the machine to take the place of the hand. The processes of production, distribution, and consumption have become more intricate, and consequently more knowledge and skill are required of everyone.

These trends make the problem of illiteracy more critical year by year both in our own Nation and throughout the world. The variety and rapidity of adjustment of which we never dreamed are so great that even the literate population is ignorant of much that is desirable and essential to know. How much more serious, therefore, is the plight of the illiterate. Problems of citizenship, home and family living, occupations, and human relations in general require of the average person knowledge, understanding, and judgments that are almost overwhelming.

The national concern about the problem of illiteracy stems from the need to implement the principle of equality of opportunity. This principle applies not only to race,

creed, color, and geography, but to adult groups as well. Many of the problems of our society, such as poverty, disease, and personal maladjustments in occupation, home, and civic life, find their greatest incidence among the least educated. Moreover, many of these problems stem directly from educational neglect during early life.

Much of our adult illiteracy exists in States that find difficulty in supporting an adequate program of education for children and youth. In fact, there is considerable (negative) relationship between the level of support of general education in a State and the number of functionally illiterate adults in the State.

What Can Be Done

During recent years the national conscience has been aroused concerning these inequalities, and Federal legislation has been proposed to lessen them. A bill to provide Federal aid to education has been introduced in Congress each year during the past decade. Recently there has been much discussion of the need for Federal aid to eradicate illiteracy and, in 1948, Senator Kilgore introduced such a bill.

Because of the tradition in this country of local control of education, the States and local communities have a heavy responsibility, both in the matter of eradicating adult illiteracy and in preventing it through improvement of educational conditions for

children. Adult illiteracy results from many related causes. One is lack of school attendance. Because of the lack of enforcement of compulsory school-attendance laws there are hundreds of thousands of children of school age not in school or who attend so irregularly as to make their learning amount to practically zero. Another cause is pupil mortality. As indicated by grade-distribution studies and by educational attainment data from the Census Bureau, a large percentage of the pupils who enter the first grade drop out—never to return—before they reach the fifth grade. The Armed Forces and the Census Bureau have confirmed what was generally known, that many of these drop-outs reverted to a state of illiteracy. Poor teaching is another cause of illiteracy. There are known cases of normal children who are advanced from grade to grade—even as high as seventh, eighth, and ninth grades—who for all practical purposes are functionally illiterate.

The States and local communities can do more toward providing classes for illiterates and in stimulating them to attend the classes. According to a recent Office of Education study,¹ it was estimated that fewer than 30,000 native-born adult illiterates were

¹ Kempfer, Homer, *Adult Literacy Education in the United States*, Circular No. 324, November 1950.

enrolled in public school classes in 1949–50, which is approximately only 1 percent of the total number of illiterate adults in the United States.

Institutions of higher learning can assume greater responsibility in providing well-qualified teachers and suitable materials for adult illiterates. The Office of Education, through a special literacy education project, has developed some “know-how” in this field. The financial assistance given this project by the Carnegie Corporation of New York indicates ways in which private philanthropy may continue to make a significant contribution to the solution of one of our most difficult national problems.

The problem of illiteracy has many facets. Its solution, therefore, must be reached through many approaches. Too often in the past, efforts in this field met with failure because the same materials and methods used in teaching children were used with adults. The result was lack of interest, lack of motivation, and lack of learning on the part of adults. Since literacy training was not geared to the learners’ needs and background in general nor to their experiences in particular, they soon dropped out. Another difficulty has been a lack of mature teachers who understand adult interests and needs and who can approach adults with

an adult psychology. Still another difficulty has been that of arousing community-wide concern which will assure organizational and financial support, and make adult literacy education popular.

It should be emphasized that the responsibility for meeting the problems of illiteracy belongs to the local communities. But where they are not able to meet them alone, it is the responsibility of the States to assist. Private individuals, school officials, and committees can find many ways to attack the problem if they make a vigorous and cooperative effort to do so. There is also much that can and should be done on the national level.

The promotion of literacy education will not only contribute to our mobilization effort and to the general welfare, but it will also aid in providing the kind of international leadership we are offering the world today. This is particularly true with respect to providing leaders in fundamental education and in our technical assistance program as we attempt to meet the requests from underdeveloped countries throughout the world. In the kind of technological and ideological conflict in which we are presently engaged, literacy among our own citizens, as well as among the peoples of the world, is a must.

Federal Grants to Federally Affected Areas

AN ANNOUNCEMENT that grants totaling \$46,500,000 had been reserved for 100 school construction projects in federally affected local school areas and on Federal property, was made by Earl James McGrath, U. S. Commissioner of Education, late in April. The funds were appropriated by the Congress under Public Law 815.

The Commissioner pointed out at the time that the funds “currently available” would enable the Federal Government to meet the most urgent school construction needs in approximately 10 percent of those localities where Federal Government activities are responsible for greatly increased population pressures, thus insuring the education of thousands of children in communities where the Federal Government has assumed financial responsibility.

Commissioner McGrath, charged under Public Law 815 with administration of the school construction program in federally affected localities, reported that 697 school districts had applied for assistance up to March 12, 1951. “Of this number,” he said, “528 have submitted construction projects calling for \$182,000,000 in Federal funds. In addition to this \$51,000,000 is needed for construction of schools on Federal property, and approximately \$7,000,000 for temporary school construction, making a total need of \$240,000,000 at this time.”

Under the terms of Public Law 815, when the funds available are not sufficient to permit allocation for all eligible construction projects, available funds are to be allotted on relative urgency of need.

In determining relative urgency of need, the priority of each eligible project has been made in terms of: (1) the percentage of children in the school district who are federally connected, as defined by the act; and (2) the percentage of children in the school district for whom no standard school facilities exist, provided this figure does not exceed that for federally connected children.

In order to facilitate final action upon these school construction applications, the Office of Education is tentatively reserving funds for specified high priority projects prior to final action upon the applications. Final action on the applications is dependent upon the receipt of field reports necessary to verify the assurances required by the law.

See article, “One Federally Affected Area,” on pages 8 and 9.

National Conference for the Mobilization of Health Education, Physical Education and Recreation

EXCERPTS from several addresses made at the National Conference for the Mobilization of Education recently held in Washington, D. C., are presented for SCHOOL LIFE readers.

This conference brought together in the Office of Education, Federal Security Agency, national and State leaders in the fields of health, physical education, and recreation, to consider their role in the present emergency. It was held under the auspices of the American Association for Health, Physical Education, and Recreation, and with the cooperation of the U. S. Office of Education.



"I have recently had the opportunity of spending the past two months in England . . . [studying Civil Defense preparations]. The British people are taking their austerity seriously, living on reduced rations (from 14 to 10 to now 8 pence worth of meat per week, for example), and attempting to re-create their very efficient wartime Civil Defense organization with limited funds and supplies. Although I could find no one in England who was interested in undergoing any more aerial attacks, I feel certain that the British people will rise to the occasion should they be attacked again, even if such an attack might include a much stepped-up program of internal sabotage, biological and bacteriological warfare, chemical warfare, and attacks by high explosives, incendiary bombs, and the atom bomb itself.

"We ourselves now face a similar catastrophe. Whether we are on the threshold of a new Dark Age will depend largely upon how we in this great Nation now comport ourselves. We have not a moment to lose in getting ready for the test. . . . A Nation-wide civil defense training program is being developed by the Federal government, which will set up a staff college for key personnel from States and cities.

States should organize and operate their own training programs with Federal guidance. Local governments, with State assistance, will train most of the civil defense workers and the general public. We all have an enormous task to do to get our Nation ready to resist successfully any attack, be it internal, under water, over land and sea, or from the air. There is an enormous area of regional, State, and local responsibility. . . . Literally millions of volunteers will be necessary including hundreds of thousands of teachers."—*Dr. John R. Nichols, Acting Director, Leadership Training Division, Federal Civil Defense Administration.*



"We in the field of education should be able to see and appreciate the importance of cooperative action for national and international well-being better than any other occupational group in this country. Our knowledge of the strategic importance of

strong schools and effective schooling to the security of this Nation is more intimate than for any other persons. It is not that elementary schools or high schools, or colleges need to be strong. It is essential that the entire educational structure be strong.

"I believe and trust that I am right when I state that educators generally—you and I—are not primarily concerned about defense activities and education in terms of the effect on our personal and institutional lives. Nor are we particularly concerned as to who speaks for or represents education so long as the best interests of the Nation as a whole are represented. To me it would seem that through MOE education has a chance to demonstrate that we can maintain individual and group independence and still can work together on a voluntary, cooperative basis to make all parts of education serve the best interests of the Nation, and to have all parts of education considered in the stresses and strains of the defense program that lies ahead. If we



James C. O'Brien, Assistant Commissioner of Education, addresses the conference on the importance of health and physical education programs to the national defense effort.

can do this, not only will we have served education and national security but we will have helped to demonstrate that democracy does work.”—*James L. McCaskill, Coordinator, National Conference for Mobilization of Education.*



“. . . In a long range fight with which we are probably faced, one extending possibly over a generation or more, there must be provision for training of men in those fields of education and professional life and in those areas in which leadership must be developed and permitted to mature, if the national interest is to be preserved undiminished and unimpoverished. . . .

“The only possible justification for the deferment of men to train while other men die in battle, is that they do, eventually, make their contribution to the Nation even over and above what might have been expected of them without such training.

“From the viewpoint of one who has spent many years dealing with the problems of manpower mobilization, I think that the educators of America have no greater responsibility than that of raising standards of education high enough to erase forever the shame we all must feel over the number of young men who fail to qualify for military service for lack of sufficient schooling or mental attainment.”—*Col. Gordon Snow, Chief of the Field Division in Charge of Training, Selective Service National Headquarters.*



“Certainly in the extreme critical period which faces the Nation today, health and physical fitness of the people is extremely important. Total mobilization may need to be called at any moment to save the very existence of the Nation and our democratic way of life. One essential need for national preparedness is physical fitness among the youth of the country who may be approaching induction into the Armed Forces. Our potential enemies are primitive, rugged, and unaffected by the ease and prosperity of this machine age which democracy has created and enjoys. A high level of physical fitness among American youth will not only provide a better defense but it may also lead to the very survival of many who might otherwise succumb during combat situations.

“The opportunity for encouraging and developing this essential fitness in the youth

lies with the school administrators, the teachers of physical education, the public and private recreation leaders, and all who work with the youth of high school age. To delay is to run the risk of depriving the youth of the opportunity of making maximum contribution to the Nation during a period of mobilization.”—*Heury L. Buckardt, Personnel Policy Board, Department of Defense.*



“You are all doubtless familiar with the Defense Information Bulletin, “Health and Fitness for the Long Pull Ahead,” issued on behalf of the Office by Commissioner McGrath on December 20, 1950. What brief remarks I shall make about the importance of health and physical education are designed to supplement the minimum program spelled out in that bulletin.

“As I understand it, the ultimate health goal of the school is to help each student to attain the best possible physical development and condition for his particular age and biological endowment. Other institutions, such as the home and the medical profession, share this same objective with the school. The particular concern of the school as an educational agency is primarily with the development by the individual student of good health knowledge functioning through good health habits. It will be granted readily, I believe, that the attainment of optimum individual health depends upon a combination of factors, many of which do not appear to be primarily educational in character. It depends, for example, upon the income of parents, upon the home dietary standards, upon community provisions for sanitation, medical care, and recreation, as well as upon community provisions for the health education of students in schools. All of these factors are involved in a complete consideration of the means by which the ideal of positive health for each individual in the Nation may be attained.

“It is the special responsibility of the schools, not only to help to develop personal ideals of health, but also to give students a proper knowledge of the means, both individual and social, by which those ideals may be attained. In other words, the development of a personal health consciousness and of a social conscience regarding the health of others are primary educational goals. The controlling objective of all health instruction, therefore, is not merely knowledge or understanding as

such; but knowledge which can be made to function in daily living; knowledge which is put into practice and made a part of the habit system of the individual . . . this emergency is disclosing again, as did the First and Second World Wars, the alarming discrepancies which exist between health goals and individual health status. It is obvious, of course, that the schools of the Nation must bear their fair share of the blame for this condition, since an effective program for the identification of remediable physical and health defects in school children is not yet universally operative in our elementary and secondary school system.

“Strength, stamina, endurance, and functional vigor, together with the absence of physical disabilities and illness, are demanded above all else in wartime. More strenuous physical activity, harder muscular work, toughening of physical fiber, physical stamina to endure—these cannot be attained unless the schools develop and sustain vigorous physical education programs. Every high-school boy and girl must be given the opportunity to participate in a program of physical activities appropriate to his or her interests and abilities, and geared to national needs. Such a physical fitness program in our schools must be integrated with the health instruction and nutrition education programs, and with periodic physical examinations. Our schools must produce students who have developed sufficient maturity to understand the physiological and scientific principles basic to healthful living.

“Today’s youth will soon be carrying adult’s responsibilities as workers or as fighting men in a world of peril and tension. The schools of this Nation must contribute directly to the health and physical efficiency of this most precious resource, our national manpower. The basic elements in a well-rounded program of health and physical education are well known to all of you. The need in America’s schools is simply to make these elements actually operative in every school.”—*James C. O’Brien, Assistant Commissioner of Education in charge of defense-related activities.*

A 25-page report of conference highlights is available at 25 cents a copy from the American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street NW., Washington, D. C. Copies of the complete report of the conference are also available at \$1.00 a copy.

Schoolhouses Needed Urgently Across the Nation

One Federally Affected Area

"Displaced pupils" at Mad River Township School queue up to board double-duty busses; attend half-day sessions.



SCHOOL LIFE PRESENTS for its readers certain photographs included in a report of Walter E. Stebbins, then Supervising Principal, Mad River Township Schools, Dayton, Ohio, made November 15, 1949. The information was submitted to the subcommittee of the House of Representatives Committee on Education and Labor which was studying the problems of local school directors affected by Federal agencies. Mad River is one of the areas receiving funds appropriated by the Congress under Public Law 815.

The photographs are probably typical of ones which could be taken in many other federally affected areas across the Nation. Captions are taken from Mr. Stebbins' presentation also.

Bringing his testimony up to date for the House of Representatives Appropriations Subcommittee, Mr. Stebbins, now Superintendent of Schools in the Mad River Township District of Dayton, Ohio, reports a school population growth "from 691 in 1939 to 2,978 in 1950." He says, "There are hundreds of thousands of children in these federally affected areas and many of them are being forced to attend school in basements, warehouses, churches, and barracks, and great numbers of them are required to ride long, tiresome miles to far-off schools in other districts. Many others are in half-day sessions. These children are being short-changed in this matter of education."

In concluding his statement, Mr. Stebbins told the members of Congress his Board of Education had given "careful consideration to the possibility of third-day sessions for some children next year."



Four hundred pupils outside a crowded school building near the Wright Field installations. The American Flag, symbol of justice and opportunity for all, waves in the breeze.



U. S. Commissioner of Education, Earl James McGrath, on a visit to Mad River where he studied the problem of Federal aid to federally affected areas first hand. The Commissioner is shown talking in a third-grade classroom with Mrs. Dessie Fuller, the teacher. The potbellied stove pictured heats a 2-room building.

Overlook school overflows. Built to house 450 children, this school now has an enrollment of 767 pupils. Those in lower grades attend only half days.



Citizens of tomorrow in accommodations of yesterday. From their school home, built during President Grant's administration, half-day shift pupils cross heavily traveled road for rest-room facilities and mid-morning milk.

Mad River Township District of Dayton, Ohio



Land for this trailer camp adjoins the Mad River school property and accommodates nearly 200 trailers and cabins. It provides many pupils but few tax dollars for the schools.



Taxes for construction of school facilities cannot be levied against these homes. They are located in the Overlook Federal Housing Project. From 748 units come 832 children.

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

SEVERAL NEW defense information bulletins have been issued by the Office of Education in recent weeks to keep the Nation's educational leaders aware of developments in the national defense program which have implications for schools and colleges.

Selective Service Headquarters on April 4, 1951, issued a release giving the aptitude test scores and class standings to be required in the consideration of deferment for college students. A Defense Information Bulletin of April 6 reproduced this release in full. The bulletin revealed the "scores and class standing standards announced by General Hershey" as follows:

Student in Professional School

Certificate from school that he is satisfactorily pursuing a full-time course of instruction leading to his graduation.

Student in Graduate School

Certificate from school that he currently is meeting degree requirements and is expected to obtain his degree.

Student Seeking Admission to Graduate School

- (a) Scholastic standing in upper half of male members of his class
- or
- (b) Score of 75 or better on test (equal to a score of better than 120 on AFQT).

Student Pursuing 5- or 6-Year Undergraduate Course

- (a) Scholastic standing in the upper three-fourths of the male members of his class
- or
- (b) Score of 70 or better on tests (equal to 120 on AFQT).

Students Entering Senior Year

- (a) Scholastic standing—upper three-fourths of the male members of his junior class
- or
- (b) Score of 70 or more (equal to 120 on AFQT).

Students Entering Junior Year

- (a) Scholastic standing—upper two-thirds of the male members of his sophomore class
- or
- (b) Score of 70 or more (equal to 120 on AFQT).

Students Entering Sophomore Year

- (a) Scholastic standing—upper one-half of the male members of this freshman class
- or
- (b) Score of 70 or more (equal to 120 on AFQT).

The Selective Service release, further quoted in the Defense Information Bulletin of April 6, pointed out "that announcement of criteria for deferment of high-school graduates to enter college this fall is temporarily deferred for the following reasons:

1. Virtually no high-school graduate expecting to enter college this fall will be reached for induction prior to opening of the fall semester.

2. Under the provisions of the present law as well as the committee bill and the bill which has been passed by the Senate, each boy who has entered college before being called is to remain in college until the end of the academic year.

3. Criteria for the deferment of high-school graduates to enter the first year of college must of necessity await the outcome of legislation now pending.

4. Due to the varying standards of high schools throughout the country criteria for the deferment of college students might not prove broad enough to provide an equitable opportunity for all high-school seniors who desire and expect to enter the first year of college.

5. The majority of young men now in college would be vulnerable for training and service within the next 60 days and, therefore, the need for immediate action to determine the eligibility of these students for further college deferment required immediate action. This was not true of high-school students. Therefore, further time is permitted for the study of criteria for high-school students.

A statement clarifying the intent and objectives of the student deferment plan announced by President Truman on March 31 was issued by the Manpower Policy Committee of the Office of Defense Mobilization on April 6. Commissioner of Education Earl James McGrath authorized the issuance of this statement in a Defense Information Bulletin of the same date. It states:

"The recently announced interim plan for permitting students to continue their educational programs is essential from two points of view. First, it means that the armed services will have the benefit of men trained to serve more effectively than would otherwise be the case. Second, it means that when these men have served in the Armed Forces for the required period, the Nation will have a store of highly trained young men who will have had the benefit of formal education and practical experience in the armed services.

"This program will not permit college students to avoid service in the Armed Forces. Under the program no man is exempted from the obligation to serve. In fact, it will mean that more students will be available for induction during the coming academic year than has been the case during the present year. It is true that under the proposed program some college students will be able to complete their basic education. When they have completed it, however, they will be available to local selective service boards for prompt induction into the armed services. . . ."

Keeping Facts Straight

Another Defense Information Bulletin of April 6 reported "Issues in Current Discussions of Deferment of Students." In this Bulletin Commissioner McGrath said, "Unfortunately, confusion characterizes current discussion of deferment of college students. The facts should be kept straight."

The content of the Bulletin continued as follows:

First, men deferred for college study will be subject to induction when they graduate—a fact that is frequently forgotten. Secondly, the number of draft-eligible stu-

dents now in college is relatively small because of the presence of veterans, 4-F's, and ROTC enrollees in the student body. Thirdly, the recent Executive order establishing a Nation-wide test as one basis for consideration for student deferment is a temporary measure, designed to deal with the immediate situation while permanent legislation is under debate.

The basis on which students are to be deferred has been widely interpreted by some as meaning that college men could escape the obligation of military service. As I understand it, deferment does not constitute escape from military service, but rather is merely a means of postponing the induction of students until they have completed their studies. The general rule will be that a man will serve his tour of military duty on completing his studies.

With reference to college enrollments, estimates of the current year show that more than two-thirds of the men now in college are either veterans of World War II, or are physically unfit for military service, or are enrolled in the ROTC. Of the remaining one-third, a very large percentage are under draft-induction age, so that if those now in college and subject to the draft were to be inducted, the number would probably be considerably less than 300,000.

The recently issued Executive order on deferment of this year's college students amends the selective-service requirements under the act of 1948, which is due to expire in July of this year. Meantime, the legislative decision with reference to the future of selective service is being debated. The Senate has already passed legislation which retains the presently existent Presidential authority to defer students. The Senate measure also sets aside not to exceed 75,000 entering students annually who could be deferred for 4 years, at which time they then become draft-eligible. These 75,000 would serve 4 months' basic training before going to college and would be selected through a process similar to that contained in the newly issued Executive order. The House of Representatives is considering legislation which, like the Senate version, continues Presidential authority to defer students, but which does not make provision for a specially chosen annual quota to enter college.

It has been suggested that to defer a group of men from immediate military service is undemocratic. This seems to me to be an erroneous interpretation of democracy.

Admittedly, the Nation needs the services of each man at his own highest level of competence. The question then becomes, how can the abilities of all be used in the most democratic manner. The procedure authorized by Executive Order No. 10230 rests on the fact that certain individuals have abilities not possessed by others. Through the use of tests and the student's previous academic record, those who do possess these special abilities are given the privilege of serving the Nation's need. They will be selected on an objective, and therefore democratic, basis.

There is one respect, however, in which present conditions in higher education must be corrected if deferment of students is not to be undemocratic. This is a fact not related to deferment itself but rather to the conditions under which higher education is generally available in America today. As I said before the Association of Land-Grant Colleges in October 1949, there are today just as many young people of high academic ability outside the colleges and universities as there are inside these institutions. The fault lies not in deferring college students, but in deferring only those who have the money to get to college.

Both the long-run welfare of the Nation and the requirements of the present emergency demand that a Federal scholarship-fellowship program be inaugurated at the earliest possible moment. Unless all young men who come to military age and wish to go to college are financially able to do so, deferring of students would be undemocratic. Likewise, unless all who possess college abilities have the chance to get to college, the national interest suffers.

Distribution of Military Manpower

An announcement of a new plan for the qualitative distribution of military manpower issued by the Secretary of Defense was reported in a Defense Information Bulletin of April 11.

The Bulletin points out that: The plan provides that each service is to receive men in accordance with the normal distribution of mental groups within the national male population. Judgment as to a man's relative standing will be based on the standard measure of mental qualification used by the military departments.

Minimum physical standards for acceptance will be identical for all services. Men will be assigned according to physical capa-

bilities in normal course without any special allocation procedure.

Out of every 100 men who take the Armed Forces Qualification Test and qualify for military service, 8 normally fall in group I, the highest mental group; 32 in group II, 39 in group III, and 21 in group IV. Each service will take in men in accordance with these proportions so that there will be a balanced distribution of men in all mental groups among the Army, Navy, Air Force, and Marine Corps.

The services will continue voluntary recruitment of men, but the total number of men taken in, whether through voluntary enlistment or induction, will conform to the percentages listed above. Should any service fail, in any 2-month period, to obtain by voluntary enlistment the specified quotas for the period, shortages would be filled in a subsequent month from among Selective Service registrants.

The new plan will become effective for all services May 1. Armed Forces examining stations to administer the program will begin functioning July 1. These stations will conduct mental and physical examinations for all service entrants, whether by enlistment or induction.

Officer candidates, aviation cadets, and veterans will not be covered in the qualitative distribution program.

"This plan," according to the Secretary of Defense, "should not only serve to adjust present imbalances among the military departments, but should lead to an important advance towards the more effective utilization of manpower throughout the military establishments."

Still further details of the college student deferment plan were spelled out by the Director of Selective Service and were called to the attention of college officials and other educational leaders through a Defense Information Bulletin of April 12.

This bulletin summarized all of the new regulations resulting from the President's Executive Order of March 31, and those of General Hershey approved by the President on April 5.

According to this Defense Information Bulletin the purpose of these regulations is to serve as a guide to local Selective Service boards in determining which college students properly may be considered for deferment, in an effort to carry out the desire of the Congress to provide the fullest

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EDUCATION AND THE WORLD COMMUNITY

(Continued from page 130)

program is a major means whereby the United States can make known its policy of support for the freedom of other nations and joint action through the United Nations on international problems. "The case which the United States has to present to the world," the Commission stated in its report to the Congress, "is one of great strength and appeal because we are telling the truth. . . . Against the Communist slurs of weakness stand the great achievements of American technology, the highly organized character of American society, and the moral strength of our people. . . . But these facts cannot be effective unless they are made known."

But if we expect our people to sustain and adequately support these international activities—Point 4, the Educational Exchange Program, the Voice of America, UNESCO, and the other specialized United Nations agencies—if we hope to strengthen freedom's cause through these channels, there are some related domestic challenges to face. We need to take a long introspective look at just what it is we believe in, to assess our attitudes toward other nations and cultures, to attack our own social problems, to determine what we should be doing in our own country to bridge the chasm between us and the rest of the world. In this effort to strengthen the bonds which unite the Free World, America's teachers and school administrators are literally on the front lines.

Now what can educators do in this connection? First, I believe we can improve our information-getting habits. We all know that an enlightened citizenry is the essential element in a dynamic democracy. This generation has seen the traditional agencies of communication—the church, the school, and the forum—overshadowed by powerful media of mass communications: the press, the radio, the motion pictures, and television. Yet how many of us have acquired the skills and techniques of criticism, judgment, and insight needed to evaluate with any degree of understanding the experiences these means of communication bring to us? The managing editor of the *Louisville Courier-Journal* has said that our schools now need, more than anything else, courses in "how to read a newspaper." We are graduating students from our high

schools who have never seen, much less read, newspapers of the caliber of the *New York Times* or the *New York Herald Tribune*, or the Louisville papers, or magazines which match the standard set by *Harper's* or the *Atlantic Monthly*. The same thing holds true, I believe, about the listening habits of many of our people. Even if they listen with any degree of regularity to particular commentators, the chances are fairly good that they have never received pointers on "how to listen."

Secondly, if we expect young people to gain insights into social problems involving international relations, the social studies in our schools need to be further integrated. We will want to teach geography not as a separate subject but rather related in a meaningful way to the full context of economics, government, and social history. A course in world or regional history, for example, if it is to be effective, should properly be related to real contemporary world or regional social problems. Though good efforts have been made to knock down the barriers which for years have rigidly compartmentalized subject matter, further efforts need to be made to integrate materials and to make them live in terms of the world of today.

A third matter which deserves our attention is the development of attitudes basic to an international community of culturally diverse nations, founded on the principles of popular consent and equal justice for all. In the building of such an international organization the schools have a special duty to cultivate positive attitudes toward cultural differences, contrasting ideas, and divergent ways of doing things. And this involves much more than lectures or discussions of the geography, history, and political institutions of other nations, valuable as these may be. The actual practices of the school and the classroom often are of greater influence in shaping democratic beliefs and in building understanding attitudes than are systematic studies or academic discussions. Educators have the responsibility to see that children from all types of home backgrounds, all types of belief, all types of national extraction, and all races learn to live together and to respect one another.

Lastly, I believe that teachers and school administrators should move with dispatch

to answer the charge that they are not active members of the community. It is often and frequently correctly said that educators live a life apart from the rest of the world and that they hold back from participation in community affairs. We should take an active part in civic affairs and at the same time we must ask our fellow citizens to help us plan the school program. As lay citizens take an active interest in what the schools are doing and as teachers and school administrators assume their full responsibilities as members of the community, we will be able to say that education is living up to its full responsibilities to the children and youth of our time. There is heartening evidence that citizens are genuinely concerned with the schools. The outstanding work of the National Citizens Commission for the Public Schools is a dramatic example of this interest.

If we educators really believe that understanding among peoples is fundamental to the maintenance of peace, then the challenge which confronts us in these perilous times should cause us all to think deeply about our professional and civic responsibilities. We must not fall into a false sense of security by believing that large scale military preparation alone will gain peace, tranquillity, freedom, and prosperity for the whole world, or even for us. At best it may gain us a hollow victory in which the victor is as much scorned as the loser, for military success by itself could cause the world to believe that we fought simply for territorial or other material advantage. Only as we join with the other free peoples of the world, buttressing our military activities with a ceaseless effort to maintain the high moral principles of democratic living in our personal and national lives—only as we hold these principles constantly before our own people and those of other lands can we convince all those members of the human race who earnestly seek peace and a good life that they should follow the banner of democracy. By so doing, we can strengthen our leadership of free men everywhere. In return, they will willingly give us that moral and material support without which we can hope to gain no lasting peace for ourselves or for our children.

This article is a condensation of an address delivered by Commissioner McGrath before the annual meeting of the Kentucky Education Association, Louisville, Ky., April 13, 1951.

Education for Defense

(Continued from page 139)

possible utilization of the Nation's technological, scientific, and other critical manpower resources as expressed in the Selective Service Act of 1948, section 1 (e).

Guides to Defense Activities

Sources of information on Federal Defense Activities—one stressing releases and publications—the other, personnel and functions, were described in a Defense Bulletin of April 17, as follows:

1. *Business Service Check List*, beginning with the issue of March 23, 1951, has been expanded by the U. S. Department of Commerce to include listings of selected releases and regulations of various new defense agencies. This material is important to educational organizations as well as to business and industry. The BSCL continues, of course, to function as guide to material published within each preceding week by the various bureaus and offices of the Department of Commerce, including the National Production Authority. Material—both priced and free—available through that Department covers three broad fields of activity: business and economics, transportation, and science.

New agencies covered by BSCL are: Defense Production Administration; Defense Transportation Administration; Department of Interior, Defense Fisheries Administration, Defense Minerals Administration, Defense Solid Fuels Administration, Petroleum Administration for Defense; Economic Stabilization Agency, Office of Price Stabilization, Wage Stabilization Board.

Additional defense agency listings will be included in future issues.

How To Obtain Listed Materials.—Department of Commerce materials, some of which are issued on a periodic basis, may be ordered on a form which appears in BSCL. Requests for materials issued by other agencies should include title and date of release or publication and be addressed to the Director of Information at the originating agency; *such material should not be requested from the Department of Commerce.*

Subscriptions to BSCL.—The order form may also be used to subscribe, at \$1.50 per year, to the expanded Business Service Check List. Free subscriptions are available on written request, to tax-supported public libraries and to libraries of tax-sup-

ported institutions of higher learning. A limited number of free subscriptions is available to other free libraries which are open to the general public and to libraries of nonprofit institutions of higher learning. Librarians should address: U. S. Department of Commerce. Attention: Business Service Check List, Washington 25, D. C. Libraries which have been designated depositories by Congress receive BSCL directly from the Government Printing Office; they should not request it from the Department of Commerce.

2. *Handbook of Emergency Defense Activities*, prepared by the National Archives and Records Service of the General Services Administration, is a guide to Federal agencies, all or part of whose functions pertain to the defense program. It includes brief organizational outlines; names and addresses of officials of emergency defense agencies, the Department of Defense, and the United States Coast Guard; and a list of officials from whom information concerning other Federal agencies may be obtained. The Handbook lists commonly used abbreviations of Federal agencies and carries both subject and name indexes. To obtain the handbook, send 25 cents to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Two standard sources of information on Government agencies and activities are:

United States Government Organization Manual, 1950-51, published as a special edition of the Federal Register by the National Archives and Records Service of the General Services Administration. Available at \$1 a copy through the Superintendent of Documents, this official organization handbook contains material on authorization, functions, officials, and publications of all Federal agencies; brief descriptions of quasiofficial agencies and selected international organizations; and charts of the more complex organizations.

Congressional Directory, 82d Congress, March 1951, published for the use of the United States Congress but available at \$1.50 a copy through the Superintendent of Documents. This work provides, in addition to biographies and other specialized Congressional material, detailed listings of key personnel in all branches and agencies.

The Wilson Report

The May issue of SCHOOL LIFE quoted a portion of the report, "Building America's Might," submitted by Director of Defense

Mobilization Charles E. Wilson to the President. A Defense Information Bulletin of April 27 presents two sections of the same report which discuss "Organization for Defense," and "Making the Most of Our Manpower Resources."

The DIB considers Mr. Wilson's report on the subjects of job training, student deferments, and school construction, as follows:

Job Training.—In setting up these objectives Mr. Wilson points out that our work force is almost fully employed, with certain skilled trades and professions already in short supply. Any increase in the labor force must come from those now in school, from housewives, and from the ranks of the retired and the handicapped. Clearly, the American educational system is needed to help meet this manpower demand. The immediate need for production means that unskilled workers must be trained. Mr. Wilson says that the Federal-State vocational education system will be called upon for assistance. Besides this immediate and short-range demand for job training, there is a continuing long-range need for highly skilled workers and for scientific, technical, and professional personnel, a need which can only be met by a wise use of the American educational system.

Student Deferments.—Aside from the foregoing general findings, Mr. Wilson deals with two specific problems. First is the question of student deferments:

Since the present critical world situation may last for many years, we must not deplete one of our principal assets—our highly trained personnel in many specialized fields. Enough engineers, scientists, doctors, and other specialists must continue to flow out of our colleges for replacements and to meet the increasing demands of our complex modern society.

To meet this need, a sufficient number of students will have to have their service in the Armed Forces postponed and be allowed to continue with their college education. Financial assistance should be provided for exceptionally qualified students unable to pay their own way. Specific plans for this purpose are now under consideration by the executive agencies and the Congress.

The Nation-wide testing plan of the Selective Service System is an attempt to implement this statement of policy.

School Construction.—The other problem involves the effect of material shortages on school construction and maintenance. Mr. Wilson observes that inadequate education and child welfare facilities in a de-

fense production area tend to lower the workers' efficiency and to make recruiting of industrial manpower more difficult. He concludes his discussion of manpower resources with a stress on long-range planning:

The men and women who will be needed in the future for military service, for factories and the farms are the children now in primary and secondary schools. In view of the long-range character of the defense program, it is important that we develop further the present American system of local, State, and Federal cooperation for meeting our educational responsibilities. *In this connection, the need of eliminating overcrowding of schools and of providing adequate educational equipment and staff must be weighed against the other competing claims for scarce materials and manpower during the emergency period.*

"It is encouraging to see the vital tie between American education and our defense program so clearly discerned by the Director of Defense Mobilization," said Commissioner of Education Earl James McGrath in transmitting the Defense Information Bulletin of April 27 on the Wilson Report.

Colleges Consider Needs of the Disabled

SEVEN HUNDRED INSTITUTIONS of higher education through the United States report that they will consider applications for enrollment from students with orthopedic limitations.

This information was revealed by a survey of the National Foundation for Infantile Paralysis to learn which colleges and universities will give consideration to those disabled by polio, many of whom must wear braces for support, require the use of crutches, or are in wheel chairs.

"Though the study was made primarily to meet the need of infantile paralysis patients," says Sally Lucas Jean, Director of Education Service for the National Foundation for Infantile Paralysis, "the information secured is needed by many young people and by those advising high-school students desiring to go on to college."

The questionnaire-letter survey indicated that 264 institutions of higher education will consider the enrollment of students who require wheel chairs. Some colleges and universities have school plan facilities which limit enrollment of the handicapped to those who wear braces or use crutches. At

least one institution in each State, the District of Columbia, Alaska, Hawaii, and Puerto Rico, will enroll students with orthopedic limitations, according to the study.

In Press—Order Now

A NUMBER of manuscripts for Office of Education publications have gone to the Government Printing Office in recent weeks.

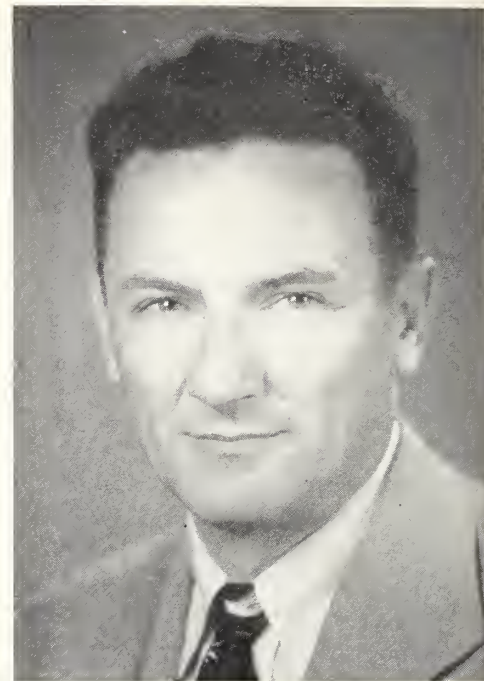
Most of these will be available from the Superintendent of Documents, Washington 25, D. C., by the time schools and colleges open in the fall.

Since the price of a Government publication is not known until the publication actually goes to press, SCHOOL LIFE cannot list the cost. You may wish to place your orders now, however, making a deposit of \$5 or \$10 with the Superintendent of Documents against which any request you make for a Government publication will be charged. The price of an Office of Education publication averages about 25 cents or 30 cents.

Forthcoming Office of Education publications include the following:

- Frustration in Adolescence.** Bulletin 1951, No. 1.
- Culloden Improves Its Curriculum.** Bulletin 1951, No. 2.
- Vitalizing Secondary Education—Education for Life Adjustment.** Bulletin 1951, No. 3.
- Statistics of Land Grant Colleges and Universities.** Bulletin 1951, No. 4.
- How Children Learn About Human Rights.** Bulletin 1951, No. 9.
- Directory of 16mm Libraries.** Bulletin 1951, No. 11.
- Boys and Girls Study Homemaking and Family Living.** Vocational Division Bulletin 245.
- Advisory Council for a Department of Vocational Agriculture.** Vocational Education Bulletin 243.
- Home Economics in Colleges and Universities of the United States.** Vocational Division Bulletin 244.
- Statistics of Public School Libraries.** Chapter 8 of Biennial Survey of Education in the United States 1946-48.
- Offerings and Enrollments in High-School Subjects.** Chapter 5 of Biennial Survey of Education in the United States 1948-50.
- Health Instruction in Secondary Schools.** Pamphlet No. 110.
- Keystones in Effective Staff Relationships.** Misc. No. 13.
- Residence and Migration of College Students.** Misc. No. 14.
- Improving School Holding Power.** Circular 291.
- Education Directory, 1950-51.** Part 1, Federal Government and States. Part 2, Counties and Cities. Part 3, Higher Education (now available at 40 cents). Part 4, Education Associations.

Frank S. Stafford



Dr. FRANK S. STAFFORD, Office of Education Specialist for Health Instruction, Physical Education and Athletics, served as chairman of the National Conference for the Mobilization of Health Education, Physical Education and Recreation. (See account on pp. 134 and 135.) Shortly after the conference was held, Dr. Stafford, in company with Mrs. Stafford, motored to Detroit, Mich., where he formally assumed his duties as president of the American Association for Health, Physical Education, and Recreation.

Upon their return trip to Washington from Detroit, there was a head-on collision between the Stafford's automobile and a cross-country bus returning a group of high-school youth to Ohio from a Washington, D. C., sightseeing trip. Both Dr. and Mrs. Stafford met sudden death in the accident which occurred in West Virginia. Commissioner of Education Earl James McGrath issued a statement citing the contributions of Dr. Stafford as an outstanding leader in his field and one who will be greatly missed in the Office of Education and by American education.

Dr. Stafford began his work for the Federal Government on November 15, 1944 as Chief of the School and College Division for the Committee on Physical Fitness. He was transferred to the Office of Education on June 16, 1945. Prior to his work in Washington, Dr. Stafford was Director of the Indiana State Division of Health and Physical Education.

Graduates, 1950-60

JUNE IS THE MONTH of graduation. How many high-school graduates will there be this year and during the next 10 years? What is the estimated number of college graduates? How many high-school graduates are expected to enter college under normal conditions during the years immediately ahead? The following tables reveal Office of Education estimates:

Estimated number of high-school graduates 1950-60¹

Year	Estimated number of graduates		
	Boys	Girls	Total
1950-51	559,000	622,000	1,181,000
1951-52	561,000	625,000	1,186,000
1952-53	570,000	635,000	1,205,000
1953-54	583,000	650,000	1,233,000
1954-55	597,000	665,000	1,262,000
1955-56	621,000	692,000	1,313,000
1956-57	663,000	739,000	1,402,000
1957-58	705,000	786,000	1,491,000
1958-59	737,000	821,000	1,558,000
1959-60	760,000	846,000	1,606,000

¹ Based on 1947-48 data. No change in the proportion of high-school graduates to the high-school population was assumed.

Estimated number of students who would enter college under normal conditions¹

Year	Men	Women	Total
1950-51	257,000	193,000	450,000
1951-52	258,000	194,000	452,000
1952-53	262,000	197,000	459,000
1953-54	268,000	202,000	470,000
1954-55	275,000	206,000	481,000
1955-56	286,000	215,000	501,000
1956-57	305,000	229,000	534,000
1957-58	324,000	244,000	568,000
1958-59	339,000	255,000	594,000
1959-60	350,000	262,000	612,000

¹ Calculated at 1950 entrance rate.

Men in College 1951-55

IN AN ADDRESS, "Predicting Enrollment in the Period of Mobilization," before the sixth annual National Conference on Higher Education in Chicago, Ill., April 2, Robert C. Story of the Office of Education said, "This is what we, in the Office of Education, foresee with respect to the male undergraduate population in the next three years: (1) In the fall of 1951 a decline of 17 percent from the fall of 1950. Bear in

mind that a 10-percent drop would have been expected under normal conditions. (2) In the fall of 1952 we estimate the enrollment will be 27 percent below 1950. (3) In 1953, 33 percent below 1950. Beyond 1953, it is expected that servicemen will begin returning to college and enrollment will start to pick up from that point. Particularly so if the provisions of the G. I. Bill are extended. . . ."

Total estimated number of male college graduates (4-year), 1950-55¹

Year	Total
1950-51	274,700
1951-52	205,300
1952-53	202,200
1953-54	178,000
1954-55	166,900

¹ The number of graduates was calculated on the basis of normal rates of attrition for veterans and 4-F's, and a reduced attrition rate for the selected group of 75,000 students and the ROTC group (namely, an attrition of 10 percent from the freshman to the sophomore class, and an attrition rate of 2.5 percent thereafter). These estimates include also first professional degrees in medicine and dentistry.

Civilian Defense "Alert" Cards

ONE MILLION Federal Civil Defense Administration "alert" cards are being mailed by the F. C. D. A. to its State directors for distribution to school children and others. The goal is to have more than

50,000,000 "alert" cards in circulation throughout the country—personal reminders of precautionary steps one can take in case of an emergency bombing. For other publications of the Federal Civil Defense Administration, see back cover of this issue of SCHOOL LIFE.

Steel-Copper-Aluminum Allocations

SOME OF THE STEEL, copper, and aluminum being used this month in the construction of schools, colleges, and libraries has been allocated by the Office of Education under arrangements made by the Commissioner of Education with the National Production Authority and the Defense Production Administration. The allocations were made to insure urgently needed construction which otherwise would not have been possible.

Cases in which essential construction had been delayed or stopped were given first consideration by the Office of Education in making the allocations under the D. P. A. materials control program.

Requests for assistance in obtaining critically needed steel, copper, and aluminum should be addressed to the Office of Education, Federal Security Agency, Washington 25, D. C.

Libraries and the National Emergency

ADDRESSING a recent meeting of the American Library Association Council, C. R. Graham, President of the American Library Association urged the adoption of the following pledge and challenge to librarians in the present emergency:

"The peace and security of the world being threatened by despotism and aggression, the librarians and friends of libraries of the United States, speaking through the American Library Association, pledge themselves:

1. To strengthen and extend the services of their libraries to meet the needs of national defense and world security.
2. To conserve their resources for the national welfare.
3. To sacrifice, economize, and improvise wherever possible and necessary.
4. To meet the increasing need for information, knowledge, and education on

which the future world depends for peace and prosperity.

5. To preserve the open market of ideas which libraries represent as a symbol and guarantee of freedom.

6. To lift the morale of a mobilized world through provision of the greatest recorded thoughts of men of all the ages.

7. To cooperate with all agencies seeking to establish a world of decency, security, and human dignity."

In urging adoption of the "pledge," President Graham said, "Let us realize anew the power which we librarians hold and its basic role in the present world conflict. Our weapons—free ideas, freely expressed—are the strongest weapons and therefore are not only the first but the ultimate target of our enemies. Let us cast off modesty, timidity and fear, and wield these weapons with full confidence in victory."

New Books and Pamphlets

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

Bibliography of Books for Children. Washington, D. C., Association for Childhood Education International, 1950. 120 p. (Bulletin No. 37) \$1.

Builders of Goodwill. The Story of the State Agents of Negro Education in the South 1910-1950, by S. L. Smith. Nashville, Tennessee Book Company, 1950. 185 p. Illus. \$3.

Education, the Wellspring of Democracy. By Earl James McGrath. University, Ala., University of Alabama Press, 1951. 139 p. \$2.50.

Fifty Teachers to a Classroom. By the Committee of Human Resources of the Metropolitan School Study Council. New York, The Macmillan Company, 1950. 44 p. 65 cents.

A Functional Curriculum for Youth. By William B. Featherstone. New York, American Book Company, 1950. 276 p. \$3.25.

Theory of Mental Tests. By Harold Guliksen. New York, John Wiley & Sons, 1950. 486 p. \$6.

A History of Education. Socrates to Montessori. By Luella Cole. New York,

Rinehart & Company, 1950. 700 p. Illus. \$5.

How To Get It From the Government. By Stacy V. Jones. (Designed to help you utilize the many services of your government available to you, free.) New York, E. P. Dutton, Inc., 300 Fourth Avenue, New York 10, N. Y. 104 p. \$1.50.

Leadership in American Education. Compiled and Edited by Alonzo G. Grace. (Proceedings of the Co-operative Conference for Administrative Officers of Public and Private Schools, Northwestern University—The University of Chicago, 1950. Volume XIII.) Chicago, University of Chicago Press, 1950. 137 p. \$3.25.

Moral and Spiritual Values in the Public Schools. By Educational Policies Commission. Washington, D. C., National Education Association of the United States and the American Association of School Administrators, 1951. 100 p. \$1 single copy.

True Faith and Allegiance: an Inquiry Into Education for Human Brotherhood and Understanding. Washington, D. C., Na-

tional Education Association, Commission for the Defense of Democracy Through Education, 1950. 101 p. 75 cents.

Using Periodicals. A Report of the Committee on the Use of Magazines and Newspapers in the English Class. By Ruth Mary Weeks. Chicago, Ill., National Council of Teachers of English, 1950. 114 p. 60 cents.

Your Ticket to Popularity—Good Manners. New York, the Girl Scouts of the U. S. A. and the Boy Scouts of America, 1950. 44 p. Illus. 10 cents.

Helping Young Children To Work Independently. Prepared by Mary Bressler and Lillian Moore. New York, Board of Education of the City of New York, Bureau of Educational Research, 1950. 32 p. Illus. (Educational Research Bulletin, No. 12) 25 cents.

Meaningful Art Education. By Mildred M. Landis. Peoria, Ill., Chas. A. Bennett Co., Inc., 1951. 185 p. Illus. \$4.

Working To Learn. General Education through Occupational Experiences. By Milton J. Gold. New York, Bureau of Publications, Teachers College, Columbia University, 1951. 192 p. \$2.85.

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.

Criticisms and Investigations of the Comics, 1939-49. By Anna E. Mayans. Master's, 1950. University of Cincinnati. 95 p. ms.

The Development of an Inventory Test of Library Information and a Related Unit of Instruction. By Eleanor Gile. Master's, 1949. Boston University. 112 p. ms.

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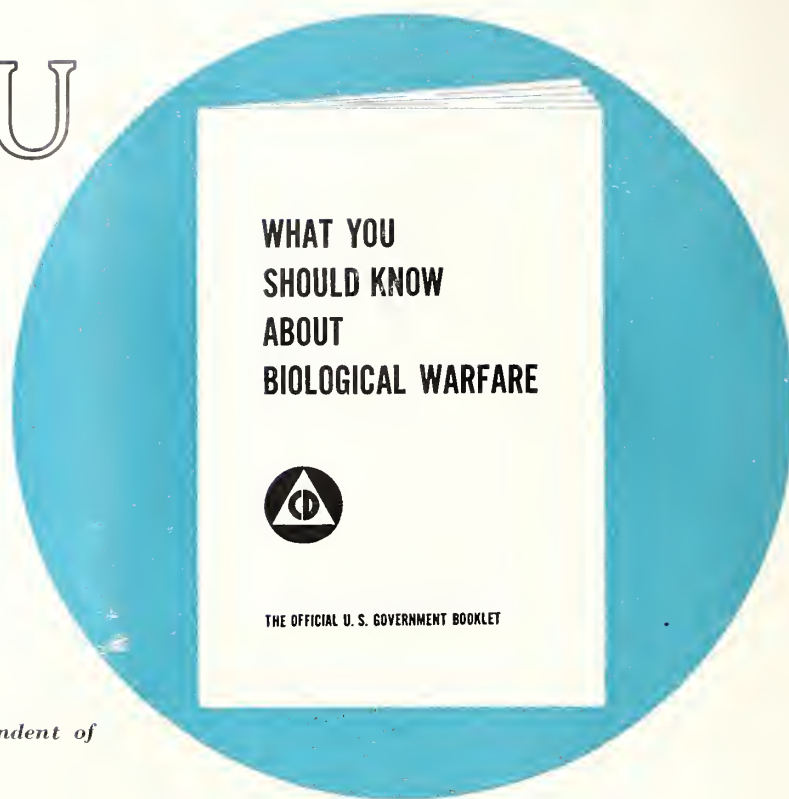
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