

The most effective learning takes place in a situation that is most similar to the actual life situation in which it will be used. The more realistic the learning activity, the more efficient the learning.

Learnings that are continually used are strengthened, whereas those not used are weakened.

Generalizations and abstract concepts should be based on wide experiences and concrete materials suited to the child's own maturity.

Learning is most effective when the learner is continually aware of his own progress and when he experiences the satisfaction of continued growth and success. Every child should experience some degree of success.

THE CLASSROOM WHICH IS A LEARNING LABORATORY

Efficient learning takes place under the careful guidance of the teacher in stimulating, classroom situations:

The classroom environment is friendly, healthful, varied, attractive, and informal.

The teacher knows every pupil as an individual personality through careful observation; through the use of cumulative guidance records; and through parent contacts which throw light on background, growth, ability, educational achievement, and adjustment problems of individual pupils.

Teachers and pupils plan together, within the framework of the curriculum and the resource units, so that every child will develop a personal interest in the program and profit from the planning experiences. Teacher-pupil planning includes pupil participation in defining the problem or activity, in co-operatively planning the learning activities, and sharing in the evaluation of individual and group progress.

The teacher provides a variety of opportunities to challenge the best in pupils of all abilities--the slow, the average, and the superior.

Classroom experiences make it possible for all children and youth to satisfy their developmental needs--mental emotional, social, and physical.

Children and youth learn to use facts as a basis for critical thinking and problem solving.

Every child has an opportunity to express himself creatively.

Realistic experiences and actual life situations are provided wherever possible.

The classroom is extended into the community through field trips and experiences in camping education and through participation of resource leaders who come into the classroom from the community to enrich the program.

Every classroom provides a laboratory for experiences in democratic living. Through shared responsibility and shared leadership, mutual respect is developed among pupils and between the teacher and the pupil. The worth of every individual is appreciated regardless of race, creed, color, or economic status.

Every classroom provides a variety of instructional materials to enrich the experiences of the pupils--books, magazines, pictures, films, slides, transcriptions, radio programs, maps, as well as a variety of resource materials from the community.

The teacher uses all available evaluation techniques to appraise the outcomes of instruction in terms of changes in the behavior of the pupils.

Good discipline is self-discipline developed as a basis for successful group living.

CURRICULUM GUIDE

The Secondary Program

San Diego City Schools

SOCIAL STUDIES

<u>Program</u>	<u>Point of View</u>	Junior and Senior High School
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Social studies experiences for the secondary grades have been organized according to a plan of progression which builds upon the learnings of the elementary grades. As recommended in the California State Framework for the social studies, the secondary program emphasizes PHYSICAL AND ECONOMIC GEOGRAPHY, WORLD HISTORY, UNITED STATES HISTORY, and PROBLEMS OF CITIZENSHIP.

Definition

Content for social studies courses is drawn from the major social science fields. Geography, history, economics, sociology, and civics are integrated in all social studies courses. The study of agricultural America emphasizes geography and simple economics. United States history emphasizes, on varying maturity levels, the geographic, economic, and civil problems that Americans have encountered throughout their national life. Knowledge drawn from the fields of sociology, civics, geography, and economics is essential to the study and solution of current problems. Social studies courses provide information which prepares the student for meeting the problems of citizenship.

Importance

The social studies program is aimed directly at the goal of building competent citizenship. This is, of course, the general goal of all education in the public schools of our American democracy. The specific obligation, however, of the social studies is to provide the knowledge, experience opportunities, and skills that constitute preparation for, and exercise of, good citizenship.

Function

Development of the highest type of democratic citizenship depends upon the acquisition of:

Specific knowledge of geography, civics, economics, history, and sociology

Good citizenship is a result of the acquisition and use of knowledge drawn from geography, civics, economics, history, and sociology which influences attitudes and activities. Knowledge of the American struggle for independence and self-government gives the student a deeper understanding of his responsibilities as a citizen. Understanding of the causes of national and international problems prepares the student for the part that he must take in solving these problems. Experience in participation in the solution of local problems provides understandings requisite to effective citizenship.

Specific citizenship skills

Good citizenship results from the acquisition and use of those skills which enable the young citizen to participate in group planning, to utilize all available sources of information, to interpret information, and to evaluate individual and group progress.

Specific citizenship values

Good citizenship results from assimilation of civics values and appreciations. The student develops a reasoned acceptance of the democratic way. He is loyal to American ideals and institutions and respects the American system of free enterprise. He realizes that in a nation of free men he must take personal responsibility for group welfare.

The Resource Unit

The resource unit lists major learning experiences and suggested activities in the order in which they may develop in the classroom. The plan of development is intended to be an illustration of one of the many ways in which a unit may evolve in the classroom, rather than a plan to be rigidly followed.

The unit guide helps the teacher to understand the procedures for the organization of work. It seeks to interpret how the group experience, beginning with what students know at first hand, moves forward to wider, enriched understanding on the basis of needs, questions, and problems which students themselves raise.

Each unit exemplifies a program in which students experience what they learn. The units illustrate that a social studies experience is integrating or unifying to the student when he:

- Discovers a need for information or skill.
- Defines his own purpose.
- Plans ways to achieve his purpose.

Works co-operatively with others toward attainment of common goals. Continuously appraises the effectiveness of his own and group efforts.

Applies or utilizes information or skills in ways that are meaningful to him.

Develops new interests and needs which lead to further learning.

A wide variety of activities has been listed in each unit monograph. From these the teacher may make selection or modification in terms of the needs and interests of a particular group.

It is expected that each teacher who studies the suggested sequence as a basis for preplanning, will need to readjust his preliminary plans as a result of co-operative planning with pupils to meet specific needs or problems. He should, however, keep in mind the importance of guiding students through a balanced experience from which they derive real value and attain desired growth.

Expected Outcomes

Grade Seven
Geography

The pupil is growing in the understanding that:

Understandings

There is a high degree of interdependence among peoples and regions of the world in satisfying basic human needs.

Geographic environment influences the way peoples live and the products of their toil.

The global position of a nation influences development of natural resources, growth of trade, and economic relationships with other peoples.

Agriculture plays an important role in the economy of nations. Man has utilized science and inventions in his efforts to improve ways of supplying human needs.

Conservation and wise use of human and natural resources are essential to fulfillment of basic needs.

The cultural heritage of a people influences their pattern of life and affects ways of meeting essential needs.

Co-operative effort among members of a nation and peoples of the world can aid in solving food problems.

The individual's worth and dignity becomes increasingly important as we try to achieve a better life in the world today.

Values, Attitudes, Appreciations

The pupil who is developing a framework of values and ideals:

Values the services of the many workers who produce, process, and distribute the foods we use.

Appreciates how farmers have improved and extended agricultural production through wise use of soil and utilization of irrigation.
Appreciates the contributions which outstanding scientists have made to improvement of agriculture.
Is aware of hazards which threaten crop production.
Enjoys some of the social customs of people who work on the land.
Appreciates the contributions of other cultures to improved ways of living.
Takes an active interest in the progress which peoples of different backgrounds are making in working and living together.
Accepts the responsibilities of citizenship in fostering conservation of human and natural resources.
Takes pride in the agricultural achievements of the United States and appreciates our country's responsible role in the world food situation.
Is loyal to the democratic way of life which has contributed to the agricultural development of our country.

Skills

Skills are listed immediately following the Learning Experiences for grade twelve.

Learning Experiences

The following summary statements present brief accounts of learning experiences found in the social studies units.

ORIENTATION TO JUNIOR HIGH SCHOOL

This is an optional experimental unit to be used in schools where one year of social studies is scheduled for grade seven.

Orientation to junior high

Upon entering junior high school in the fall, pupils are interested in becoming oriented to their new school. They survey the school plant and the facilities which are available for their use.

They become acquainted with, and learn about, the work of each member of the school staff. Their new school becomes more meaningful to them as pupils gain an understanding of its relationship to the total school system.

Pupils next become aware of their own needs and responsibilities as citizens of the school. They recognize the importance of, and learn how to maintain, healthy bodies and minds. They learn that in order to have well-rounded personalities, they need to mature physically, mentally, and emotionally.

THE PUPIL AND HIS COMMUNITY

Pupil and His Community

This is an optional experimental unit to be used in schools where one year of social studies is scheduled for grade seven.

In gaining an orientation to community living, pupils first learn about the history and growth of San Diego. They become acquainted with the various districts that make up the community and study in detail the characteristics of their immediate school-community.

Pupils become aware of the importance of businesses and service in the community as they survey the functions of various occupations and agencies which are operated for community benefit.

Through studying recreation facilities and social and school-community services available to people of San Diego, pupils gain a better understanding of problems of the total community and of their particular neighborhoods.

In discovering how they fit into community life by being useful family members, pupils analyze their responsibilities to parents and learn more about how to get along with others. They grow in their understanding of how a useful citizen participates in and contributes to community life.

AGRICULTURAL AMERICA

Agricultural America

As pupils become aware of current food problems in our own country and through-out the world, they direct their interest toward discovering how basic food needs are supplied. They learn how ranchers and farmers from early days to the present have used the vast pasture lands to raise cattle, sheep, and crops. As they compare dry farming and irrigation, they realize how elevation, soil, rainfall, and climate influence farming methods.

In studying the production of cereal grains, fodder, garden truck, and fruits in the lowlands and foothill regions, they discover the part science and inventions have played in overcoming hazards and speeding processes of production. Pupils become acquainted not only with local agricultural activities but also with the great grain-producing regions throughout the world.

Through their study of food problems, pupils become increasingly aware of the extent to which peoples everywhere depend upon others to supply basic food. They learn how problems of producing, processing, and marketing foods locally, nationally, and internationally have brought peoples into closer relationships. As pupils compare the position of the United States with that of other countries in food production, they realize that labor and skill in agriculture contribute to the strength of our free nation in an increasingly interdependent world.

LIFE CULTURE STUDY OF CHINA

Eastern Hemisphere

China is selected for illustrative study of the Orient because China represents the world's oldest and largest cultural unit. Pupils learn how the Chinese satisfy their basic needs for food, clothing, and shelter and how they have built a civilization. Political problems are omitted since they are beyond the maturity level of seventh grade pupils.

In launching their study, pupils first explore the problems of producing food for China's millions. They learn of the geographical factors which influence production of rice and other foods in southern China. They learn, too, of grain production in north China and of the use of outlying desert regions for raising sheep and other animals.

As pupils compare homes and ways of living in the various regions, they become aware of the influence of natural resources on the life of the people.

In discovering how the Chinese meet their needs for clothing, pupils study the production and uses of cotton and silk. They learn how straw, leaves, leather, and wool are also used in wearing apparel.

When pupils complete their survey of all China's resources, they consider the part that transportation and labor play in supplying those needs.

As pupils delve into the story of Chinese culture, they become aware of how the past influences present-day life in China. They learn how the philosophy of the people and the kin-family pattern of living have been perpetuated. They discover the value of contributions China has made to the practical and fine arts--and gain an appreciation for the antiquity of Chinese culture.

Study of changes which have resulted from contacts with other peoples and the opening of their country to trade with nations provides a background for enabling pupils to understand the achievements, needs, and problems which the Chinese face today.

Expected OutcomesGrade Eight
United States HistoryUnderstandings

The pupil is growing in the understanding that:

Life in the United States today has been influenced by events in the past.

Economic, political, and religious growth of Europe led to the discovery, exploration, and colonization of America.

Americans living in earlier times learned to adapt their lives to the environment.

The vast natural wealth of our country has contributed to its rapid growth.

Conditions that led to a constantly expanding frontier had a democratic effect on our national life.

If Americans living today and those who will live in the future are to enjoy their heritage of natural resources, conservation is essential.

Americans have governed themselves democratically from earliest times to the present.

The growth of democracy in our country has been a gradual process.

Conflicting forces due to social, geographic, and economic differences within our country have played an important part in our history.

Our modern industrialization has been made possible by our natural resources and the genius of the American people.

The United States occupies an important position in promoting world-wide co-operation.

Values, Attitudes, Appreciations

The student who is developing a framework of values and ideals:

Appreciates the courage and spirit of adventure which led men to explore and colonize America.

Takes pride in the contributions of various cultural groups to America's greatness.

Appreciates the part taken by minority groups in the building of our nation.

Appreciates how natural resources have fostered the democratic spirit and have contributed to the growth of our country.

Understands how the frontier has influenced the course of our history.

Takes pride in the contributions of great American leaders who have helped to establish, unify, and promote the growth of our country and the democratic way of life.

Appreciates the responsibilities and privileges which citizens enjoy under our democratic form of government.

Has faith in democracy as the means of achieving an increasingly better way of life.

Appreciates the interdependence of peoples and is interested in furthering world-wide understanding and co-operation.

Skills

Skills are listed immediately following the Learning Experiences for grade twelve.

Learning Experiences

The following summary statements present brief accounts of learning experiences found in the social studies units.

HOW EUROPEANS EXPLORED AND LAID CLAIM TO REGIONS IN AMERICA

Early Explorations

This unit may well begin with the story of the discovery of, and exploration in and around San Diego. Pupils may enjoy sharing stories of experiences their families had in migrating to this region.

From this beginning pupils perceive the relationship between the present and the past which leads to an interest in tracing factors of settlement, migration, commerce, and exploration in the new world.

As pupils learn about the life of Europeans during the pre-Columbian era, the importance of trade routes, and the problems which arose when routes were closed, they discover why Europeans began their quest of a new way to the East.

Through following the journeys of early explorers, pupils discover how various nations laid claim to sections of North America.

HOW THE COLONISTS LIVED IN THE THIRTEEN COLONIES

Colonial life

In this unit pupils become acquainted with the lives of people from various racial, religious, and economic backgrounds in the thirteen colonies. They learn of colonial ways of meeting needs for food, clothing, shelter, religion, education, government, and recreation.

In studying reasons for the establishment and growth of each colony, pupils learn how climate, soil, topography, and other geographic factors led to the development of large plantations in the south, small farms in the north, and commercial interests along the Atlantic seacoast.

Limitations of transportation and communication enhanced differences among the colonies and created difficulties in their relationships with England. Pupils learn, however, that in spite of dissimilarities colonists did recognize their common problems and made some early attempts to work together.

HOW THE COLONIES WON THEIR FREEDOM AND ESTABLISHED THE CONSTITUTION OF THE UNITED STATES

Independence and the Constitution

In this unit pupils study developments during the formative years of our country when the colonies were emerging from English control.

Pupils analyze sources of conflict and follow the chain of events which led to armed resistance by the colonists. The Revolution is studied with major emphasis upon large movements and upon leaders who contributed to the achievement of independence.

The forces and experiences which resulted in formation of a new nation become meaningful as pupils trace the steps through which colonists learned to work together in facing common problems: (1) in resisting England, (2) in gaining independence, (3) in establishing stable government through creation of the Constitution of the United States.

HOW THE SEST WAS OPENED

Westward Expansion

This unit deals with the problems of frontier life. Pupils discover that the westward expansion of our country was started even before the Revolutionary War was waged or won.

Interest in the unit springs from a close examination of frontier life and the effects of a frontier upon national life, and from a study of the people who dared to move west to explore and settle newly acquired lands.

The lure of more productive lands, the gold rush, and the improvement of transportation all contributed to the building of the west. This pattern of growth can be illustrated in the past and present of our own state and community as a continuous dynamic process.

HOW THE UNITY OF THE STATES WAS ESTABLISHED FOLLOWING THE CIVIL WAR

Reconstruction Period

This unit presents the two conflicting concepts of the Federal Union which were espoused by the North and by the South. As pupils learn how these views were kept alive through territorial expansion and compromise, they see that conflict developed as a means of settling the dispute.

In studying the reconstruction period, pupils focus attention upon the important issues and outstanding personalities of the era.

HOW THE UNITED STATES BECAME AN INDUSTRIAL NATION

American Industrial Revolution

In studying the first phase of the American industrial revolution, pupils trace its beginnings in England through the basic inventions which changed American industry from hand manufacturing in the home to the factory system.

The effects of the industrial revolution upon agriculture, transportation, communication, manufacturing, and science are examined as a means of gaining an overview of the total effect of the machine age upon the life and institutions of the American people.

HOW THE UNITED STATES BECAME A WORLD POWER

World Leadership

As pupils unravel the chain of events which gradually forced our country to take an active part in world affairs, they learn how the United States has attained its position of leadership in the modern world.

Through study of the efforts of the United States to maintain peace, promote co-operation, and encourage democracy pupils become acquainted with problems and responsibilities in foreign relations which confront the American people now and will probably continue to confront us in the future.

Expected Outcomes

Grade Nine
Our Industrial World

Understandings

The pupil who is growing in social studies knowledge understands:

- How industrialization has changed ways of living and working.
- That raw materials are vital in providing for human needs and knows where natural resources are located throughout the world.
- Some of the processes through which raw materials are transformed into products needed in daily living.
- The part science and inventions have played in the industrialization of the nations.
- The relationship of transportation and communication to problems of markets and marketing and is aware of the effect of transportation and communication upon the increasing interdependence of the world.
- That industry has intensified many of our unsolved national problems, such as congested cities, labor-management relationships, unemployment, concentration of power, and distribution of wealth.
- The need for conservation and wise use of human and natural resources.
- The interdependency of the people of the world in meeting their basic needs of life and the necessity for greater world co-operation.

Values, Attitudes, Appreciations

The student who is developing a framework of values and ideals:

Appreciates man's dependence upon the resources of the earth for food, clothing, and shelter.

Has a respect for the dignity of labor and for those who perform the work of the world.

Appreciates the contributions of scientists and inventors to the improvement of our standard of living.

Is aware of the need to find solutions to problems which have developed as a result of industrialization.

Recognizes the need for co-operation among people engaged in industry.

Believes in the system of free enterprise as a part of our democratic way of life.

Has acquired vocational information related to the world of industry.

Is interested in current news relating to the world of industry, such as labor-management problems, legislation, and scientific experiments to discover substitutes for raw materials.

Accepts citizenship responsibilities for conservation of human and natural resources.

Appreciates the need for international co-operation as a means of solving problems and permitting peoples to enjoy the benefits of industry.

Skills

Skills are listed immediately following the Learning Experiences for grade twelve.

Learning Experiences

The following summary statement presents a brief account of the learning experiences of this unit.

OUT INDUSTRIAL WORLD

World of Industry

As an approach to understanding the complex industrial world, pupils study a local industry such as tuna fishing. They become acquainted with types of fish found near San Diego, location of fishing grounds, activities of fishermen, vocational opportunities in the fishing industries such as boat building and canning. As interest expands from the local community to types of fishing throughout the world, pupils gain an overview of the scope and importance of the industry in relationship to world food needs.

The textile industry serves as a means of understanding the industrial revolution and its influence in changing patterns of living. As pupils survey the growth of the textile industry, they discover how people lived and worked in the various stages of human progress which preceded machines. The story of the evolution of spinning and weaving from the handcraft to the machine stage provides the setting through which pupils can understand how towns grew and craft guilds developed.

They gain insight into the origin of such current problems as congested cities, labor-management relations, unemployment, concentration of power, and distribution of wealth. They discover how the free enterprise system as a part of our democratic way of life has influenced the industrial development of our country.

The part that coal, iron, steel, and petroleum have played in the development of industry is also studied. This provides an additional illustration of how science and technology have changed ways of living and transformed the world in which we live. Pupils begin to understand how trade, transportation, and communication needs have contributed to the interdependence of the world of industry.

Throughout the unit pupils become increasingly aware of their own relationships to the world of industry and gain practical information which may guide their own vocational choices.

Expected Outcomes

Grade Ten
World History

Understandings

The student who is growing in knowledge and understanding of world history:

- Is acquiring an orientation in time and space.
- Realizes that all peoples and cultures have contributed to the modern world.
- Understands how ways of supplying basic life needs have developed from earliest times to the present.
- Realizes that physical environment and the distribution of natural resources have influenced the course of human events.
- Is beginning to realize that human beings the world over have essentially the same basic needs, motives, and aspirations.
- Understands that many contemporary problems have their origins in the past.
- Is gaining insight into how the different political and economic beliefs in the world today have developed.
- Understands how the gradual growth of the democratic idea in the western world has led to respect for the individual.
- Is aware of the increasing interdependence of peoples and nations.
- Realizes that co-operation among nations is essential to world peace and progress.

Values, Attitudes, Appreciations

The student who is developing a framework of values and ideals:

- Appreciates the contributions in art, literature, science, and music which have enriched our way of life.
- Appreciates the contributions of other civilizations to the growth of the democratic ideal.
- Uses his knowledge of world history to interpret current problems.
- Appreciates the fact that all peoples have values patterns which are largely determined by their particular environment and culture.
- Is aware that peoples interpret events and judge behavior of others by their own value standards.
- Appreciates how problems of other peoples affect his own security.
- Realizes that ignorance leads to prejudices and superstition which in turn impedes co-operation and progress.
- Identifies himself with present-day problems and accepts responsibilities of citizenship.

Skills

Skills are listed immediately following the Learning Experiences for grade twelve.

Learning Experiences

The following summary statements present brief accounts of learning experiences found in the social studies units.

WHAT CIVILIZATIONS IN THE NEAR EAST ACHIEVEDNear East

In this unit students discover how man progressed from prehistoric to historic times and built the early civilizations in the Near East.

Students first investigate the reasons for studying history and the sources from which history is written. They study the races of mankind and trace the life of prehistoric man. They learn how the influence of geography and other factors made the Near East a favorable area for the development of early civilizations.

In surveying the civilizations which arose in the Nile Valley, the "Fertile Crescent," and the eastern Mediterranean coast, students study the cultural, economic, political, religious, and social features of life. They attain a realization that the achievements of these early peoples were significant in laying the basis for our very complicated civilization of today.

WHAT THE GREEKS CONTRIBUTED TO THE BEGINNINGS OF DEMOCRATIC IDEAS

Greece

In this unit students study the development of Hellenic civilization from its beginning to its zenith in the fifth century B.C., and analyze its influence upon the present.

Students learn that the Greeks made great advances in government, economy, and recognition of the worth of the individual. Students discover that as city-states developed the first form of democratic government appeared; that, through colonization, Greek culture was spread throughout the Mediterranean area.

Students learn of the significance of the Greek victory over Persia which saved Greek culture for the western world. They also gain an understanding of how the conquest of Alexander the Great carried Hellenic influences into the Near East. They also learn of the futility of the civil wars which resulted because the Greek city-state remained rivals and never learned the art of co-operation.

During the course of the unit, students gain increased appreciation of the philosophy, art, and literature which the ancient Greeks contributed to our cultural heritage.

HOW ROME ORGANIZED AND RULED THE ANCIENT WORLD

Rome

Students learn that the people of the Italian peninsula lived under various forms of government, but were eventually united under the people of Rome.

They discover that a semblance of democracy was practiced and that Roman law and government influenced not only early peoples but ensuing generations.

Students learn of the advance made in architecture, construction of roads, and the building of aqueducts.

Students develop appreciation for the fact that after the decline of the Roman Empire, Christianity expanded and learning was preserved in the monasteries.

Students have opportunity to observe weaknesses which developed in Roman civilization and to compare problems of that period with critical problems that exist throughout the world today.

HOW THE PEOPLE OF EUROPE MET THE PROBLEMS OF LIVING DURING THE MIDDLE AGE

Europe in the Middle Ages

In this unit students survey the period from the disintegration of the Roman Empire to the Renaissance.

As students study the pattern of life during the feudal period, they realize the importance of the Church as the one unifying force of the times. They learn of the rise of Mohammedianism and of the conflicts between the followers of this religion and Christianity. They gain an appreciation of the religious feeling which developed with the crusading movement and the results of this upsurge of religious interest upon everyone in Europe.

Students trace the gradual changes which took place from the Dark Ages when there were few towns and little trade, to the growth of busy centers of commerce in the later Middle Ages.

Students realize that in spite of the barbarian invasions learning and culture were not completely destroyed and that remaining sparks slowly rekindled interest in learning throughout the civilized world.

HOW THE RENAISSANCE BROUGHT RENEWED INTEREST TO ART, LITERATURE, SCIENCE, AND RELIGION

Renaissance

In this unit students discover how a new independence of thought arose in the Italian peninsula and spread throughout Western Europe. They learn how the revival of interest in classical civilization caused division in the medieval church and stimulated creative developments in artistic expression and in science.

Students find that this period of original thought and critical analysis began with a return to an examination of the learning of ancient Greece and Rome. They learn how medieval scholars became interested in non-theological subjects which resulted in new appreciation of earthly beauty and reappraisal of the place of the church in their lives.

As students trace causes for the weakening of the medieval church, they gain understanding of how the Protestant churches arose.

Throughout the unit, students grow in their appreciation of the contributions of great artists, writers, scientists, and religious leaders of many nations. They become increasingly aware of the importance of the knowledge and freedom of thought which has been passed on to people living in the civilized nations of the world today.

HOW NATIONS WERE FORMED AND LATER DEVELOPED INTO EMPIRES

Nations and Empires

In this unit students survey the rise of national states, the development of nationalism, and the subsequent race for global empires which has brought on the wars of the eighteenth, nineteenth, and twentieth centuries.

The students discover that long conflict waged successfully against a common enemy develops unity and patriotism in a people. They learn how in England, France, Spain, and Portugal the kings conquered their feudal vassals, subdued threatening neighbors, and emerged as undisputed rulers of their lands.

Students gain understanding of how leaders sought to discover and colonize new lands abroad in the name of the king. They learn, also, how rivalry for possession of the colonies brought on wars involving all the world. As students trace the pattern that has developed through the years, they begin to realize that nearly every nation in its turn has followed the same pattern. They find that nationalism, expansion, and then war for trade and territorial possession have dominated the last three centuries. Throughout this unit, they grow in the realization that people must strive for mutual understanding, respect, and co-operation if civilization is to survive.

WHAT THE NATIONS ACHIEVED AS A RESULT OF POLITICAL AND ECONOMIC REVOLUTIONS

Self-government

Through a study of the political and economic revolutions, students become aware of social problems of the last two centuries.

They learn that after the impetus of the Renaissance, the number of inventions and improvements increased every year. They realize that science and industry have improved standards of living for all nations which have taken advantage of them.

Students grow in their appreciation of the worth of the individual and the dignity of man as they realize how man has come to govern himself in many countries of the world. They perceive the French Revolution, the Glorious Revolution in England, and the American Revolution as manifestations of political improvements which in turn have made it possible for man to enjoy higher standards of living and greater individual freedom.

HOW EMPHASIS IS BEING PLACED ON INTERNATIONAL CO-OPERATION IN THE
WORLD TODAY

International Co-operation

As students become acquainted with the background of nations that have tried to subjugate the world, they learn that in such countries modern democracy has never been known. They discover that these countries were not in a position to keep pace with the territorial expansion or the industrial development of the western democracies until late in the last century.

Students find that the new rivalry for empire led to World War I. This war created new problems, accentuated nationalism in Japan, brought fascist dictators to most of central Europe, and furthered the spread of communism. Students learn that World War II resulted from this complicated situation. They realize that the present efforts to develop and maintain international co-operation is the most promising solution to the problems of world peace today.

Expected Outcomes

Grade Eleven
United States History

Understandings

The student who is growing in his knowledge of United States history increasingly understands:

- How the social, economic, political, and religious growth in Europe led to the transplanting of cultures to the New World.
- Why the political experience acquired in England, modified by remoteness from authority and frontier conditions, led to an interest in self-government and independence.
- How the adaptation of former political experiences for existing conditions resulted in a basic law that has survived political and economic changes.
- Why the spirit of "Manifest Destiny," territorial acquisition, fear of enemies, and pride in subduing a frontier, developed a nationalistic feeling.
- How economic, political, and philosophical differences led to a sectional rivalry that resulted in war.
- How political parties developed and how they served as tools for use in solving various political problems.
- How technological development has forced changes in business organizations and created new relationships between capital and labor.
- How our modern industrial organization has been made possible by our abundant natural resources and the ingenuity of the American people.

How the United States has been influenced by the philosophies of isolationism, imperialism, and international co-operation.
How the cultural contributions of the many population groups have contributed to the cosmopolitan nature of the American people.

Values, Attitudes, Appreciations

The student who is developing a framework of values and ideals:

- Appreciates the courage and daring of the men and women who have helped to build America.
- Respects the wisdom and foresight of the "fathers of the Constitution" whose contributions have resulted in a stable government.
- Appreciates the privilege of living in a free nation where citizens have equality of opportunity.
- Takes pride in the wealth and balance of natural resources that are the heritage of the American people.
- Appreciates the opportunity to live under a government that places the individual above the state.
- Takes pride in the strength of the United States and the ideals of the American people.
- Is sympathetic to the growing understanding, mutual respect, and co-operation among the nations of the western hemisphere.
- Appreciates the interdependence of peoples and is interested in furthering world-wide understanding and co-operation.
- Is sympathetic with the role minority groups have played in American history.

Skills

Skills are listed immediately following the Learning Experiences for grade twelve.

Learning Experiences

The following summary statements present brief accounts of learning experiences found in the social studies units.

HOW THE UNITED STATES BECAME AN INDEPENDENT NATION

Independence

In a study of this unit students survey the steps which led to the creation of a sovereign, independent United States.

They learn how early peoples passed through different stages of culture, culminating in a feudal society which in turn gave rise to national states. They discover how important social, economic, and educational changes aided in the strengthening of these states which played their part by furnishing leaders who were active in transplanting an advanced civili-

zation to a primitive environment. In this process, students perceive that the English were particularly successful because of their control of the seas and their ability in promoting and governing colonies.

As students trace how the English colonies grew, they understand why the people became interested in self-government and how the colonists learned to resist the British idea of imperial control until resistance led to complete separation. They learn to appreciate the great leaders who emerged and the ingenuity and diplomacy that led to the establishment of a new nation.

HOW THE UNITED STATES ESTABLISHED A STABLE GOVERNMENT

Constitutional Government

In this unit students are concerned with the evolution, creation, and installation of the present governmental framework of the United States.

Students learn that nearly every provision of the Federal Constitution has its origin in British or colonial precedents. They study the heritage of democratic principles embodied in such documents as the Magna Carta and the Bill of Rights. They trace how, from the beginning of colonization, self-government flourished and allowed the tradition of local liberty to take firm root.

Students gain understanding of how this wealth of political experience was modified by the factors of frontier life, distance, and the diversity of national origins and cultural backgrounds. They see that from this rich background the Americans achieved a political philosophy with which to formulate a democratic government.

Students realize that the great achievement of the Constitutional Convention was in its skillful adaptation of former political experiences to existing conditions. They realize also that, if the new instrument of government had not been deeply rooted in the political experiences of the people, it would not have outlived the constitutions of so many European states and would not have survived the political and economic changes of more than a century.

HOW NATIONALISM UNIFIED THE PEOPLE OF THE UNITED STATES

National Unity

In tracing the growth of nationalism in the United States, students study the events and influences which tend to develop a spirit of nationalism.

Students analyze the two dominant trends, nationalism and sectionalism, prevalent since the early history of our country. They discover that the nationalistic trend was in the direction of a central unified government for all the states. They study about the acquisition of territorial possessions by the United States and the growing need for an expanding domestic and foreign policy.

They study the second trend, sectionalism, as an attempt by the people who believed in states' rights to divide the country into several geographical divisions. They realize that these two trends struggled for dominance for more than half the nineteenth century. They acquire a deeper understanding of the problem of sectionalism which continues to be an important aspect of American life today.

HOW SECTIONALISM DIVIDED THE NATION

Sectional Problems

In this unit students are concerned with the factors that resulted in the division of thinking throughout the United States. This division of thinking had its beginning at the time of the adoption of the Constitution and continued through the period of reconstruction after the Civil War.

Students study the doctrine of state rights versus the doctrine of centralized government. They trace the policies of the national government that created strong opposition in some sections. They learn to appreciate the effects of economic conditions and territorial expansion upon the sectional issue.

As the students investigate the attempts to compromise the slavery issue, they come to realize the difficulties of understandings between the sections.

After the study of the war, the students learn that the period of reconstruction deepened the rift in spirit and thought and left the nation with problems still to be solved.

HOW OUR PRESENT-DAY POLITICAL PARTY SYSTEM EVOLVED

Evolution of Political Parties

In this unit students trace the evolution of political parties in the United States. They study the background of political parties in English and Colonial history and trace their development to the present day.

Students learn how the party system evolved as a natural part of our country's development. They discover that it was not provided for by law and that regulations have since been imposed because of the growth of the parties. In studying the origin of new parties, their contributions, responsibilities and fate, students perceive the importance of organization to the life of the political party.

As the students follow the development of political issues, they understand how political beliefs affect our lives and how support for worth-while issues is obtained. They appreciate the value of a thinking electorate who shift their party allegiance from time to time to provide a balance between the major parties. Students gain increased understanding of the role political parties play as tools for use in solving various problems.

HOW ECONOMIC CHANGES HAVE INFLUENCED THE DEVELOPMENT OF THE UNITED STATES

Influences of Economic Changes

In reviewing the early economic development of our country and the pressures that later forced changes in production methods, students gain understanding of our present economic system.

The student learns how American enterprise has developed our resources and discovers how inventions and changes in production methods have aided in increasing our agricultural and industrial output. He becomes familiar with the technological development that has forced changes in our corporate organizations.

The student studies the relationship between capital and labor and the importance and the responsibilities of each. He learns how industrial strife has affected all people and studies the theories of labor relations and their control. He investigates the influence of government on production, inventiveness, and financial development.

The student begins to realize how economic change influences our standard of living. He learns that problems confront us on every phase of economic development. He comes to realize the necessity for efficient production, transportation, and communication methods. He discovers the reason for the development of federal regulation of business, labor, and agriculture. He also learns that many of our problems are still only partially solved.

HOW THE UNITED STATES HAS REACHED ITS PLACE IN WORLD AFFAIRS

American Leadership

In this unit students study the problems faced by the American people and their leaders in the field of international relations.

Students investigate many aspects of international relations. They study the effect of geographical isolation on the problems and policies of the United States. They learn of the part played by the United States during the period of European expansion which followed the Industrial Revolution. They trace the efforts made by the United States to promote the peaceful settlement of international disputes.

Of great significance to students is an understanding of the underlying causes of the two world wars of this century. This understanding leads to an appreciation of the role that must be played by the United States in the post-war world. Students gain a realization that they must take the responsibility of leadership in overcoming the obstacles that stand in the path of permanent peace.

HOW THE AMERICAN PEOPLE ARE PROGRESSING TOWARD EQUALITY OF OPPORTUNITY FOR ALL

Equality of Opportunity

Through a study of the many great American population groups, students discover that all groups have made a contribution to our culture. Acceptance of this fact enables students to face the task of trying to solve problems of providing equality of opportunity for all Americans.

Students extend their understanding of this problem in several ways. First they study the origin of American population groups and the reasons for their migration to America. Then they trace the progress made in expanding equality of opportunity to the individuals who comprise these groups. Students begin to realize that equalization of opportunity results from co-operation between minority and majority groups.

As students acquire a deeper understanding of the origins of the American people, they appreciate the fact that America's contribution to world culture has been the work of all the individuals and groups which comprise American society.

Expected Outcomes

Grade Twelve
Problems of Citizenship

Understandings

The student who is growing in knowledge and understanding of problems of citizenship:

- Understands the basic philosophy and principles of American democracy.
- Understands the democratic organization and functioning of local, state, and national government.
- Has become acquainted with some of the great documents of democracy.

Recognizes that democracy places great emphasis upon the individual.
 Realizes that democracy is dependent upon co-operation of all citizens and upon use of intelligence in solving common problems.
 Is acquainted with some of the issues underlying the political, social, and economic problems which confront American democracy today.
 Has chosen an occupation and has considered various opportunities for future training.
 Is familiar with vocational trends in the community in which he lives.
 Understands something of American democratic family life and how it has been changed by industrial revolution.
 Is prepared to meet problems of adjustment to family life.
 Is conscious of the need for improving his ability to get along with others.
 Understands the need for financial management in personal affairs.
 Is aware of the growing need of an international agency competent to maintain world peace.

Values, Attitudes, Appreciations

The student who is developing a framework of values and ideals of democratic citizenship:

Has a reasoned acceptance of the democratic philosophy of life.
 Appreciates the advantages and opportunities which the American people enjoy under our democratic government.
 Is loyal to American institutions and has faith in democratic procedures.
 Accepts and fulfills the responsibilities of democratic citizenship.
 Is concerned with safeguarding and improving our American democratic way of life.
 Respects the worth of each individual in our society.
 Appreciates the contributions of individuals to group welfare.
 Respects the American system of free enterprise.
 Has an attitude of personal responsibility for earning a living.
 Is sensitive to the needs of the group in the school, the home, the community, and the nation.
 Uses the scientific approach to problem solving.
 Realizes the power of the group.
 Works as leader or follower according to the demands of the occasion.

Skills

Skills are listed immediately following the Learning Experiences for grade twelve.

Learning Experiences

The following summary statements present brief accounts of learning experiences found in the social studies units.

HOW THE PEOPLE OF SAN DIEGO CO-OPERATE TO SOLVE PROBLEMS OF COMMUNITY LIVING

Local Problems

Through studying political and social problems in the city and county, students establish personal relationships with their own community.

Students learn how San Diego developed both historically and governmentally. They study the city-county charters and learn about city planning, local courts, taxation system, and educational opportunities. They become acquainted with the need for, and activities of, welfare agencies. Students also study conservation problems so that they will have a better understanding of the needs of this community.

Through comparing San Diego with other communities, students become aware of problems which are peculiar to this locality. They gain added interest in current local problems and in relationships which extend into state and federal government.

HOW THE PEOPLE OF CALIFORNIA CO-OPERATE TO SOLVE STATE-WIDE PROBLEMS

State-wide Problems

In studying the chief features and major problems of the government of California, students become aware of the importance of states in our American federal system.

In this unit students briefly review the history of California, which includes the constitutional developments of 1849 and 1879. They gain understanding of the three departments of government including the practical features of the legislative, the elective and administrative divisions of the executive, and the jurisdiction and functions of the judicial.

Students learn about electoral procedures before considering such major problems as taxation, federal relations, public welfare, and the public school system. They gain a realization that the rapid growth of California increases importance of the many problems of our state.

HOW THE PEOPLE OF THE UNITED STATES CO-OPERATE TO SOLVE OUR NATIONAL PROBLEMS

National Problems

In this unit students examine the nature of the United States constitutional government and its basic features.

Students learn about our democratic aims and gain understanding of the function of the national government through which we seek to achieve these goals, as well as to discharge individual responsibilities.

They study the need for, and the development of, government. Through a brief review of the historical background students discover how the ideals of American government have been included in the Constitution. They learn about the duties and obligations of citizens.

Next, students analyze the three departments of the national government and their functions. In this study they examine such recent trends as administrative agencies, considered by some as the fourth department of government. Through their study of political rights and practices students gain an understanding of basic democratic principles.

HOW THE NATIONS ARE SEEKING SOLUTIONS TO WORLD PROBLEMS

World Problems

In this unit students investigate past efforts to establish an agency to maintain world peace. After they have reviewed the strengths and weaknesses of the Hague Conference and the League of Nations, they study the structure and function of the United Nations.

In the study of the formative years of the United Nations, emphasis is placed on the structure of the organization. Students examine the principles laid down in the Atlantic Charter and learn how these principles were put into effect in the plan worked out at Dumbarton Oaks.

Students gain knowledge of the function of United Nations through study of the problems which this organization has solved. Solutions of such critical problems as the conflict between Arabs and Jews in Palestine and between the Dutch and the Nationalists in Indonesia give students understanding of the function of the organs of the United Nations. Study of the consideration and solution of such problems as international aviation, agriculture, and postal service provides the student with knowledge of the operation of the special agencies. Particular emphasis is placed on study and understanding of the work of UNESCO.

HOW SHALL I PREPARE TO MEET PERSONAL ECONOMIC PROBLEMS?

Personal Economic Problems

In this unit students become acquainted with some fundamentals of family finance and business management.

The student learns how to aid and protect himself as a consumer, how to interpret advertising, how to get assistance from private and governmental agencies, and how to buy wisely. He studies the use of banks, credit, and installment buying. He investigates the problems of renting, buying, and financing a house.

The student examines social security and insurance protection and studies the wide field of services offered.

Through this study he gains an appreciation of the need for careful and intelligent financial management in personal affairs.

HOW SHALL I PREPARE FOR A VOCATION?

Vocations

Through inventory of interest by the Kuder Preference Record, the student learns something of his vocational interests. In some schools this interest inventory is administered in the eleventh year and in other schools in the twelfth year. The student gains additional information through attending Career Day panels on vocational areas in which he has an interest.

In the senior year the student attempts to analyze himself for vocational interests and abilities and to study the requirements of the job area in which his interests lie. He may expand his information still further from general panels, specific panels, and from personal interviews with people in the area of his particular vocational interests.

HOW SHALL I PREPARE TO GET ALONG WITH OTHERS?

Getting Along with Others

Through study of personal adjustment pupils learn of the personality characteristics which are important to society. The student learns facts about heredity and studies environmental influences. The characteristics of introversion and extroversion are reviewed in some detail to enable the student to see his strengths and weaknesses and to enable him to strive toward the goal of a well-balanced personality.

The student acquires an understanding of behavior problems. He learns the meaning of intelligence and the methods of mental measurement. He becomes aware of defense and escape techniques and of the implications of certain attitudes and emotions. A knowledge of the reasons for his behavior enables him to understand better the behavior of the people with whom he comes in contact.

HOW SHALL I PREPARE TO MEET THE PROBLEMS OF HOME AND FAMILY LIFE?

Home and Family Life Problems

In studying the problems of home and family life, the student learns something of the different forms of family life. He discovers some of the results of the impact of urban industrialized life on the nature and functions of the family, the state, and probable causes of divorce, and something of the multiplicity of marriage and divorce laws in the United States. The student begins to list the qualities he would find desirable in a mate and, in turn, attempts to assess the qualifications he might offer to make a marriage successful.

Elective Courses

The following elective courses are offered in some senior high schools:

Current History
World Affairs

Expected Outcomes

Grades Ten, Eleven,
and Twelve

skills

The student who is developing skills of democratic group living increasingly:

Takes part in planning group and individual activities by--

- Helping to establish a worth-while goal which can be achieved.
- Helping to establish clear statements of the specific problems to be solved in achieving the goal.
- Helping to establish standards of work acceptable to all in order that activities may proceed to successful conclusions.
- Being sure he understands and accepts the goal, problems, and standards stated.
- Suggesting ways in which group decisions can be carried out successfully.
- Contributing to discussions after listening carefully to others and thinking critically about the problem so that his contribution will be effective and worth while.
- Asking questions to clarify points he does not understand or cannot accept.
- Being sure he has facts from reliable sources to support his opinion, especially when it differs from another's opinion.
- Bringing to the attention of others materials, information, and ideas which aid in the solution of problems and achievement of the goal.

Contributing to immediate class plans, detailed suggestions regarding selection of materials, delegation of responsibilities, and approximate time required for accomplishment.

Gains information from--

Reading independently a variety of reference books and using encyclopedias, dictionaries, and source materials so that he may select from many the most pertinent facts.

Reading such current publications as newspapers, magazines, brochures, pamphlets, world almanacs, and government bulletins, to obtain the latest facts.

Checking the opinions of one author with those of several other authors to determine bias and accuracy of specific facts.

Taking notes or outlining points in acceptable form to be used in reports or discussions.

Learning to cite source and quotations in acceptable form for use in oral and written reports.

Using the table of contents, index, and appendix to locate relevant facts quickly.

Utilizing the school library effectively to locate needed references by means of the card catalog, Reader's Guide, and knowledge of the Dewey decimal system.

Utilizing many means of obtaining additional information such as letters, interviews, conferences, and telephone calls.

Studying maps and globes to:

- Locate specific places and areas
- Tell directions and measure distances.
- Determine, by using the legend, the relationship and effect of physical features to the living of people.
- Use longitude and latitude for location and map making.
- Compare projection with the globe to recognize distortion.
- Use effectively different types of map projections.

Studying graphs, tables, and charts to obtain additional facts.

Going on excursions to secure firsthand experience.

Looking at pictures, slides, films, exhibits, illustrations, and television to discover facts and clarify ideas.

Listening to reports, explanations, and radio broadcasts for pertinent facts and trends.

Developing understanding of and learning to use new vocabulary encountered in study of the unit.

Expresses, interprets, and uses information and ideas through--

Participating in group discussions, and debates, using notes when needed to aid in contributing facts.

Sharing responsibility for leading the group in planned discussion.

Participating in determining parliamentary procedures to be followed in group discussion.

Presenting an oral or written report which expresses his reaction to, or description of, the pertinent information he has gained.

Presenting reports by means of chalk talks, map talks,
posters, or cartoons.
Preparing and explaining a map, chart, graph, or time-line.
Dramatizing historical incidents.

Uses problem-solving skills effectively by--

Recognizing a problem and stating it clearly.
Listing possible sources of information.
Collecting information from many sources to help solve the
problem.
Checking the accuracy and bias of the information.
Planning ways to interpret or express the information.
Organizing and discussing the information.
Using the information to solve the problem.
Checking to see if the problem is solved.

Participates effectively as a member of the group by--

Being co-operative in helping to plan work and solve problems
so that all activities may proceed successfully in the desired
direction.
Assisting others in accepting responsibility for co-operation.
Accepting responsibility for contributing constructively to
group discussions so that all may benefit.
Exercising leadership in particular phases of work in which he
is most suited.
Accepting directions or constructive criticism from others when
it is given for the purpose of furthering better results
for class activities.
Contributing his share of ideas to plans, to solutions to
problems, and to establishment of standards and goals.
Assuming responsibility for understanding and accepting the
goal, problems, and standards.
Listening carefully to the comments and suggestions of others,
thinking critically about them, before contributing so that
he may always make worth-while additions.
Being careful to consider a suggestion for following through
on plans and solutions and for assisting other members of
the group.
Respecting the views and opinions of others even though they
differ from his own.
Accepting responsibilities delegated to him by the group and
successfully carrying them through when he is working
independently or as one of a group.

Takes part in evaluating individual and group progress by--

Helping the group decide how well specific plans have been
carried through, how difficulties which arose have been
met, and how future plans might be improved.

Appraising opinions and data collected to determine accuracy and degree of bias.
 Commending work which has been well done.
 Offering criticism which is constructive and helpful to those receiving it.
 Helping the group decide whether many members have made worthwhile contributions to the group discussion.
 Helping to check how well work procedures and standards have been followed and which, if any, need to be changed.
 Helping the group decide when sufficient reliable and pertinent information has been gained.
 Helping to check the accuracy of information.
 Helping the group decide whether the information has been expressed and interpreted in as clear a way as is needed for understanding.
 Helping the group decide when problems have been solved and goals achieved.
 Contributing a summary of the achievement of goals, accomplishment toward solutions of problems, and the fulfillment of class standards.

Resource References

Junior and Senior High School

San Diego City Schools Publications

- Plan for Teaching a Unit on Agricultural America in Relationship to World Food Problems. 1948. Grade 7.
- Plan for Teaching a Unit on a Life Culture Study of China. 1948. Grade 7.
- Plan for Teaching a Unit on How Europeans Explored and Laid Claim to Regions in America. 1947. Grade 8.
- Plan for Teaching a Unit on How the Colonists Lived in the Thirteen Colonies. 1948. Grade 8.
- Plan for Teaching a Unit on How the Colonists Won Their Freedom and Established the Constitution of the United States. 1947. Grade 8.
- Plan for Teaching a Unit on How the West Was Opened. 1948. Grade 8.
- Plan for Teaching a Unit on How the Unity of the States Was Established Following the Civil War. 1949. Grade 8.
- Plan for Teaching a Unit on How the United States Became an Industrial Nation. 1949. Grade 8.

Plan for Teaching a Unit on How the United States Became a World Power. 1949. Grade 8.

Plan for Teaching a Unit on Our Industrial World. 1949. Grade 9.

Plan for Teaching a Unit on How the United States Became an Independent Nation. 1947. Grade 11.

Plan for Teaching a Unit on How the United States Established a Stable Government. 1947. Grade 11.

Plan for Teaching a Unit on How Nationalism Unified the People of the United States. 1948. Grade 11.

Plan for Teaching a Unit on How Sectionalism Divided the Nation. 1948. Grade 11.

Plan for Teaching a Unit on How Our Present-Day Political Party System Evolved. 1948. Grade 11.

Plan for Teaching a Unit on How Economic Changes Have Influenced the Development of the United States. 1948. Grade 11.

Plan for Teaching a Unit on How the United States Has Reached Its Place in World Affairs. 1947. Grade 11.

Plan for Teaching a Unit on How the American People Are Progressing Toward Equality of Opportunity for All. 1950. Grade 11.

The American Way. 1948.

Spiritual Values. 1948.

We the People. 1949.

Catalogue of Educational Films and supplements. Latest issues.

Suggestions for Planning and Conducting School Excursions and Field Trips. 1946.

State Department Bulletin

The Social Studies Program for the Public Schools of California ("Bulletin of the California State Department of Education," Vol. XVII, No. 4, August.) Sacramento: California State Department of Education, 1948.

CURRICULUM GUIDE

The Secondary Program

San Diego City Schools

H O M E M A K I N GPoint of View

Homemaking is a continuation of the family living program offered through the social studies in the elementary grades. Homemaking courses in secondary schools provide a variety of experiences to meet changing needs and interests.

The focus of the homemaking program is primarily on the improvement of the individual as a member of a family and of the society in which he lives.

Homemaking equips youth with understandings, appreciations, and skills for better personal and group living.

Learning experiences in homemaking develop a basis for understanding individual differences and offer opportunities in social adjustment. Homemaking increases the sensitivity of young people to beauty in everyday living.

Every girl in the secondary schools has the opportunity to participate in the activities of the homemaking program.

The learning experiences, which the students carry into the home, influence the attitudes and skills of family members.

Instruction in evaluation of goods and services promotes better use of the family dollar.

Homemaking to be successful must provide learning experiences which can be used in the present homes of the students. It must also encourage intelligent consideration of the basic requirements essential to happy marriage and parenthood.

Homemaking has as a major goal the strengthening of loyalty to the family and to the democratic principles which are basic to happy family life. The influence of active loyalty in the home extends to larger loyalties in the community.

Homemaking, at each grade level, provides for the personal needs of the student in her relation to the family. In the seventh grade, emphasis is placed on helping the student to become a more co-operative family member. In the eighth grade, boy and girl friendships and group dating motivate interests related to the study of social custom. In the ninth grade, special emphasis is placed on improving personality and emotional health.

Senior high school homemaking is focused on the improvement of family living. It includes units on marriage and the family and on vocational guidance. These experiences will help students choose a vocation and aid them in establishing homes of their own.

Expected Outcomes

Grade Seven

The pupil who has participated successfully in seventh grade Homemaking--

- Assumes more responsibility for keeping home clean and orderly.
- Knows a variety of ways of playing with little children and enjoys these experiences.
- Uses measuring equipment and kitchen utensils.
- Uses efficient dishwashing techniques.
- Can prepare simple dishes and help with family meals.
- Understands simple nutrition facts.
- Can read labels on grocery items, judge cost and best use of some products, and help with home marketing.
- Recognizes the many ways to have fun with the family and friends.
- Can plan and prepare entertainment and refreshments.
- Can set the table for various types of refreshments and meals.
- Can make inexpensive, attractive table decorations and party favors.
- Uses acceptable table manners.
- Can assume the responsibility of restoring order after entertaining.
- Knows how to care for her clothes.
- Is acquainted with sewing equipment and simple sewing techniques.
- Knows how to use the sewing machine.
- Can make a simple apron without a pattern.
- Is aware that sharing the family income on the basis of individual and group needs promotes family satisfaction.
- Can arrange an attractive tray for a sick person and prepare some simple foods.
- Is willing to assume more responsibilities when there is illness in the home.
- Realizes the precautions necessary wherever there is illness.

Learning Experiences

In seventh grade Homemaking the pupil--

Helping at home

- Places clean paper in kitchen drawers, on the shelves, and in clean garbage pails.

Washes dishes by approved methods.
Cleans the woodwork and dusts the furniture in the homemaking department.
Arranges dishes and utensils conveniently in the homemaking department kitchens.

Playing with Children

Plays games that small children will enjoy.
Tells and reads stories to young children.
Brings preschool children to school and plays with them.
Plans and gives a party for small children.
Makes a spool toy or simple puzzle.
Uses safety practices as she plays with children

Helping with Meals

Identifies kitchen equipment and knows efficient placement of equipment in cupboards.
Observes a demonstration on the use of cooking equipment, and practices measuring ingredients with standard equipment.
Helps the class set up standards of dishwashing.
Practices setting the table for simple family meals and for light refreshments.
Makes a list of acceptable table manners and practices these in school and checks herself for improvement.
Prepares gelatine salads, cookies, party sandwiches, relish plates, simple desserts, and beverages.
Uses visual aids in the study of nutrition, and discusses simple nutrition facts.
Co-operates in a get-acquainted project in the class.

Having Fun with the Family

Reads and reports on poems, stories, radio programs, and movies which show families having fun together.
Makes a scrapbook collection of suggestions for party decorations, games, stunts, and refreshments.
Prepares a personal scrapbook for a stay-at-home vacation. The parents report on each activity carried out by the family during the vacation period.
Plans entertainment, games, decorations, and refreshments for several parties.
Participates, as a member of a class-organized family group, in giving several parties and evaluating them as to guests, hostesses, operation, and costs.
Cleans the laboratories and reports on how she restored order at home after parties.

Caring for Clothes

- Observes demonstrations on selection and use of sewing equipment (thread, needles, scissors, and thimble).
- Practices simple hand sewing which includes threading needles, making knots, and using a thimble and a tape measure.
- Discusses types of boxes used to hold the sewing equipment and chooses a container.
- Sews on snaps, hooks and eyes, and buttons and makes patches, darns socks, and mends tears.
- Practices good grooming in learning to polish shoes, uses shoe trees, removes spots from clothing, brushes clothes and hangs them properly.
- Contributes to a class exhibit by bringing items which include many kinds of brushes, sponges, hangers, shoe trees, and storage equipment for use in dresser drawers.
- Draws diagrams of dresser drawers and reports in class on arrangement of dresser drawers at home.

Making an Apron

- Names the main parts of the sewing machine, knows their uses, and practices operating the machine.
- Practices safe methods in the use of pins, needles, scissors, thimbles, irons, and sewing machines.
- Sets up standards for class courtesies.
- Makes simple personal budgets.
- Measures herself for length of apron, furnishes own material, and constructs a simple pretty apron that requires no commercial pattern.

Helping home Nurse

- Lists responsibilities girls can assume when sickness occurs in the home.
- Practices setting up attractive trays for the sick.
- Prepares custards, junket, gelatine desserts, and nutritious drinks for sick person.
- Studies and practices precautions needed when there is sickness: discards leftover food, discards leftover medicine, washes dishes separately, eliminates unnecessary noise, and avoids unpleasant topics of conversation.

Expected Outcomes

Grade Eight

The pupil who has participated successfully in Homemaking for grade eight--

- Can clean the bedroom and make it more convenient attractive.
- Can make a bed properly and care for the bedding.

Knows the responsibilities of a baby sitter.
Knows the importance of eating a good breakfast.
Plans breakfasts on a cost basis.
Can efficiently prepare and serve well-balanced breakfasts.
Can make jellies and marmalades and compare costs with commercial products.
Knows approved social customs in meal service
Knows the behavior patterns and courtesies necessary to get along with others.
Recognizes the importance of personal cleanliness.
Knows the care of hair, skin, and nails.
Understands the requisites of good posture.
Can recognize many cotton textiles and their appropriate uses.
Can use a commercial pattern in the construction of a simple blouse or skirt.
Understands the causes of many home accidents and ways of preventing them.
Is able to make a simple survey of safety hazards in her home.

Learning Experiences

In eight grade Homemaking the pupil--

Caring for Bedroom

Makes a bed (actual size or large doll bed) correctly in class and learns the care of bedding.
Makes a list of articles and clothes usually stored in the bedroom and determines type of storage needed.
Makes daily and weekly check charts on care of her bedroom and reports in class on progress.

Making the Bedroom Convenient and Attractive

Makes and judges various arrangements of articles commonly found on dressers, study table, bedside table, and shelves.
Draws diagram or makes model of own bedroom which shows present placement of furniture.
Rearranges her room for convenience and attractiveness.
Selects and makes some of the following, depending on need of room: dressing table, nail-keg charrs, wastebasket, bedside tables, bedspreads, bedroom curtains, shoe bags, laundry bags, clothes rack, bulletin boards, shadow boxes, pictures and picture plates, lamp shades.

Baby Sitting

Discusses the responsibilities of baby sitting and formulates a list of "do's" and "dont's"
Practices telling new or original stories.

Illustrates the stories by using cutouts in a scrapbook and paper doll puppets in paper cartons and by placing cutouts on flannel graphs.

Makes equipment for a baby-sitting kit, such as soft toys, scrapbook, jig-saw puzzle, storybook, large beads to string (made from spools), bean bags, dress-up clothes.

Makes some equipment for children and gives these to charitable organizations.

Gives a party for little tots with the help of her classmates.

Observes kindergarten and nursery school children.

Nutrition

Uses food models, sets up standards for a good breakfast, and understands why it is important to eat a good breakfast.

Time and Money Management

Determines food costs from observation at stores and from newspaper advertisements.

Works out time schedules for all breakfast preparations and accurately figures costs for each meal.

Knows various sizes of cans and studies labels on canned goods.

Food Preservation

Makes jellies and marmalades, compares cost with commercial products, and uses her products in the breakfasts.

Preparing Breakfasts

Plans, prepares, serves, and evaluates a series of breakfasts. Makes simple table decorations, reviews correct table setting, and check on social customs.

Prepares a simple breakfast at home and brings back an evaluation from her mother on the success of the meal.

Making and Keeping Friends

Discusses and uses socio-drama to develop an appreciation of family, friends, older persons, foreign-born people, and physically handicapped people.

Makes a list of desirable qualities she admires in friends, and checks herself against this list.

Observes and reports on movies which portray friendships.

Participates in "Courtesy Day" and reports on observations of courtesies in halls and classrooms.

Makes courtesy posters for bulletin boards.

Practices accepted social customs in everyday situations.

Good grooming

Practices brushing her hair, observes a shampoo demonstration, pincurls her hair and studies becoming hair styles.
Practices and checks herself on posture when sitting and walking.
Manicures fingernails, discusses types of hand lotions, and practices care of the hands.
Helps the class set up standards for personal cleanliness and periodically checks on self-improvement.
Washes sweaters and lingerie and practices daily and weekly care of clothes.

Cotton Textiles

Examines and identifies swatches of common cotton materials and knows the approximate cost per yard.
Decides on appropriate uses of the cotton materials.
Discusses makes of patterns, things to specify when buying patterns, and suitability of patterns for different types of figures.

Making a Blouse or Skirt

Selects a pattern for a blouse or skirt that will be becoming to her and purchases the pattern and the right amount of material.
Shrinks and presses material and prepares it for cutting.
Reads the instructions on the pattern, alters the pattern if necessary, follows the guide sheet, and cuts out the garment.
Sews the garment, evaluates the completed project, and compares it with a commercial garment.

Home Safety

Investigates causes and prevalence of home accidents.
Lists safety hazards in her home and finds out how to eliminate them.
Reports on improvements in safety in her home.
Reports on best ways to report fires, home accidents, and disasters.

Expected Outcomes

Grade Nine

The pupil who has participated successfully in ninth grade Homemaking--

Can choose becoming styles and colors in the purchase of clothing.
Can recognize a wide range of cotton and rayon fabrics.
Can correlate the texture, finish and design of textile with relation to her individual type.

Can construct a simple dress.
 Recognizes good and poor buys in small kitchen equipment.
 Understands the value of planning the location of work areas to save time and energy.
 Knows the efficient and economical uses of detergents.
 Recognizes the individual differences in small children.
 Can cope with some simple behavior problems and help children form desirable habits.
 Knows the open kettle and hot water bath methods of canning foods.
 Can plan a menu of nutritious foods for the entire day.
 Can efficiently prepare and serve well-balanced luncheons on a cost basis.
 Can use approved social customs in meal service.
 Is more at ease in mixed groups and enjoys boy and girl friendships.
 Can analyze the characteristics that boys and girls admire in each other.
 Is aware of the differences in personalities through group dating.
 Can keep a sickroom clean and sanitary.
 Can administer simple first aid.
 Is considerate of the patient and knows ways to make him comfortable.
 Can prepare a suitable lunch or breakfast for the convalescent.

Learning Experiences

In ninth grade Homemaking the pupil--

Making kitchens Attractive and Convenient

Studies types of kitchens and analyzes placement of large equipment.
 Studies kitchen cupboard space and ways to improve use of space.
 Makes time and motion studies used in preparation and serving of meals, in dishwashing, and in cleaning of room.
 Reports on similar studies made in the home.
 Displays and discusses various types of small kitchen equipment and judges them for cost, use, and durability.
 Studies samples of coverings and finishes for floors, sink tops, and work spaces, and analyzes for cost and durability.
 Studies the care of various floor and sink coverings.
 Makes a list giving the minimum low-cost small equipment necessary on a low income budget.
 Makes a scrapbook on kitchen arrangements and kitchen equipment.
 Participates in a class tea for the mothers at which classroom work and new ideas in the kitchen areas are displayed.

Understanding Children

Reports on the behavior of some child she has observed.
 Discusses possible causes for various behavior patterns.
 Lists approved methods of meeting the most common behavior problems.
 Discusses the influence of family members on habit formation in children.
 Studies good and poor buys in children's clothing and play equipment.

Nutrition

Studies the basic seven food groups or the guide to good eating and criticizes food habits.
Observes food selections on cafeteria trays and decides how these could be improved.

Canning

Is able to can fruits in open kettle and by hot water bath method and compares costs with commercial products.
Observes a demonstration on the use of different types of canning equipment.
Makes charts of food costs.
Visits a fruit and vegetable market to observe the variety, grading, and care of the foods.

Preparing Luncheons and Suppers

Plans, prepares, serves, and evaluates a series of luncheons and family suppers, and gives costs.
Prepares luncheon or supper at home and evaluates success of meal.
Practices acceptable table manners that will promote a feeling of security when in mixed groups.

Boy and Girl Friendships

Discusses and lists accepted ways of getting acquainted with boys so that the boys will respect her.
Discusses the characteristics that boys admire in girls and girls admire in boys.
Uses a question box method to discover boys' attitudes on certain social questions. Boys' classes may make out questions for the girls and girls make out questions for the boys.
Uses role playing to clarify points that may be debatable.

Group Dating

Discusses advantages of having many boy and girl friendships.
Discusses advantages of group dating and parental guidance

Cotton and Rayon Textiles

Examines swatches of cotton and rayon materials suitable for dresses and knows the approximate cost per yard of materials.
Analyzes finish and design of materials to determine suitability for her own type.
Tries on color-bibs to ascertain becoming colors and judges dress styles for various figures.

Making a Dress

Choose a pattern, buys the material, shrinks material, and constructs a cotton dress.

Evaluates the finished garment and compares it with a similar commercial garment as to finish, style, and cost.

Good Grooming

Discusses good grooming, sets up standards for a well-groomed girl, and reports on her personal improvement.

Evaluates clothing and discusses good and poor buys.

Laundry

Knows the various detergents available and practices using the detergents most suited to various materials.

Knows laundry methods and, if possible, does a family's laundry.

Some Care of the Sick

Knows the value of soap and water as a disinfectant.

Practices cleaning floors, furniture, chairs, and bed to disinfect sickroom.

Lists ways of making the patient comfortable.

First Aid

Studies the American Red Cross First Aid Textbook for Junior

Sets up menus for convalescents and prepares trays for breakfast and luncheon.

Practices amusing and quiet games that could be used with children who are ill.

Expected Outcomes

Grade Ten

The student who has participated successfully in tenth grade Homemaking--

Recognizes many kinds of tablewares, silver, and linens.

Can select artistic dining room appointments.

Becomes aware of the physical needs of children.

Can use a pressure cooker in food preservation.

Knows a variety of ways of serving family suppers and luncheons.

Learns to plan the daily meals, and includes the essential nutrients for the family.

Realizes the value of economical use of food, time, and money.

Learns accepted social behavior in dating.

Understands that comradeship and mutual interest in many activities are the best bases for friendships.
 Is able to make decisions when personal social problems arise.
 Learns to be a wise consumer in the purchase of clothing and cosmetics.
 Can recognize and evaluate fabrics.
 Constructs a dress in accordance with her needs and abilities.
 Learns to make some clothing accessories.
 Recognizes the importance of a cheerful atmosphere in the sickroom.
 Is able to arrange a suitable room for the comfort of the patient and for the convenience of the nurse.
 Can improvise some equipment needed in the home when caring for the sick.
 Can select gift and activities which contribute to the happiness of the person who is sick.
 Can perform some of the techniques used by a home nurse.

Learning Experiences

In tenth grade Homemaking the student--

Dining Room Appointments

Assembles samples and illustrations of silver, tablewares, and lines, and compares artistic qualities, cost, serviceability, and construction.
 Arranges and analyzes artistic table settings for a breakfast, lunch, dinner, buffet, and tea.
 Dyes cloth and makes attractive place settings.
 Cleans silverware, enameled and embossed dishes, and launders linens.
 Polishes furniture and, if needed, refinishes dining room furniture.

Understanding Physical Needs of Children

Observes the physical environment of a play school and notes how it is adaptable to the needs of a child in his home.
 Reads references concerning furnishings for a child's room and analyzes play equipment.
 Chooses and makes furnishings and equipment suitable for use in the home and play school: blocks, chairs and tables from boxes, rag dolls, stuffed toys, and cupboards from orange crates.
 Discusses health needs for children as they relate to food, clothing, rest, and habit formations.

Food Preservation

Uses a pressure cooker in canning fruits, vegetables, fish, meats, and poultry.

Nutrition

Estimates her own nutritional needs and compares her food intake with her needs.
Plans the family's daily meals on a nutritional basis and figures costs.

Time and Money Management

Investigates and compares food costs.
Plans each meal on a specified money allowance and keeps a price list for reference.
Experiences the need for co-operation and realizes the importance of using time wisely.

Preparing Family Meals.

Plans, prepares, and serves a luncheon after having considered the various methods of preparing food; correct serving; table setting for various types of meals; and correct, well-chosen, pleasing table arrangements and centerpieces.
Prepares many types of family meals.

Dating

Lists reasons why she likes a certain boy or girl for a friend.
Brings in boy and girl relationship problems for class discussion.
Works with a committee in selecting problems in social relationships for study: a date, entertaining boys, entertaining girls, exchanging gifts, and the telephoning girl.
Discusses and dramatizes the appropriate behavior in a variety of situations when with a "date".

Buying Clothes

Compares wearing apparel of different qualities and prices in relation to style, trimming, construction, and fabric.

Textiles

Compares and identifies characteristics of fabrics, such as fiber, weave, and finish.

Care of Clothes

Practices daily, weekly, and seasonal care of clothing.
Analyzes personal expression in clothes, discusses figure problems, and then selects the most becoming style, color, and fabric for garment which she makes.
Sets up standards for a well-groomed teenager.
Evaluates cosmetic advertisements.

Clothing Accessories

Chooses and makes clothing accessories which may be related to the garment.

Simple Home Nursing

Makes a floor plan of her own room showing rearrangement for the comfort and happiness of the sick person and the convenience of the nurse.

Improvises equipment for the sickroom: back-rest, bed table, bed cradle, and waste sack.

Plans activities and makes gifts for the sick.

Practices making an occupied bed.

Takes temperatures, pulse, and respiration.

Practices the proper cleansing of a thermometer.

Expected Outcomes

Grade Eleven

The student who has successfully participated in eleventh grade Homemaking--

Is able to use the fundamental rules of furniture selection and arrangement.

Realizes that an attractive and satisfying environment is not dependent on price of goods.

Can make curtains and draperies.

Recognizes stages of behavior and physical development in children.

Can analyze children's behavior.

Knows methods of food preservation: canning, freezing, drying, and the use of preservatives.

Can prepare many varieties of pickles and relishes.

Can plan and prepare dinners for family and guests on a specified money allowance.

Recognizes the factors which determine good physical and emotional health.

Accepts individual differences as important factors in family and group living.

Is aware that it is essential to happiness to have a wide circle of friends of both sexes and to be able to distinguish between desirable and undesirable characteristics in her friends.

Becomes familiar with wool fabrics and learns the fundamentals of tailoring a wool garment.

Understands the need for special care of woolen garments.

Recognizes the characteristics of a well-tailored garment.

- Makes a wool garment and compares cost and finish with ready-made garment.
- Appreciates the importance of following a doctor's orders and can make simple reports on patient's daily routine.
- Can apply basic home nursing techniques.
- Can plan and prepare meals in accordance with the patient's prescribed diet.

Learning Experiences

In Homemaking for the eleventh grade the pupil--

Selecting Home Furnishings

- Discusses good and poor design and color in furnishings.
- Analyzes and examines good and poor construction in furniture.
- Makes a notebook illustrating principles of selection and arrangement as studied.
- Assembles samples and illustrations of furnishings at various price levels.
- Visits furniture store and compares good and poor furnishings at different price levels.
- Makes curtains and draperies.

Child Guidance

- Observes children of different ages to note variations in physical, social, emotional, and mental development.
- Reports on problems which confront preschool children and attempts to find a solution.
- Chooses activities and play equipment which influence good behavior.

Play School

- Plans, operates, and evaluates a play school for children of ages three to five.

Food Preservation

- Investigates many kinds of food preservations by participation in demonstrations and decides the best use of each method.
- Makes own food cost charts.

Family Dinners

- Plans nutritious dinners, taking into consideration the foods included in the breakfast and luncheon meals.
- Plans and prepares dinners on a specified money allowance for family gatherings and special occasions.
- Makes yeast breads and pastries, and prepares meats and meat dishes.

Personal Development

Makes and discusses a list of contributions each family member makes to general family welfare.
 Participates in a panel discussion on such topics as how to widen friendships, going steady, and how to have a good time.
 Prepares a rating chart to evaluate herself as a friend.

Woolen Textiles

Compares characteristics of woolen and worsted materials.
 Discusses characteristics of woolen fibers to determine need for special care in cleaning and pressing.
 Relates the selection of the garment which she will make to the remainder of her wardrobe.
 Examines well-tailored garments and sets up standards of good workmanship.
 Brings samples of woolen materials, tests them and decides on pattern and material.

Making a Garment

Makes a woolen garment and critically analyzes the finished product.

Some Technical Home Nursing

Makes a chart of a patient's day.
 Studies special diets and prepares trays for invalids in the home.
 Makes a bathrobe from a blanket and a bed jacket from a bath towel; she also makes hot sand sacks, and improvised ice caps.
 Watches a demonstration of a bed bath.
 Can give a good bath rub.

Expected Outcomes

Grade Twelve

The student who has participated successfully in Homemaking in grade twelve--

Can evaluate responsibilities in the selection of a house and its furnishings from a long range viewpoint.
 Is able to do simple furniture renovations and repairs.
 Can evaluate the physical needs of infants and develop skills in daily care.
 Understands the need for prenatal care and its relation to the well-being of the child and mother.
 Can plan and prepare dinners for families and guests on a specified amount of money.
 Learns to understand and appreciate the food patterns of nationality groups and learns to prepare some foreign foods.
 Learns the techniques of formal entertaining.

Understands the importance of a desirable character and temperament in a life partner.
 Has some knowledge of the privileges and responsibilities of marriage.
 Is able to accept responsibility for her conduct and its effect on family and community life.
 Can construct a more difficult garment according to her needs and abilities.
 Recognizes individual and family responsibility toward health in home and community.
 Knows the symptoms of some common communicable diseases.
 Realizes the dangers which result from some diseases.
 Understands the importance of preventive measures in controlling wide-spread contagions.
 Is able to make own health appraisal.

Learning Experiences

In Homemaking for the twelfth grade the student--

Community Planning

Studies her personal and family interests as they relate to family goals.
 Discusses achievement of these goals as related to the income, community, neighborhood, and housing.
 Visits and evaluates contemporary city planning and housing.

Furniture Repair

Does simple furniture renovations and repair.
 Plans and completes a home furnishing project.

Prenatal and infant Care

Listens to an explanation of medical needs by a registered nurse.
 Prepares an exhibit of layettes.
 Displays and discusses various types of equipment for a baby's bath.
 Watches a baby-bathing demonstration.
 Bathes a life-like baby doll.
 Discusses the laundering of baby clothes.
 Discusses effects of diet on both mother and child.
 Discusses variations in normal diet to meet needs during pregnancy.

Guest Meals

Plans daily meals on a nutritive and cost basis.
 Plans, prepares, and serves regular dinners or special foreign food dinners on a specified money allowance for family groups and formal entertaining.
 Plans table appointments for a variety of dinners and special entertaining.

Formal Entertaining

Studies and experiences techniques involved in formal entertaining as they relate to hostess and guest.

Appreciates the culture of foreign countries through reports on foods and customs, exhibits of foreign cultures, costume parties, and through assisting nationality groups in entertaining.

Looking Toward Marriage

Considers the importance of the background of a life partner to marriage adjustment.

Lists questions an engaged couple should discuss before marriage. Investigates reasons for marriage failures.

Lists and interprets home activities and functions which provide opportunities for family co-operation or conflict.

Discusses co-operation in the use of money, sharing work, choice of friends, responsibility of relatives, guiding the children, and family saving.

Family Budgets

Discusses the cost of marriage.

Making a Tailored Garment

Constructs a tailored garment which meets her needs and is within her ability range.

May restyle or alter a garment.

Clothes Budget

Ascertains the cost of her wardrobe and prepares a clothes budget for the college girl and for the working girl.

Communicable Diseases

Studies communicable diseases with special emphasis on prevention and care. Lists community resources in public health.

Community Health Responsibilities

Studies personal, family, and group insurance.

Health Records

Makes her own health appraisal to include childhood diseases, immunizations, vision, condition of teeth, posture, weight, allergies, and susceptibility to colds.

Makes a health record to include names (and causes of death if deceased) of paternal and maternal grandparents, parents, and siblings, and makes her own health record from birth.

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Volume 33 Number 1
OCTOBER 1950

Route to

School Life



DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO.

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Life

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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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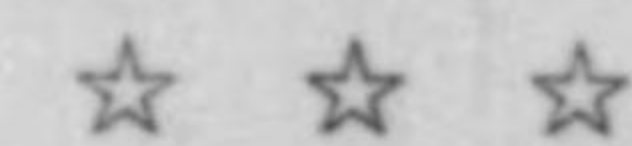
SCHOOL LIFE is indexed in Reader's Guide to Periodical Literature, and in Education Index (Single copy price of SCHOOL LIFE—15 cents)

School Life Spotlight

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"... 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



"... Whether this struggle lasts 6 months, 5 years, or 25 years, America's schools and colleges will see it through."— 8



"... 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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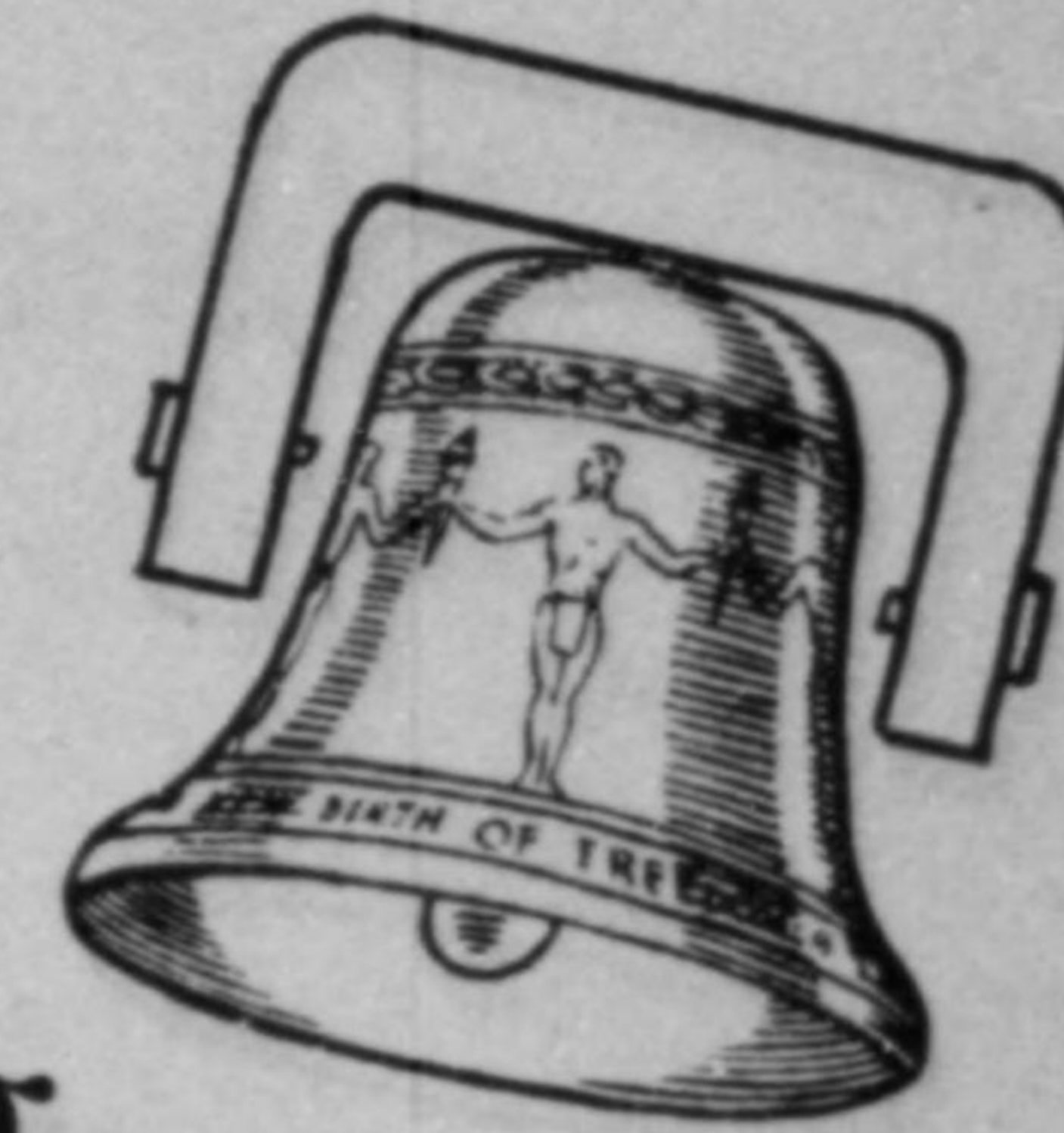
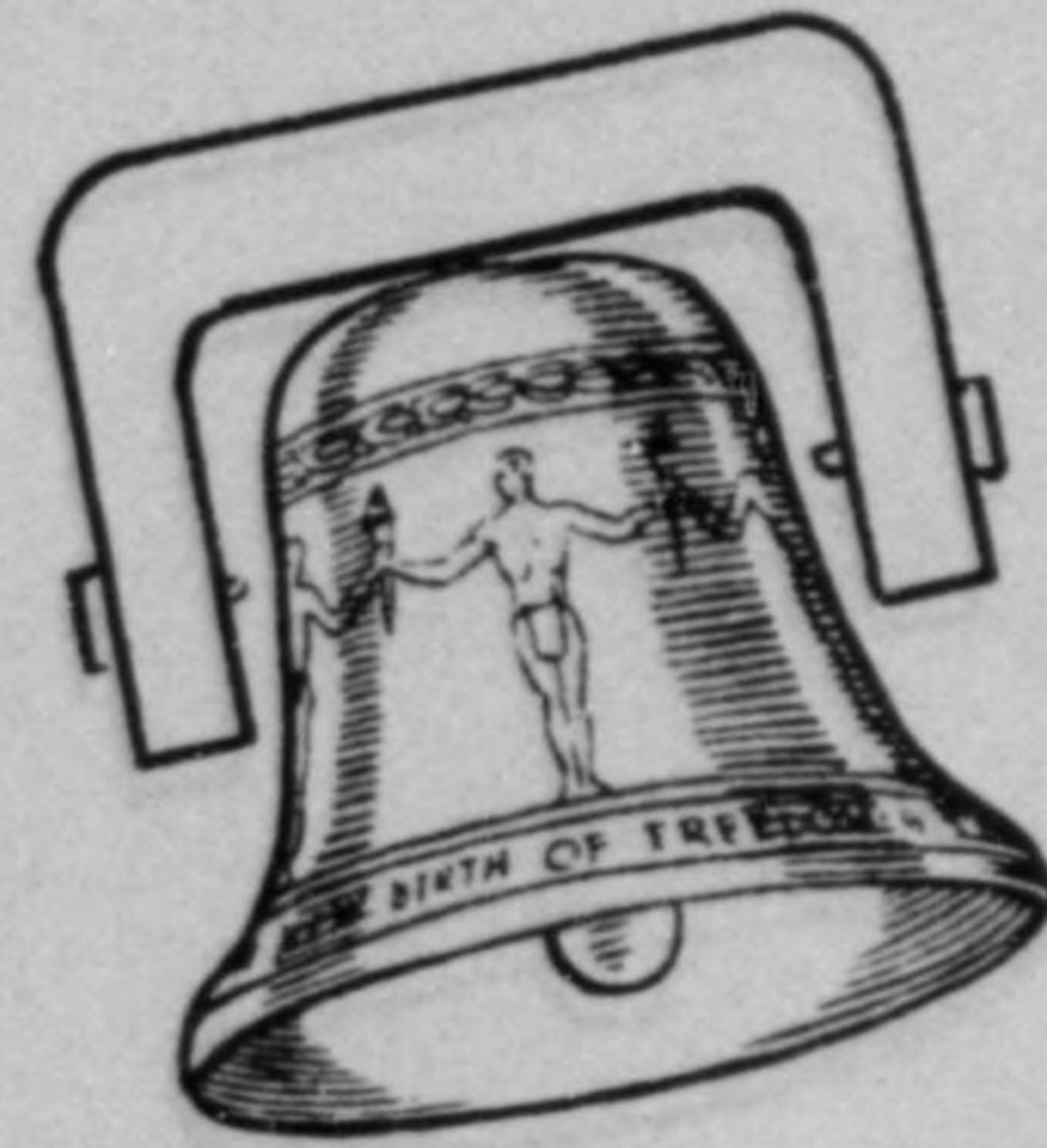
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THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization 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."



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

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Signatures Enshrined

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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.

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Earl J. Matthews

U.S. COMMISSIONER OF EDUCATION



DECLASSIFIED E.O. 12065 SECTION 3-402/NNDC NO. 775013

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

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



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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.

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

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

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

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.

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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

lowed his itinerary closely on maps of Europe.

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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.,

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.

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"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

Important 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

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

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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.

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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.

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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

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Western Association

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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	Section
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.

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

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

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.)
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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

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 ante-room 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

signed 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, Woman Soldier 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 Dolly Madison Agreeing To Attend Washington Monument 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 Soliciting Funds for Completion of Washington Monument, 1860 (11" x 14")	20 cents
No. 11. Certificate of Membership in the Washington National Monument Society (10" x 8")	20 cents
No. 12. Appeal to Masons for Funds for Washington Monument, 1853 (11" x 14")	20 cents
No. 13. Photograph of John J. Pershing (8" x 10")	20 cents
No. 14. Photograph of Dwight D. Eisenhower (8" x 10")	20 cents
No. 15. Petition of Authors and Publishers for a Copyright Treaty, 1880 (10" x 12")	20 cents
No. 16. Emancipation Proclamation (12½" x 19½")	\$1

New Evaluative Instruments

(Continued from page 5)

School Evaluation	
Educational Program	
Program of Studies	D
Core Program	D-1
Agriculture	D-2
Art	D-3
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Foreign Languages	D-6
Health and Safety	D-7
Home Economics	D-8
Industrial Arts	D-9
Industrial Vocational Education	D-10

New Assistant to the Commissioner



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Federal Security Administrator Oscar R. Ewing congratulates Ambrose 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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New Evaluative Instruments

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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.

departments 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 Associa-

tion, 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

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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-

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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

tions, 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."

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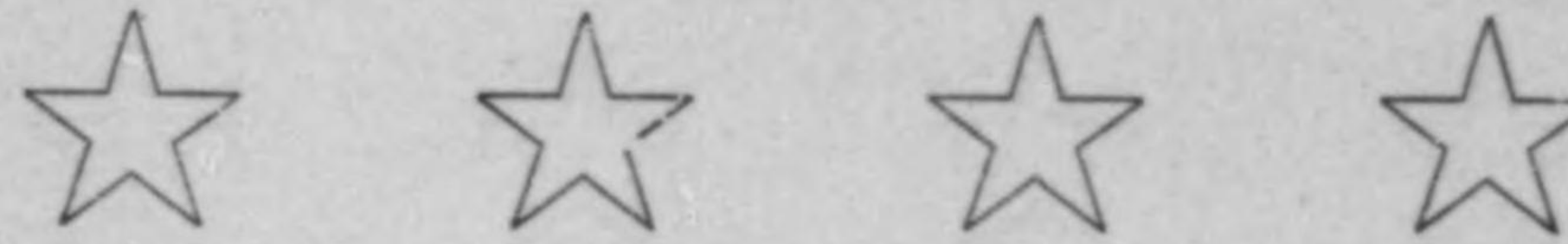
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Three Guiding Principles

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

e 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

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 teach-

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. 989-50 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

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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

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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

selected 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.

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National Headquarters, Selective Service System, issued its Operations Bulletin No. 1 on August 8 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

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 accented 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 edu-

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.

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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

ments 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.

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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

ing 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.

SCHOOL LIFE, October 1950

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.

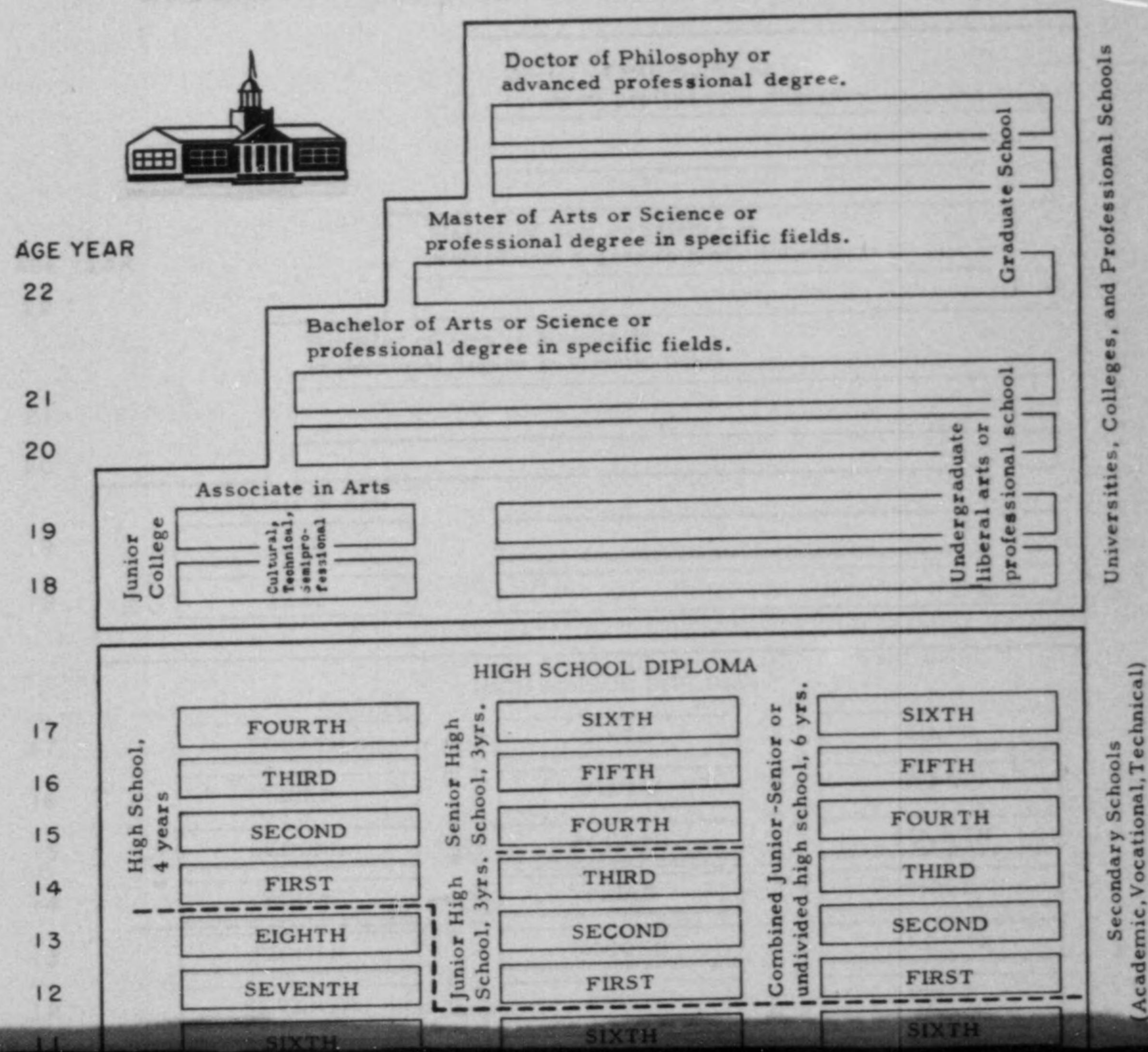
The chart attempts to explain what is really a very complex situation. In so doing it errs in oversimplification. Some effort is made in the note at the bottom of the chart to point out that the three patterns of organization included are only those found most frequently. If the chart had been developed 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

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



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.

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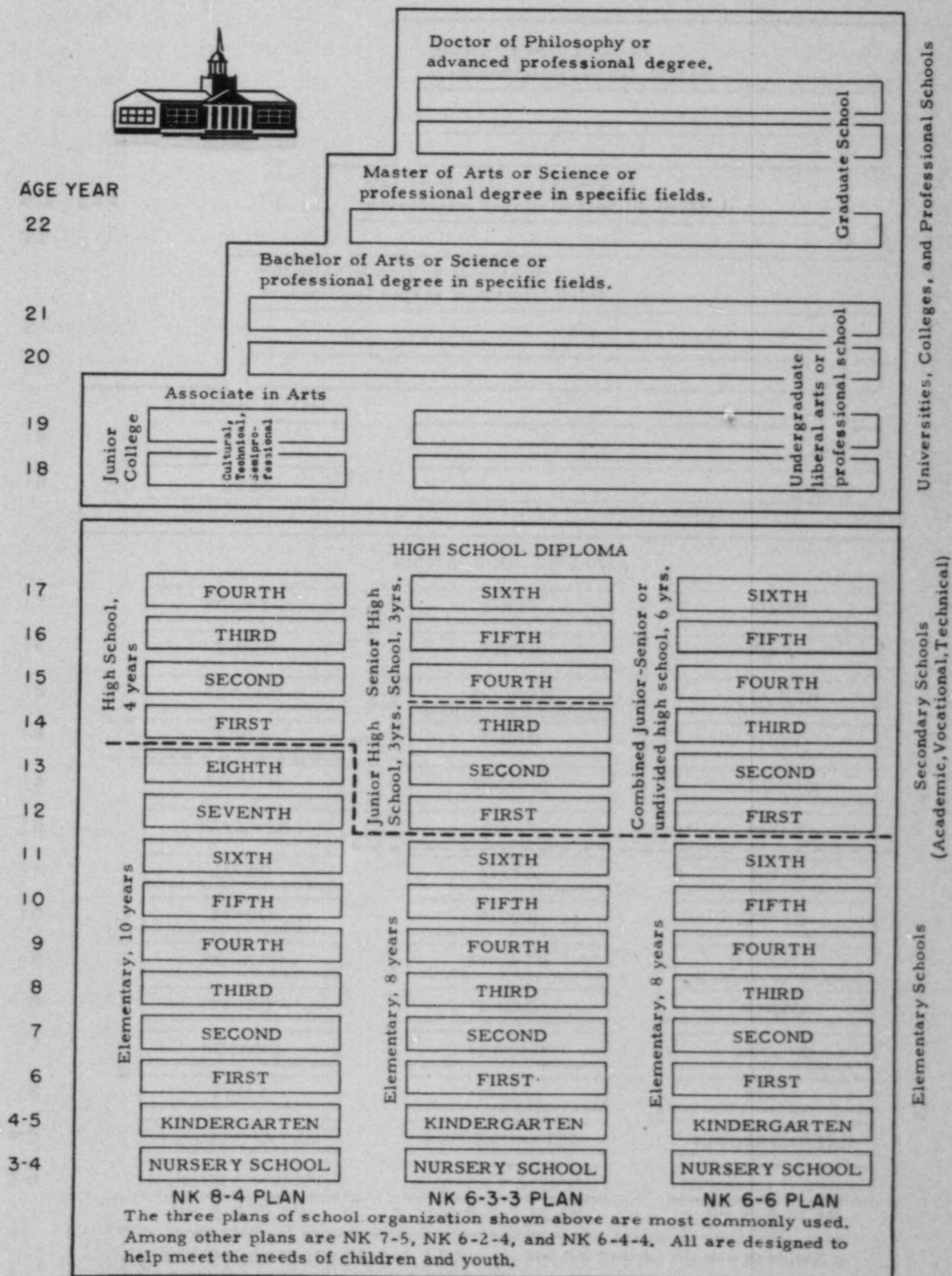
The chart attempts to explain what is really a very complex situation. In so doing it errs in oversimplification. Some effort is made in the note at the bottom of the chart to point out that the three patterns of organization included are only those found most frequently. If the chart had been developed 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

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

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-

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 hu-

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 Pub-

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.

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

ors—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.

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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

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:

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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.

SCHOOL LIFE, October 1950

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*

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

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

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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.

Volume 33, Number 1

19; order both from G. N. GRAM Publishing Co., P. O. Box 1128, Grand Central Station, New York 17, N. Y.

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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.

dates were hosts and guides and completed many arrangements to help make the trip most profitable.

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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 inter-

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

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.

Staff Division of Special Educational Services

RALPH C. M. FLYNT, Director.

Research and Statistical Service

HERBERT S. CONRAD, Chief.
EMERY M. FOSTER, Head, Reports and Analysis Branch.
HENRY G. BADGER, Educational Statistician.
DAVID T. BLOSE, Educational Statistician.
LESTER B. HERLIHY, Educational Statistician.
ROSE MARIE SMITH, Educational Statistician.
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ANNA D. GUCWA, Survey Statistician.
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ADA JANE KELLY, Editorial Assistant.
FLORENCE E. REYNOLDS, Editorial Assistant.
MARY A. WALKER, Publications Control.
MARY S. CLANCY, Publications Inquiry.

Service to Libraries

RALPH M. DUNBAR, Chief.
WILLARD O. MISHOFF, Specialist for College and

Education begun in the April 1950 issue. This presentation reports on the services and staff members of the Division of Special Educational Services.

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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

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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

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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NORA E. BEUST, Specialist for School and Children's Libraries.
KATHERYN HOFFMAN, Bibliographer of Librarianship.

Visual Aids to Education

FLOYDE E. BROOKER, Chief.
SEERLEY REID, Assistant Chief.
VIRGINIA LESLIE WILKINS, Cataloger of Government Films.

Educational Uses of Radio

FRANKLIN DUNHAM, Chief.
RONALD R. LOWDERMILK, Specialist for Technical Phases of Educational Radio.
GERTRUDE G. BRODERICK, Specialist for Script and Transcription Exchange.

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

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.



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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. . . .

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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, Oreg. 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.

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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.

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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.

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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.

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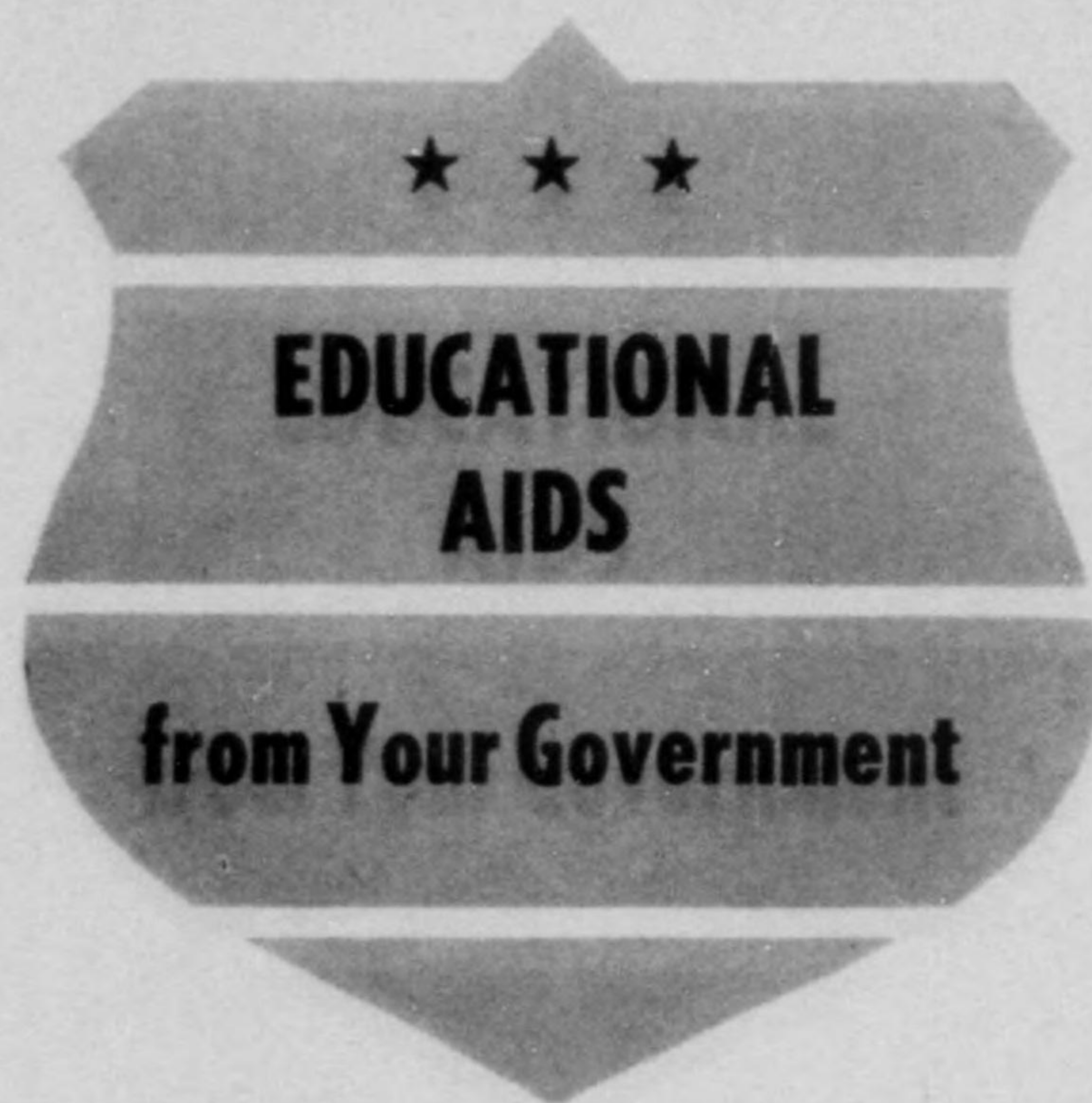
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Armed Forces Talk. A series of leaflets providing source material for organized group discussion of current problems. Armed Forces Information and Education Division, Office of the Secretary of Defense. 1950. 25 cents.

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

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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.

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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.

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.

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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.

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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.

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

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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.

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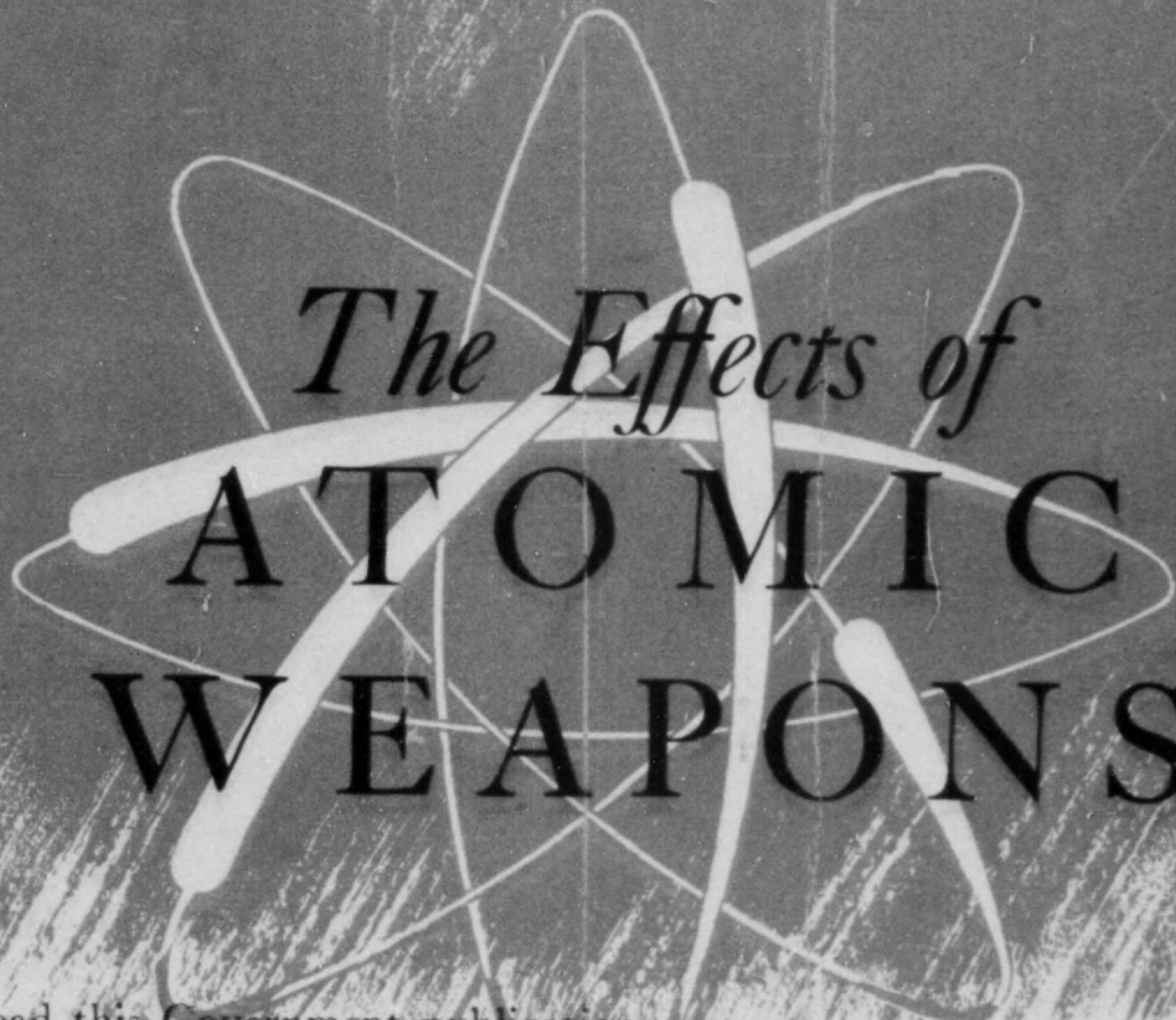
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AIMS OF VOCATIONAL GUIDANCE *
IN THE
SECONDARY SCHOOL

J. A. J. 258

* Text of speech presented by Dr. Louis Q. Moss, Advisor on Adult Education, CIE, at the Kinki District Vocational Guidance Conference held at Kyoto, 13-14 May 47. This speech will be published as an article in the "Vocational Guidance Magazine" (Shokugyo Shido), published by Japan Vocational Guidance Association; "American Education Magazine" (America Kyoiku), published by the Society for the Study of American Education; and "Industry and Education Magazine" (Sangyo to Kyoiku), published by the Vocational Education Promoting Central Society; and other Japanese education journals.

1. The General Aims of a Democratic System of Education

A well-known educator stated that the first duty of the school is to teach pupils to do better the desirable things which they will do anyway. When we consider the question, "What are the things which pupils will do anyway?", we find that there are things which they will do:

- First -- as individuals
- Second -- as citizens, and
- Third -- as workers

As individuals, they should have a general education based on the fundamental abilities to read, write and figure, and to appreciate art, literature and music,

As citizens, they should have some knowledge of world history, geography, government and an understanding of social relationships. Also they should have a variety of experiences (through activities in the curriculum, or otherwise), leading to the development of good citizenship in a democracy.

As workers, they should acquire the knowledge, skills, and understandings necessary to perform some socially useful work or service.

In a democracy, where everyone is expected to contribute according to his abilities to the welfare of all, education for work is an integral and essential part of the education of every person.

Some like to ask the question "Which of the three elements, -- education as an individual, education as a citizen, education as a worker -- is the most important?" Such a question can be answered by a counter question, "Which is the most important leg on a three-legged stool?" An adequate and balanced program of education for living in a democracy must provide all these elements for all the people.

2. DEMOCRATIC EDUCATION APPLIED TO THE SOCIAL AND ECONOMIC RECONSTRUCTION OF JAPAN.

The reconstruction of Japan, socially and economically, calls for the most effective use of her natural and human resources. She must rebuild her homes and hospitals, cities and cultural institutions, redevelop her farms and fisheries, mines and factories. This in turn calls for a broadened system of education which will develop skilled minds and hands in all fields and at all levels of human activity.

The new constitution of Japan has provided three fundamental guarantees of special significance for such a program of education:

- First: it provides (in article 22) that "every person shall have the freedom to...choose his occupation..."
- Second: it provides (in article 26) that "all people shall have the right to receive an equal education correspondent to their ability."
- Third: it provides (in article 27) that "all people shall have the right and obligation to work."

These guarantees place certain responsibilities upon the new school system. In the words of the U.S. Education Mission:

"The educational system has a further responsibility in the provision of types of schools or educational institutions adapted to the ability, aptitudes and interests of the students as they advance from a foundation in general education to specialized preparation for the manifold occupations -- agricultural, industrial, commercial, domestic, and professional -- of modern society."

3. Relation of Vocational Guidance to Vocational Education

Although vocational guidance and vocational education have different functions, their activities are closely related.

Generally speaking, vocational guidance is considered as the process of assisting the individual to choose a vocation, prepare for it, enter upon and progress in it.

Vocational education is a type of education whose major purpose is the preparation of the individual for a socially useful vocation. It is important of course, that the vocation is suitable for the individual receiving the training. The term, "suitable", is the key to understanding the relationship of vocational guidance to vocational education. The term implies that the vocation in which education is received must be suited to the needs, interests, and aptitudes of the individual if it is to be an effective and successful program in vocational education. In fact, the major function of vocational guidance is concerned with determining the characteristics of the individual with relation to the requirements of various employment possibilities. There are, of course, other functions.

An adequate program of vocational guidance provides the following services:

1. Individual inventory
2. Occupational information
3. Counseling
4. Placement
5. Follow-up

a. Individual Inventory: The assembling and maintaining of adequate records of individuals for guidance purposes. Such records include data on health and physical characteristics, school marks, test results, extra-curricular activities, work experiences, hobbies, likes and dislikes, and other pertinent data.

b. Occupational Information: The collection and dissemination of facts about occupations of all types and at every level. Educational planning must be based on reliable information about various occupations and job opportunities. Presentation of such information often is called group guidance because it is given generally to students in groups or classes.

c. Counseling: The provisions of individual counseling for each person in conference with a professional worker trained for the counseling function. Counseling is the face to face relationship between the counselor and the student. During the counseling, the students' problems are analyzed and on the basis of facts available, choices are made and plans worked out. This is sometimes referred to as individual guidance because counseling is done with the individual student.

d. Placement: Refers to the activities of the guidance program which help the student enter employment or the next step in his training program. Cooperative relationship must be established with employers, labor exchanges, schools. Schools should take responsibility for placing their own students as the natural next step after training.

e. Follow-up: Included activities in the guidance program which provides former students with necessary assistance in adjusting to new situations, and in making progress. It also secures facts about former students and employments which it can use in improving its guidance program, courses, and teaching methods.

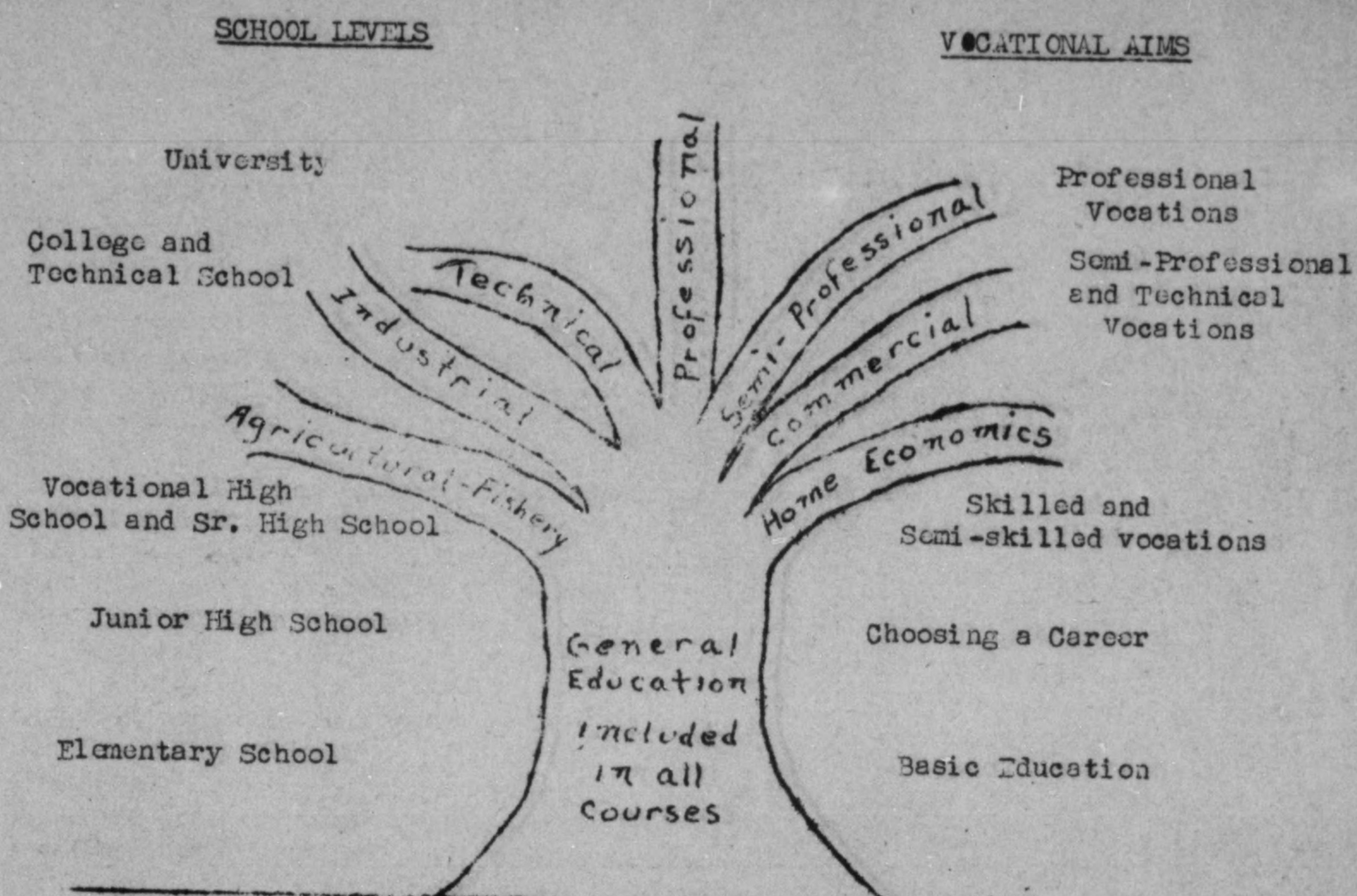
4. Vocational Guidance in the 6-3-3-4 Plan

According to the new plan of education published by the Ministry of Education, the secondary school is organized on two levels.

The purpose of the lower secondary is to provide a broad educational program "for all boys and girls with opportunities for adjustments as desired to meet individual needs, interests, and aptitudes". In addition to development of the student as an individual and social being, the curriculum places emphasis on guidance and some training in vocations.

In the upper secondary school, the aim is to prepare students for employment in some suitable vocational field or for entrance in a school for more advanced education and training. It is presumed that by the time the student is ready to enter the upper secondary school, he is able to make a reasonable choice. The ability of the student to make a suitable choice will depend on the nature of the guidance program in the lower secondary school.

The relationship of one level of the secondary school program to the other, and the relationship of these levels to the educational system as a whole, is shown in the following diagram:



RELATIONSHIP OF EDUCATIONAL LEVELS AND VOCATIONAL AIMS

5. Educational Activities in the Guidance Program

Occupational Information in School Subjects: Taking examples from real life situations is a well known device for arousing interest in studies in the regular subjects of the curriculum. Likewise, applications of principles learned in the various school subjects make those subjects more meaningful to the student.

When the subject matter is thus related to vocational life, the teaching method has additional value in helping the student to understand the relationship of school work to various vocations. Practically all subjects in the curriculum; mathematics, physical science, art, language -- can make a contribution to the occupational information and understanding of the student.

In the social studies course, more direct attention is paid to vocational life in special units on how people live and work in communities.

Vocational Guidance Course: In the junior high school where the major aim of the program is choosing a future career, a regular course in vocational guidance is being developed. The National Vocational Guidance Association is completing the manuscript of the textbook for this course. It includes information about vocations in mining, electric power, steel production, forestry, farming, fisheries, foreign trade, chemical industry, transportation, communications and public service. It also considers problems relating to vocations and life, the importance of selecting the right vocation, vocational trends, labor movement and workers' health and protection.

Exploratory Courses: Fundamentally, the aim of vocational courses at the lower secondary or junior high school level is not to give training in skills for a specific occupation, but rather to provide students with exploratory or try-out experiences in a variety of vocational activities. These experiences should be designed to satisfy the natural desire of young people to engage in creative activities and to develop desirable habits and character traits; to afford opportunities for exploration of various occupations and for appreciation of practical arts and sciences through vocational activities suited to the interests, aptitudes and abilities of the individuals. For those who plan to seek employment at the conclusion of the junior or senior high school period, basic knowledge and skills in some suitable field of work should be provided to prepare them for successful employment in the chosen occupations.

In the program for the junior high school, as suggested by the Ministry of Education, four hours per week should be allotted as compulsory time to be devoted to vocational courses by each student. Four hours additional are allotted on the program for vocational courses as elective work.

The vocational fields suggested in the new plan are Industry, Commerce, Agriculture, Fisheries, and Home Economics. The type of vocational try-out experiences offered by the school should be as varied as possible. In the field of industrial arts, for example, practical activities might be offered in woodwork, metalwork, electrical work, ceramics, mechanical drawing, textiles, mechanical assembly work, industrial design, lacquer work, and other arts and crafts.

Hobbies and Clubs: In many instances, the free time activities of students in school club work become the most effective types of exploratory experiences. Schools will do well to encourage the establishment of clubs not only from the standpoint of their vocational exploratory value but also in view of their contribution to the development of good character and citizenship. These clubs may be concerned with scholarships, athletics, social affairs, or careers. Among such clubs are Natural Science Clubs, Drama Clubs, Printing Clubs, Photography Clubs, Engineering Clubs, Chemistry Clubs and Horticulture Clubs.

Work Experiences: Almost any kind of real work provides exploratory experience which can be of some help to the student in determining his own aptitudes, abilities, and desires. The exploratory effect of the work experience may be negative as well as positive. In other words, the student may learn from an experience that he would not like to pursue that type of work. Actual work experience provides opportunities to develop desirable work habits, to learn the value of money, to gain an understanding of employer-employee relationship and how to get along with fellow workers. Follow-up on the work experiences of students provides an opportunity for the school to evaluate its own program as a preparation for real life and as a means of developing good public relations. The school should assume the responsibility of assisting students in finding suitable part-time work in stores, workshops, industries, business houses, and other work places in the community.

Library Studies: Libraries which contain information on various occupations can be especially helpful in the guidance program. Such information may be in the form of books, pamphlets, newspaper clippings, charts, government reports, and other materials containing information on vocations and employment.

Career Conferences: Career conferences have been found to contribute much to the general interest of students and parents in various kinds of vocations. In general, a career conference is a sort of symposium of talks given by people who are especially qualified to discuss the nature, requirements, and employment possibilities in their special fields of work. Very often motion pictures, exhibitions, dramatic presentations and other activities are used to supplement the program.

Field Trips: Next to actual experience in certain lines of work, observation is perhaps the most effective way to gain an insight into the characteristics of particular lines of employment. Besides making necessary arrangements with the establishment to be visited, the teacher should prepare the students by means of preliminary study and discussion. The study should consider similar industries, types of work carried on in the establishment, number of persons employed, trends and possibilities of employment. Discussion should emphasize what are the most essential points to be observed during the trip.

Advisory Committees: In developing a successful program of vocational education and guidance, it is most essential that the school system have the cooperation of related social and community organizations. Experience in the United States and other democratic countries has demonstrated fully the value of representative advisory committees in guiding educational administrators in developing policies and plans in this field of education. This fact is recognized by the Far Eastern Commission in its directive of 10 April 1947, regarding the revision of the Japanese Educational System.

In paragraphs 15 and 16, the directive states that, "Japanese youth should be provided with opportunities for varied vocational training and guidance and appropriate organizations for this purpose", and that, "The Japanese Government should seek advice from representatives of all walks of life either through a non-official advisory council or otherwise."

The Advisory Committee on Vocational Education and Guidance, a representative body such as indicated above, was organized in Tokyo in December of 1946. Through the cooperative efforts of leaders in business, labor, industry, education and other civic groups excellent progress has been made in formulating plans and recommendations for developing these important phases of the Japanese program of education. Steps are being taken by civic and educational leaders in Osaka, Kyoto and other localities for the establishment of similar advisory committees. These local advisory committees have the opportunity of making a most valuable contribution to the development of the vocational education and guidance program in their communities.

Kagawa Prefectural Takematsu girls' Upper Secondary School
(in Takematsu Upp Sec School)

Report on School Excursions -
Kagawa — October 1949

time	place	object	grade	no of pupils	expense	How to collect
20, 21 August	Niigama	inspection of factory	1 class (physics subjects)	30	300	
6, 7. August	Oboko	photographing	Camera club	27	200	
20, 21 August	Shodoshima	botanizing	Biology club	30	200	
9, 10 August	Naruto	Recreation, or cultivation intimacy between pupils and teachers	social study club	19	170	
10 August	Tsuda	Swimming, and cultivation intimacy.	physics club	26	100	
during vacation	Tsuda, Aji Shirakata	.	Mathematic club and Home Room			

1. School authorities has no plan on school excursion, but if pupil desire to ~~go to school~~ school excursion school ^{will} choose some place on Shikoku island for 2 days.
2. All facilities of our school will be used for 5 days ~~about~~ in November for the purpose of ^{at} Shikoku work shop Research meeting place. At that time, a 5 day excursion may be conducted.

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(46)

Kagawa Prefectural Takamatsu commercial upper secondary school

time	place	object	grade	no of pupils	expense	How to collect
26, 27, 28 July	Oboko (Tokushima)			17 (members of agricultural club)	¥ 2000 a pupil	agricultural ^{club fee will} department pay 2000 per a pupil. be available.
29. - 3 aug. (6 days)	Oboko Muroto cape Sakihama, Kanoura.			6	¥ 1,000 a pupil 100 (¥ 900 from club fee) ¥ 100 from a pupil	club fee will be welfare department pay available. 200 ¥ per a pupil.
end of October	Osaka, Kyoto	Detailed plan is being made now.	3rd year	42 (268)	¥ 2000 a pupil (¥ 1,500 for travelling expense ¥ 500 for pocket money)	not compulsory

Fuzoku primary school in Takamatsu

1. The following schedules were achieved during summer vacation.

1st year Summer sea-shore study	In a ferry-steamers between Takamatsu and Uro	For one day 7 Aug.	265 pupils	pupils ¥15 parents ¥30
2nd year Summer school	In the Fuzoku school building	For 3 days 29 to 31 July	132 pupils	pupil ¥100
3rd year Summer sea-shore study	Uro, Yashima-machi.	For 2 days one night + 2 days 30 July to 1 Aug 2 groups.	80 pupils	pupil ¥150
4th year Summer sea-shore study	Kaiganji, Shirakata-mura, Naratado-gun	For one day 4 Aug.	70 pupils	pupil ¥25
5th year Summer sea-shore study	Aji primary school, Kita-gun	For 2 nights and 3 days 31 July to 4 Aug 2 groups	80 pupils	pupil ¥250
6th year Summer sea-shore study	Kanon Cape, Aji-mura, Kita-gun	For 2 nights and 28 July to 31 July 2 groups	80 pupils	pupil ¥300

All original plans which were made by P.T.A. were ~~considered~~ examined by school authorities and parents again and conducted ~~by~~ by the assistance of parents, as school plan. The responsibility of conducting ~~event~~ each plan was taken by each teachers in charge of each class. Parents gave positive help for school in meals, lodging, noon-nap etc. Except 2 or 3 pupils per year suffering from sick, all pupils attended the events.

2. The following schedule will be performed in future

Primary school 6th year pupil. Graduation Memorial Excursion
 place to go: Mt. Aso and Beppu in Kyushu Purpose: To study the landscape of Mt. Aso and actual condition of hot-springs in Beppu City area.
 No. of pupils: 80 (7 or 8 pupils will not go) Voluntary.
 Period: 4 nights and 5 days 15 Nov. to 19 Nov. Expense: ¥1,235 a pupil
 How to ~~get~~ expense: ¥100 a month has been being deposited. Up to Nov, ¥1,100 a pupil will be saved.
 Remarks: After serious discussion, Class PTA decided this plan. The ~~last~~ officers meeting of whole school PTA supported to conduct this plan as the school graduation memorial excursion.