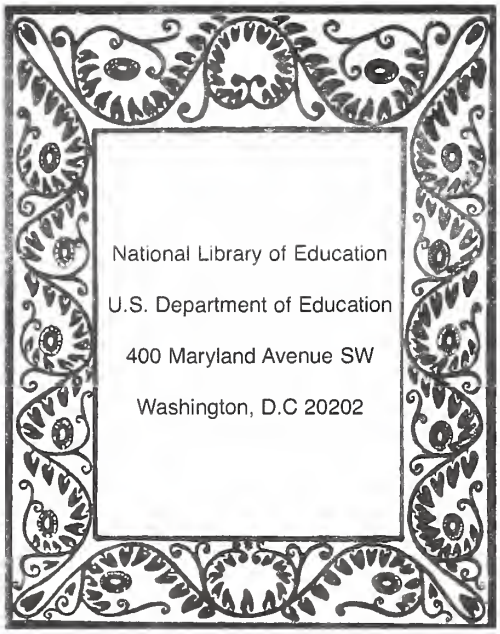

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SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

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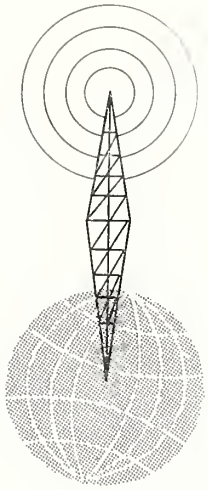
October 1956



INTERNATIONAL TELEVISION

TELEVISION is on the move. A worldwide system of television is in the making. The United States will soon reach Europe by way of Newfoundland, Greenland, Iceland, and probably Scotland. Already Scotland and England regularly exchange programs, called *Eurovision*, with nine European countries.

In Eurovision we discover performance rights are an impediment to distribution. In operation we discover costs have to be shared. Who will pay for all of this?

Who *should* pay? Some way must be found to finance international television, for there is little doubt that international television will promote world understanding of social, racial, and economic problems. On the national scale television is already proving its value as an instrument of education on elementary, secondary, college, and adult levels in the United States, Canada, France, and other countries. It can prove of equal or greater value on an international scale. If men choose to unite in an international program they may find that fulcrum point outside the globe with which they can, as Archimedes said, "move the world."

The superb programs of the United Nations reach out by recordings, by wire, by kinescope now to all parts of the world; but their acceptance depends on the good will of the cooperating countries to which they are sent for rebroadcast. Other means of communication can promote greater acceptance of programs.

International understanding may be brought by an integration of the various means of communication: Books with broadcasts, motion pictures with both, discussion carried on by means of all three. The world has a well-organized press, excellent broadcasting systems and motion picture production, and constantly growing television facilities in every land that can afford them. The world has an immense reservoir of good will in its artistic, its scientific, its medical, its religious organizations. Through integrated use of these facilities and resources, men of good will can promote world cooperation and world peace.

FRANKLIN DUNHAM
Chief, Radio-Television

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . . MARION B. FOLSOM, *Secretary*

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Educational news

EVENTS AND DEVELOPMENTS

of national significance

Appropriation for OE

APPROPRIATED for salaries and expenses of the Office of Education for the current fiscal year is $5,270,000—an increase of $2,030,000 over last year.

Part of the appropriation has been labeled by the Congress for certain special purposes:

- Research on problems in the education of the mentally retarded, $675,000.
- Increase in educational services, $501,250.
- Increase in research and statistical services, $315,845.

A Program Continues

THE 35 field representatives who are the "eyes and ears"—the fact-finding staff—of the aid-to-federally-affected-areas program came together at the Office of Education during September 10–14 to study the terms under which that program has now been extended.

In P. L. 949, approved Aug. 3, 1956, the Congress has amended and extended the two laws that since 1950 have authorized funds to help school districts bear the impact of Federal presence in their vicinities. P. L. 815, for *building* schools, was to have expired on June 30 this year; P. L. 874, for *maintaining and operating* them, on June 30 next year. Now both will run through June 30, 1958.

Not the least of the changes is an increase in appropriations. P. L. 815 has $108,500,000 for 1956–57 compared to $33,900,000 last year; P. L. 874 has $113,050,000 instead of $90,000,000.

Other Federal Funds

BESIDES the funds for federally affected areas, just mentioned, the 84th Congress, 2d session, has appropriated nearly $46 million to be administered by the Office for educational programs during 1956–57:

- $2,050,000 for public library services in rural areas.
- $38,580,411 for vocational education at less than college level. Of this amount, $2,000,000 is for training practical nurses—a special grant made for the first time this year.
- $5,051,500 for resident instruction in the land-grant colleges.

Statistics on Rural Schools

PROSPECTS are bright for soon having dependable nationwide statistics on rural education. For the gathering of such statistics the Office of Education is launching a long-term program and has brought back Walter H. Gaumnitz to head it.

Dr. Gaumnitz is widely experienced in rural education and, until his retirement a year ago, was the Office specialist for small and rural high schools. His return is one of the first steps in a program made possible when Congress this year increased the appropriation for the Office and earmarked some of the funds for an increase in statistical services.

"First," says Dr. Gaumnitz, "we plan to explore deeply the most persistent problems in rural education that depend for their solution on a knowledge of statistical facts—for example, on facts about enrollment by age and grade, course offerings, holding power, financing, and staffing."

Comparability of the statistics is one of the chief goals in the program. To be meaningful, rural-school data must be comparable with data from urban, suburban, and county school systems or districts, and comparable from region to region and State to State. The collecting of rural-school statistics has always been beset by certain complexities and problems—a multiplicity of school districts, for example, and a variety of records and reports. To surmount them, the Office will be developing special forms and techniques and planning spot checks and tryout surveys.

State School Data: Summary in Advance

PUBLIC elementary and secondary day schools make up the giant's share of the educational system in the United States. In 1951–52 they had about two-thirds of the total enrollment in full-time day schools at all levels; this year they are estimated to have more than three-fourths.

To meet the continual demand for comprehensive data on these schools, the Office of Education regularly publishes its "Statistics of State School Systems" (always chapter 2 of the *Biennial Survey of Education*). The one currently in preparation, containing information for 1953–54, will be off the press by the end of 1956.

Persons eager to have the basic data, however, need not wait until then: an advance summary, known as Circular No. 480, is now available. Within a mere 9 pages the authors, Samuel Schloss and Carol Joy Hobson, have managed to present, for each State, a great many figures—on school-age population; enrollment; average daily attendance; number of schools, districts, and instructional staff; revenue and nonrevenue receipts; and expenditures. Totals for the country as a whole have been compared with totals in 1951–52.

Single copies of the circular may be had free from the Office.

Manpower Shortage: Further Efforts To Solve It

THE TWO "task forces" that the National Committee for the Development of Scientists and Engineers set up at its first meeting last spring (May 15) went to work on their assignments immediately. By June 21, when the Committee came together for the second time, at West Orange, N. J., the task forces were ready with recommendations.

The first task force, under the chairmanship of Karl O. Werwath, president of the Milwaukee School of Engineering, had been concerned with ways and means of increasing the number and improving the utilization of technical and semiprofessional persons whose skills support the work of scientists and engineers.

The second, under the chairmanship of Edgar Fuller, executive secretary of the National Council of Chief State School Officers, had considered the problem of how to encourage the revision and enrichment of the elementary and secondary school curriculums in science and mathematics.

Nine working groups are to be set up by the Committee, reports Henry H. Armsby, liaison representative between the Committee and the Department of Health, Education, and Welfare. Their assignments are to stem directly from the recommendations made by the task forces.

▶ This letter from the President of the United States to Samuel Miller Brownell, who has resigned his office as U. S. Commissioner of Education to accept superintendency of the public schools in Detroit, Mich., summarizes the influence and contributions of Dr. Brownell in the Federal post. Dr. Brownell, who was thirteenth to hold the office, became Commissioner on Nov. 16, 1953; his resignation was effective on Sept. 1, 1956. ▶ ▶ ▶

Five of the nine will study these aspects of how to give more technical support to scientists and engineers: (1) More teachers for technical schools, (2) more and better students in technical schools, (3) more literature on how to improve utilization of engineering and scientific technicians, (4) improved status for technicians and for the schools that train them, and (5) more money for better facilities in technical institutes and similar institutions of higher education.

The other four will tackle these angles of long-range improvement of science and mathematics programs in elementary and secondary schools: (1) Better teachers and better teaching, (2) better programs, courses, and textbooks, (3) identification and guidance of students talented in science and mathematics, and (4) more scholarships available to high school graduates in the fields of science and mathematics.

Dr. Stahr Is Appointed

SEARCH for a staff director for the President's Committee on Education Beyond the High School has been rewarded. In late September Secretary Folsom, on the recommendation of Committee Chairman Josephs, announced the appointment of Elvis J. Stahr, Jr., provost and dean of the college of law at the University of Kentucky.

Dr. Stahr, who studied law as a Rhodes scholar at Oxford University and has practiced law in New York City, steps into his position on October 1. His offices are in the Department of Health, Education, and Welfare.

Two Administrators Leave

AFTER a year in the Office of Education, two members of the immediate staff of the Commissioner are taking other positions.

John R. Rackley, who last fall left his position as dean of the college of education at the University of Oklahoma to become deputy commissioner for the United States, goes shortly to be dean of education at Pennsylvania State University.

Homer D. Babbidge, Jr., on September 1 ended his service as assistant to the Commissioner to return to his former post at Yale University, where he is a member of the board of admissions and secretary to the committee on scholarships.

White House Followup

SINCE the White House Conference on Education last November, national organizations, States, and the Federal Government have jointly and separately done many things to further education in the six areas discussed at the conference.

What they have done and are doing is now being reported in a monthly *Education Fact Sheet*, addressed specifically to the nearly 300 national organizations that participated in the conference. The first issue, August, has been distributed, but some copies are still available and may be requested from Mrs. Henry Grattan Doyle, liaison officer, Publications Services, Office of Education.

ON ELEMENTARY EDUCATION

Report on the proceedings of the 9th Conference on Elementary Edueation, May 7–9, 1956, is now available from Publications, Office of Education.

THE WHITE HOUSE

WASHINGTON

June 15, 1956

Dear Sam:

My instant reflection on learning of your resignation was of the Administration's loss in a field of critical concern to all of us. Yet I know that your decision is taken after many days of careful thought during which you reached the conviction that in your new duties you can continue to contribute greatly to the betterment of American education and to the general good of the Nation. Certainly, in the Office of Education, you have been an effective leader for the advancement and improvement of our schools, and you have been a valued adviser to me in all that concerns them.

During your term in office here, America's concern for the schooling of our children, for the preparation of our young people to meet the critical challenges of the future, has been aroused and so directed that all of us now feel assured that the manifold and most difficult problems of education for the Atomic Age are on the road to sound solution.

The White House Conference on Education, to cite only one instance of accomplishment during your term, was a mustering of American talent and knowledge and interest on a scale without parallel in the previous history of our educational system. Truly a grass-roots effort that tapped the interest and enthusiasm and purposefulness of millions of homes and thousands of communities, the Conference will have a long-enduring influence for better schools, better teaching, young people better prepared for citizenship.

You have done a good job for American education here in Washington. You will, I am sure, do an equally good job for children and teachers in your next assignment. And I know that your leadership for education will always be national in its influence and contribution.

With warm regard,

Sincerely,

Dwight D. Eisenhower

The Honorable Samuel M. Brownell,
Commissioner,
Office of Education,
Washington, D. C.

1¾ MILLION: *Enrollment Increase for 1956–57*

More Than 50,000 Classrooms and Teachers Needed To Meet Enrollment Increases Alone in Elementary and Secondary Schools

ALL along the line, from kindergarten through college, enrollments are up again this year. One and three-quarters million more than last year, the Office of Education estimates, enough to bring the total to the far side of 41.5 million.

This estimate, which takes in *both* public and nonpublic schools at all levels, is not restricted to September enrollments alone but covers the entire school or college year for 1956–57. It means that in our population of 167 million people, virtually 1 out of every 4 is a full-time student.

Classroom Needs

Assuming that 1 classroom will accommodate every 30 pupils from kindergarten through grade 8, and every 25 pupils from grades 9 through 12, the Office estimates that this year's increase in enrollments in elementary and secondary schools alone calls for 51,400 classrooms.

Are there that many more new classrooms ready for occupancy this year? Yes, says the Office of Education, but not all of them will be available to take care of increased enrollments. Approximately 67,000 were scheduled to be completed for the public schools during the 1955–56 school year, but many of them were built to replace classrooms lost through fire, flood, and obsolescence, or just to relieve some of last year's overcrowding.

Teacher Shortage

The shortage of qualified teachers for elementary and secondary schools seems a little less severe than it was a year ago—120,700 now compared to 141,300 then.

Arithmetic for the supply side goes something like this: Last year (1955–56) the total number of teachers in the elementary and secondary schools was 1,266,000—1,135,930 in the public schools, 114,000 in Catholic private and parochial schools, and 16,250 in other types of schools. Of these, only 1,188,400 were actually quali-

Estimates of 1956–57 enrollments in educational institutions in the continental United States, compared with enrollments in 1955–56

School	1955–56	1956–57 (estimated)
Kindergarten through grade 8:		
Public school system	24,588,000	25,478,000
Private and parochial schools	3,768,000	3,985,500
Residential schools for exceptional children	71,500	73,600
Model and practice schools in teacher-training institutions	38,500	39,500
Federal schools for Indians	32,200	20,400
Federal schools under Public Law 874 [1]	16,000	21,000
Total	**28,514,200**	**29,618,000**
Grades 9–12:		
Public school system	6,860,000	7,175,000
Private and parochial schools	823,200	870,600
Residential schools for exceptional children	12,200	12,600
Model and practice schools in teacher-training institutions and preparatory departments of colleges	41,000	42,000
Federal schools for Indians [2]	9,800	10,400
Federal schools under Public Law 874 [1]	900	1,000
Total	**7,747,100**	**8,111,600**
Higher education: Universities, colleges, professional schools, including junior colleges and normal schools	**2,996,000**	**3,232,000**
Other schools:		
Private commercial schools (both day and evening)	450,000	500,000
Nurse training schools not affiliated with colleges and universities	91,400	91,400
Total	**541,400**	**591,400**
Grand total	**39,798,700**	**41,553,000**

[1] *Includes only "schools operated on post by a Federal agency."*

[2] *Includes Indians in "vocational training, including veterans." Includes 6,000 Indians, ages 12 to 17, in a special Navajo program.*

fied; the rest were emergency teachers (definition of a qualified teacher: One who meets his State's standards for the lowest teaching certificate for the position he holds).

Now, this year, not all of those qualified teachers have returned to the classroom. Turnover in the teaching profession is high—usually about 7.5 percent—and this year the loss is estimated at 89,100 teachers.

What have we left, then, with which to supply the schools? According to Office estimates this fall, the supply consists of the following:

- 1,099,300 qualified teachers who have returned.
- 20,000 of last year's emergency teachers who have now become qualified (a generous estimate, the Office thinks; the National Education Association has estimated no more than 15,000).
- 76,100 *new* qualified teachers, who represent 81.6 percent of the elementary teachers in training last year and 62.9 percent of the high school teachers. Apparently, to get 7 teachers, we have to train 10.

Total supply of elementary and secondary teachers: 1,195,400.

The demand side takes less time to figure out. We need at least as many teachers as we had last year—1,266,000—plus enough to take care of the increased enrollments this year.

Assuming, on the average, 1 teacher for every 30 pupils in kindergarten through grade 8 and 1 for every 25 in grades 9–12,* we need 50,100 more teachers this year for our increased enrollments at those levels.

Total demand for qualified teachers in elementary and secondary schools: 1,316,100.

How To Fill the Gap?

The gap between supply and demand—120,700 teachers—may yet be closed by recruitment. Former teachers may return to the profession; others may be willing to serve as emergency teachers.

To the extent, however, that the gap is not closed, classes will have to be enlarged or put on double sessions, or courses will have to be discontinued.

*For Catholic schools the Office of Education calculates need on the basis of estimates supplied by the National Catholic Welfare Conference.

THE JUNIOR HIGH SCHOOL

Basic practices and policies of the States

Junior high schools have been with us for fifty years, in ever-increasing numbers. Last year we had 3,500. By now the total may well be over 4,000.

Despite the history and the numbers, however, there is far from any uniform approach among the 48 States to the junior high school. How they vary in their practices and policies is the subject of a recent Office of Education bulletin, *State Policies and Regulations Affecting the Junior High School,** by Grace S. Wright, specialist for secondary education.

Mrs. Wright has asked seven questions of her sources of information, and the answers she has found should be useful to any State that is considering the place of the junior high school within its own system.

1. What grades may be included in the junior high school?

Most of the 20-odd States that define the junior high school say grades 7–9. But deviations are many: 7–8, 7–10, 8–9, to name only a few. Actually, says Mrs. Wright, one-half of the States have 20 percent or more of their junior high schools on a basis other than 7–9.

2. Under what authority are junior high schools established?

In 25 States authority rests with the local district or county board of education—either because the law says so or, more often, because no law specifies.

In the other States, the State departments of education exercise various degrees of jurisdiction: 12 ask the local district to get some form of approval before establishing the school; 7 permit the school to be organized upon local initiative but subsequently classify the school or require it to meet standards; 4 refuse State aid until requirements are met.

3. Do States encourage the reorganized school?

About a dozen do. Some come out and say so; some imply their preference.

Others, by setting up their high school standards on the basis of grades 9–12 only, seem to encourage the continuation of the 8–4 organization. Some warn against establishing junior high schools in small communities.

The rest either are silent on the matter or equally recognize or accept all types of organizations.

4. Which States have standards for approving junior high schools?

Thirty-nine States are reported as having "assumed the task of formally approving junior high schools." Of these—

9 use their high-school standards, unpromulgated standards, or statutory requirements only;

10 set up standards for grades 1–12 or K–12, but only 2 single out the junior high school for more than passing attention:

Continued on page 15

*Bulletin 1955, No. 12. 32 pages, sold for 20 cents a copy by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Fil

UNITED STATES GOVERNMENT AGENCY	KINDS OF FILMS [1]	HOW TO BORROW OR RENT FILMS [2]	HOW TO PURCHASE FILMS
Department of Agriculture	247 motion pictures and 166 filmstrips—on agriculture, conservation, forestry, home economics, and related subjects.	Borrow from Forest Service. Rent from USDA film libraries and from 16mm film libraries that have purchased prints.	Purchase 189 motion pictur from United World Films, Inc 1445 Park Ave., New York 2 N. Y. Purchase filmstrips fro Photo Lab., 3825 Georgia Ave Washington 11, D. C.
Department of the Air Force	243 motion pictures and 68 filmstrips—public information and training films on various aviation subjects.	Borrow public information films from the Air Force. Rent training films from 16mm film libraries that have purchased prints.	Purchase 65 motion pictures an 29 filmstrips from UWF. Othe films not for sale.
Department of the Army *(including Corps of Engineers)*	666 motion pictures and 87 filmstrips—public information, medical, and training films on various subjects.	Borrow public information and medical films from the Army. Rent training films from 16mm film libraries that have purchased prints.	Purchase 371 motion pictur and 56 filmstrips from UWI Other films not for sale.
Department of Commerce *National Bureau of Standards*	12 motion pictures—on dentistry and standards.	Borrow from National Bureau of Standards.	Obtain authorization from NBS
Department of Defense	152 motion pictures—about the Armed Forces.	Borrow from Army and Air Force film libraries.	Purchase 110 films from UWI Other films not for sale.
Department of Health, Education, and Welfare *Office of Education*	518 motion pictures and 432 filmstrips—on industrial and vocational training subjects; some foreign language versions.	Not for loan. Rent from 16mm film libraries that have purchased prints.	Purchase from UWF.
Department of Health, Education, and Welfare *Public Health Service*	137 motion pictures and 172 filmstrips—on public health and medical subjects.	Borrow from PHS (if professional groups) or from State and local health departments. Rent from 16mm film libraries that have purchased prints.	Purchase 92 motion picture and 87 filmstrips from UWF Other films not for sale.
Department of the Interior *Bureau of Indian Affairs*	20 motion pictures—about Indians and Indian life.	Not for loan. Rent from 16mm film libraries that have purchased prints.	Purchase from U. S. India School, Intermountain School Brigham City, Utah.
Department of the Interior *Bureau of Mines*	55 motion pictures—on mining and metallurgical industries and natural resources of various States.	Borrow from Bureau of Mines, 4800 Forbes St., Pittsburgh 13, Pa., or from USBM film depositories.	Not for sale.

[1] See also "U. S. Government Films for Public Educational Use," Bulletin 1955, No. 1, compiled by USOE Visual Education Service and distributed by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price: $1.75.

How to obtain them for use in the schools

The following chart explains how to borrow, rent, and purchase those motion pictures and filmstrips of the U. S. Government which were available for public use in the United States on August 1, 1956. Agencies with fewer than 10 such films have been omitted. Addresses, if not otherwise noted, are Washington 25, D. C.

UNITED STATES GOVERNMENT AGENCY	KINDS OF FILMS [1]	HOW TO BORROW OR RENT FILMS [2]	HOW TO PURCHASE FILMS
Department of the Interior *Fish and Wildlife Service*	15 motion pictures—on commercial fisheries and wildlife conservation.	Borrow from Fish and Wildlife Service or from FWS film depositories.	Purchase 6 motion pictures from UWF. Apply to FWS to buy other films.
Department of the Interior *Geological Survey*	10 motion pictures—on technical subjects.	Borrow from Geological Survey.	Obtain authorization from GS.
Department of the Navy *(including Marine Corps)*	789 motion pictures and 203 filmstrips—public information, medical, and training films on various subjects.	Borrow public information and medical films from the Navy and Marine Corps. Rent training films from 16mm film libraries that have purchased prints.	Purchase 621 motion pictures and 147 filmstrips from UWF. Other films not for sale.
Department of the Treasury *Coast Guard*	50 motion pictures and 46 filmstrips—public information and training films on various subjects.	Borrow public information films from Coast Guard. Rent training films from 16mm film libraries that have purchased prints.	Purchase 35 motion pictures and 45 filmstrips from UWF. Other films not for sale.
Federal Civil Defense Administration	11 motion pictures—on civil defense.	Borrow from FCDA, Battle Creek, Mich., or from State civil defense offices.	Purchase from Byron, Inc., 1226 Wisconsin Ave. NW., Washington 7, D. C.
International Cooperation Administration	40 motion pictures — about United States aid to Europe and economic recovery in European countries.	Borrow from ICA film depositories.	Not for sale.
International Cooperation Administration *Institute of Inter-American Affairs*	45 motion pictures—on health and agriculture—with English, Portuguese, and Spanish commentaries.	Not for loan. Rent from 16mm film libraries that have purchased prints.	Purchase from IIAA.
National Advisory Committee for Aeronautics	47 motion pictures—on technical aeronautical subjects.	Borrow from NACA.	Obtain authorization from NACA.
U. S. Information Agency *(including Office of Inter-American Affairs, OWI Overseas, and Army Civil Affairs)*	254 motion pictures—on American life produced for overseas use; some on health—with English, Portuguese, and Spanish commentaries.	Not for loan. Rent from 16mm film libraries that have purchased prints.	Purchase 205 motion pictures from UWF, 43 from IIAA. Other films not for sale.
Veterans Administration	85 motion pictures and 7 filmstrips—mostly on medical subjects, some on VA activities and programs.	Borrow from the Veterans Administration.	Purchase 48 motion pictures from UWF, 14 from Churchill-Wexler Films, 801 N. Seward St., Hollywood 38, Calif. Other films not for sale.

[2] See "A Directory of 3,300 16mm Film Libraries," Bulletin 1956, No. 12, compiled by the USOE Visual Education Service and distributed by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

For the Fitness of American Youth

The President establishes two coordinating groups at the national level

PRESIDENT Eisenhower has acted swiftly on the recommendations made to him by his Conference on Fitness of American Youth, held at the United States Naval Academy, Annapolis, Md., on June 18–19. Even before the conference was over, he had learned of the recommendations by telephone and had sent back a statement of his approval and intentions. And on July 16, less than a month later, these intentions had been fulfilled.

They were fulfilled in an executive order that establishes two committees, national in scope, to attend to a national problem: How can we make sure that every child in this country develops the highest degree of fitness of which he is capable—the complete sort of fitness that means not only a sound body but a well-balanced mind and a serene spirit?

THE FIRST of the committees is the President's Council on Youth Fitness. Its establishment means that in Federal Government the consideration of the fitness problem has now been elevated to Cabinet level: the members of the Council are the heads of certain Government departments—Justice, Interior, Agriculture, Labor, and Health, Education, and Welfare—departments that in one way or another are concerned about the activities and welfare of children and young people. The chairman is the Vice President of the United States. Through such top-level attention to the problem, the President hopes, the activities of some 30 Federal agencies will be better coordinated.

The President has said that, in establishing the Council, he has no intention of setting in motion an "overriding Federal program." As did the conferees at Annapolis, he stresses the idea that fitness of American youth is essentially a matter for home and community effort, yet recognizes that responsibility falls on Government at every level. For the Federal Government a basic responsibility, as he sees it, is to help educators and organizations accomplish more than ever in the fitness programs they already have under way and, in the language of the executive order, "to promote . . . the launching of additional programs."

In its coordinating function the Council is expected to make more effective a number of Federal programs that touch the lives of children and youth.

In the Department of Health, Education, and Welfare, for instance, the Council will assist the work of the Office of Education, the Children's Bureau, and the Public Health Service.

The Office of Education will be helpful because it is a factfinding and research organization; because it is ready with a consultive service to teachers, school administrators, State departments of education, and others on many aspects of education at all levels; and because it has the opportunities that go with being a sponsor of two nationwide organizations for boys and girls—Future Farmers and Future Homemakers.

The Children's Bureau, too, is an organization that provides advisory and research services. Besides, it is prepared to contribute to the fitness effort through its programs for maternal and child health, for crippled children, and for child welfare.

The Public Health Service also is dedicated to greater fitness. It supports medical research. It helps communities to improve sanitation, protect food and water supplies, keep communicable disease in check, promote dental health, better the quality of school health services, and incorporate concepts of mental health.

Among the many other activities in Government that will be coordinated to contribute more effectively to the people's fitness are the 4–H Clubs in the Department of Agriculture, the camping facilities and activities provided in the national parks and forests by the Department of the Interior, the public housing and slum clearance programs supported by Federal funds through the Housing and Home Finance Agency, and the social work done by the Justice Department among young people who have been brought before the Federal courts or placed on probation or parole.

ALSO established by the President's order is the Citizens Advisory Committee on the Fitness of American Youth.

It has been established because the Annapolis conference has recommended and the President has agreed that the American people need to be made freshly aware of the importance of physical and recreational activity. This is a push-button world, with machines and gadgets galore to reduce exertion and muscular effort. Living in it, the conference warns, may make us at last a nation of weaklings unless we bestir ourselves. As the President's order points out, we need "a comprehensive study and a reevaluation of all governmental and non-governmental programs and activities relating to the fiitness of youth."

Members of the Advisory Committee will be designated by the President and will serve at his pleasure. At least once a year the Committee and the Council will meet together to measure the progress that has been made; and the Council, as the official

link between the President and the Advisory Committee, will report to the President.

IN THIS new gathering of forces against weakness and infirmity, the Council, the Advisory Committee, and Americans in general will have the benefit of findings and recommendations of the President's Conference on Fitness. As part of the conference report to the President, they are now in the process of being published and, after the last week in November, will be available for purchase from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Federal Funds for Educational Research

20 projects are recommended for support

FUNDS that the Congress appropriated this spring to the Office of Education to support a cooperative program of "research, surveys, and demonstrations in the field of education" (authorized by the 83d Congress in Public Law 531) will soon be available to the various universities, colleges, and State educational agencies whose proposed research projects have been recommended to the Commissioner of Education by the Office of Education Research Advisory Committee.

Already 14 colleges and universities and 1 State department of education have received word that their projects have been recommended. As soon as they have submitted a complete description and a detailed budget, it will be possible to make the final agreements under which Federal support for research will be provided.

Following are the institutions and agencies, grouped by the general fields into which their projects fall (4 institutions have more than 1, making a total of 20 projects):

Education of the mentally handicapped: Boston University, Brooklyn College, Kansas State Department of Public Instruction, The Ohio State University, Syracuse University, University of Texas, and Wayne University, which plans to carry out its project in cooperation with the Detroit Public Schools.

Development of the special abilities of students: Regis College (Massachusetts).

Educational aspects of juvenile delinquency: Boston University and Vanderbilt University (Tennessee).

Retention and continuation of students in schools and colleges: Indiana University, Southern State College (Arkansas), and University of Texas.

Staffing the Nation's schools and colleges: Indiana University, The Pennsylvania State University, and Syracuse University (it has two related projects in this field).

Educational problems resulting from population mobility: Western Michigan College of Education.

Miscellaneous: Southern Oregon College of Education, a project relating to the development of the college curriculum; and the University of Alaska, a project to develop a program of education for the natives of Alaska.

THESE 20 projects were chosen on July 19–20, at a special meeting of the research advisory committee, by which time the Commissioner had received 70 preliminary proposals from nearly as many institutions and agencies.

Each committee member individually reviewed each of the 70 proposals (he had received copies of a good many before he came to the meeting) and decided whether it should be approved or disapproved. If the former, he gave it a rating from 1 to 5, depending on the degree to which he considered it fulfilled the 9 criteria set up by the committee last winter (*School Life*, June 1956). Each proposal, before being submitted to the committee, had been reviewed by one or more specialists in the Office, who had provided comments for the use of the committee.

All applications for which a majority of the committee members had recommended approval were then subjected to group discussion and reevaluation, a process that finally identified 25 as particularly valid. To 5 of these, however, the committee attached such extensive qualifications that, for the present, only the 20 listed above are considered as having been recommended.

It will be noted that more than a third of the approved projects are devoted to education of the mentally retarded. Such an emphasis reflects the fact that over half—$675,000—of the $1,020,000 available to support research were earmarked for that subject by the Congress. If all 20 of the recommended projects are finally negotiated, they will probably use something less than one-third of the funds for the mentally retarded and about two-thirds of the rest of the appropriation.

By the end of August the Commissioner had received about 55 more preliminary proposals. These, together with later arrivals, will be considered by the committee at its October meeting. Proposals may be submitted at any time during the year for evaluation by the committee, and agreements for support of projects will be made throughout the year to the extent that funds are available. If funds are not available at the time a project is approved, the project will be deferred until they become so.

THE SECONDARY SCHOOL PLANT

* * * planning it to serve its functions

"IN MOST instances, when new school buildings are obsolete, educators and school boards—not the designers—are to blame. Just as industry, before planning a factory, must establish a schedule of operations and determine the number and type of employees and the size and type of equipment, so must school officials and teachers study their programs and pupils before writing specifications for buildings and equipment."

When he made this statement, James L. Taylor, Office of Education specialist for planning school buildings, was referring particularly to the secondary school, for he was speaking of the principal thesis of his forthcoming report, *The Secondary School Plant: An Approach for Planning Functional Facilities.*

BY THE time this issue of *School Life* appears, Mr. Taylor's report, which has been prepared as an aid to planners and designers of secondary school plants, should be off the press.* It is based on a study made by the School Housing Section under the direction of its chief, Ray L. Hamon, and is a condensation of information gathered through conferences with secondary-education specialists and school-plant specialists, visits to school buildings in all parts of the country, and reviews of literature on the secondary-school curriculum.

His report emphasizes functional planning rather than standardization. For that reason it recommends that planners begin by studying the needs and characteristics of adolescents and by making a survey of trends in secondary education. As an illustration of the approach that planners might profitably take, it analyzes the "Ten Imperative Educational Needs of Youth" (listed by the Educational Policies Commission in its *Education for All American Youth*) and suggests some of their implications for high-school-plant planning.

TWO SETS of trends dominate the report: Those in secondary education itself, and those in secondary-school plants.

Among the trends in secondary education that Mr. Taylor notes as having implications for school plants are these:

- The student body is growing more heterogeneous and showing greater diversity of ability, background, and outlook.
- Many school activities are moving out of the ranks of the "extra-curricular" and into the ranks of the prescribed.
- Curricula are expanding to give many kinds of vocational training and work experience.
- Courses formerly known as classical are being broadened to contribute to the student's well-rounded growth.
- Instructional materials are being drawn from the student's environment. No longer do textbooks suffice.
- Emphasis is extending beyond subject matter, to take in skills, attitudes, and appreciations.
- Classroom procedures are becoming more varied, with more projects, individualized instruction, field trips, laboratory work, audio-visual aids, and dramatizations.
- Organizational patterns are changing in many parts of the country to include, at one end, the junior high school and, at the other, the junior college.
- School and community services are increasing, requiring the school plant to have the facilities of a community center.

The section on trends in the secondary-school plant constitutes the main part of the report. Here are reproduced twenty photographs selected from among the many excellent ones that school administrators and architects have supplied to illustrate good planning. Here, too, the several "elements" in a complete secondary-school plant—the regular classrooms, the special instruction rooms, the general-use facilities, the administrative suite, and the building-service facilities—are discussed in the light of what they should be if they are to help meet the "Ten Imperative Educational Needs of Youth."

Mr. Taylor notes a "new look" in the secondary schools of today. They tend to be one-story, rambling, ranch-type structures, set on spacious grounds. Some large plants, he reports, are being designed so that instruction can be organized around groups of pupils rather than around subject matter, especially in the junior high school. Thus are formed "little schools within a school," which give pupils the advantages of a small school—reduced travel distance, for example, and a close relationship of faculty to a small group of pupils.

IN ITS concluding section of discussion the report arrives at the planning procedure itself. It sets forth some principles that many communities have found basic to successful planning: (1) Work through authority, (2) keep the community informed, (3) use democratic procedures, and (4) base the conclusion on facts.

THE last section is an annotated bibliography, to guide planners to literature on trends in curriculum revision and building design, planning procedures in other communities, use of new building materials, and comparative cost data.

*Copies will be for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 45 cents each.

The Busy Season for International Exchanges

Opening of schools and colleges means heavy traffic through the Educational Exchange and Training Branch

THIS time of year a back-to-school atmosphere pervades the Educational Exchange and Training Branch in the Office of Education's Division of International Education. Foreign teachers are arriving to take up a year's post in American classrooms; American teachers are leaving to teach a year in some other country; and students and trainees in education from all corners of the world are coming here to spend a semester or a year or more in study and observation.

These arrivals and departures—more than 1,000 altogether between the first of August and mid-September this year—have occurred under 1 of 3 international educational programs in which the Office of Education cooperates either with the International Educational Exchange Service or with the International Cooperation Administration, both of the Department of State.

TEACHER-EXCHANGE PROGRAM

Among the passengers on R. M. S. *Queen Elizabeth* when she docked in New York City on August 14 were 100 teachers from the United Kingdom. They had come to exchange classrooms for a year with 100 Americans who, 10 days before, had left for England on the S. S. *United States*.

But these 200 were only the beginning. By the end of August all the coming and going had amounted to this: 165 pairs of teachers had been exchanged; 100 Americans had left on 1-way teaching assignments abroad; 5 foreign teachers had arrived for 1-way assignments here; and 71 Americans who spent the summer attending a seminar in France, Germany, or Italy, had come home.

These 506 teachers are the protégés of the Educational Exchange Program, made possible by the Fulbright Act and the Smith-Mundt Act. In 1946–47, when teacher exchanges of this kind first began, only 2 countries were involved; now there are 27.

The foreign exchange teachers in the United States had 2 weeks in New York and Washington for an introduction to the American scene before leaving for their schools in 33 States. In Washington, during a week-long series of sessions with specialists and officials of the Office of Education and the Department of State, they got a good background look at education in this country.

TEACHER-EDUCATION PROGRAM

Scarcely had the exchange teachers left Washington when the participants in the Teacher-Education Program arrived, on September 4.

This year they number 259—teachers, administrators, and officials of ministries of education from 44 countries. Like the exchange teachers, they are under the Educational Exchange Program, but instead of teaching they will study, attend seminars, and visit schools, each one concentrating on one of 5 fields.

After 2 weeks of orientation in Washington they left for the universities and colleges that this year are cooperating in the program. Those interested in (1) elementary education went to Illinois State Normal University and the University of Denver; (2) secondary education, to Harvard University, the University of Southern California, and The Ohio State University; (3) vocational education, to South Dakota State College of Agriculture and Mechanic Arts; (4) teaching of English as a foreign language, to the Universities of Texas and Michigan and the American University; and (5) teaching about American civilization, to the University of Pennsylvania. (During the summer months 55 foreign teachers of English and of American civilization had programs at the Universities of Michigan and Washington and at Cornell University.)

Beginning in January, each visitor will spend 6 weeks in local school systems under the direction of a State department of education. There he will have an opportunity to observe life, educational and otherwise, in the American community. And by the end of February all the trainees will be back in Washington, evaluating their experiences before they leave for home.

TECHNICAL ASSISTANCE PROGRAM

Approximately 250 persons from 40 countries arriving under the training program of the International Cooperation Administration (originally known as the point 4 program) also joined in the teacher-education orientation sessions during the first 2 weeks in September. The opening of schools marks the largest influx of participants under the ICA program, but many specialists and administrators arrive throughout the year. During 1956–57 between 700 and 800 participants will train in about 130 centers in the United States and visit many other institutions and communities.

One can hardly generalize about the programs these trainees will have. Each has come because of an ICA project in his country for which he will receive specialized training here and in which he will participate when he returns home. This year, for instance, one visitor wants to learn how fire fighters are trained; and the Office, as it does for most of these visitors, has tailored a program for him.

Length of the program varies with the need of the individual trainee. One will be here for a few months; another may stay a year or more.

Soon off the Press . . .

SOON—sometime between now and Christmastime—the Office of Education will have the following publications ready for distribution. As each comes off the press, *School Life* will announce it in the checklist on the back cover and subsequently carry a brief summary of its contents.

School Administration

FEDERAL FUNDS FOR EDUCATION, 1954–55 AND 1955–56.

A complete and authoritative source of information on educational activities of the Federal Government. Includes 93 tables and discussions of 99 programs of Federal participation in education.

PUPIL TRANSPORTATION RESPONSIBILITIES AND SERVICES OF STATE DEPARTMENTS OF EDUCATION.

A study that reveals what State departments of education are now doing to promote safety, economy, efficiency, and adequacy.

SCHOOL PROPERTY INSURANCE.

An analysis of school property insurance at the State level, including data on school fire insurance, costs, losses, and loss ratios.

THE SECONDARY SCHOOL PLANT—AN APPROACH FOR PLANNING FUNCTIONAL FACILITIES.

Examines the secondary program of today and its trends for tomorrow as these factors relate to school planning and design. Suggests some fundamental principles, techniques, and procedures, emphasizing the significance of well-prepared educational specifications; by discussion and photographs points out trends and desirable characteristics in new plants, but avoids setting standards.

STATE SCHOOL PLANT SERVICES.

Describes regulatory, leadership, and advisory school plant services provided by State departments of education and other State agencies.

Instruction and Organization

*DIRECTORS AND SUPERVISORS OF SPECIAL EDUCATION IN LOCAL SCHOOL SYSTEMS.

Reports opinions on the competencies and experiences which make supervisors effective in community-wide planning and in aiding teachers of exceptional children.

DIRECTORY OF 3,300 16MM FILM LIBRARIES.

An annotated list, by States and cities, of loan and rental sources throughout the United States.

EDUCATION FOR NATIONAL SURVIVAL: A CIVIL DEFENSE HANDBOOK FOR SCHOOLS.

Describes the need for adequate school civil defense, responsibilities of school personnel, the National structure, methods of organizing and conducting school civil defense, ways of integrating instruction into the curriculum, and practices in the home.

EXTRACLASS ACTIVITIES IN AVIATION, PHOTOGRAPHY, AND RADIO FOR SECONDARY SCHOOL PUPILS.

A report on recent developments, with description of experiences and know-how that have proved successful.

*SPECIAL EDUCATION PERSONNEL IN STATE DEPARTMENTS OF EDUCATION.

Contains status information on State staffs, opinions on competencies needed by such persons, experiences and preparation believed to contribute to such competency, and a summary statement with implications of the findings for future planning.

*TEACHERS OF CHILDREN WHO ARE PARTIALLY SEEING.

Reflects the opinions of teachers and of other educators on the knowledge, abilities, experiences, and professional preparation which contribute to their success in working with partially seeing children.

*TEACHERS OF CHILDREN WHO ARE BLIND.

Focuses on competencies needed by teachers of children who are blind and on other information which has bearing on the establishment of professional standards and curriculums for professional preparation of such teachers.

Vocational Education

ADVENTURING IN RESEARCH TO IMPROVE SCHOOL PRACTICES IN HOMEMAKING PROGRAMS.

A series of leaflets designed to stimulate interest in both individual and group approach to the systematic study of current school practices in State and local programs at the secondary level.

PLANNING AND CONDUCTING A PROGRAM OF INSTRUCTION IN VOCATIONAL AGRICULTURE FOR YOUNG FARMERS.

Describes methods and techniques of promoting, organizing, and teaching short-unit intensive courses for young farmers not regularly enrolled in school.

PLANNING SPACE AND EQUIPMENT FOR HOME ECONOMICS IN HIGHER EDUCATION.

A compilation of—and a supplement to—material developed at a conference held in cooperation with AHEA, bringing together facts and informed opinion.

RESEARCH IN INDUSTRIAL EDUCATION: SUMMARIES OF STUDIES, 1930–55.

A bibliography of studies in industrial education, with annotations and summaries. Studies are classified by categories that reflect the areas of research most often mentioned in inquiries and discussions. Purpose: a wider dissemination of information on research being carried out in colleges and universities on industrial arts and

*These reports grew out of the broad study *Qualification and Preparation of Teachers of Exceptional Children*, conducted by the Office of Education with the cooperation of many agencies and individuals and with the special help of the Association for the Aid of Crippled Children, New York City.

trade and industrial and vocational-technical education.

International Education

EDUCATION FOR COMMUNITY LIVING (1957 YEARBOOK ON EDUCATION AROUND THE WORLD).

Selected studies from many countries showing the significant part which schools are playing in the development of better community life.

TEACHER EXCHANGE OPPORTUNITIES, 1957–58.

An outline of teaching positions and grants available in countries abroad under the conditions of the Fulbright Act and the Smith-Mundt Act.

TEACHING ABOUT THE UNITED NATIONS IN UNITED STATES EDUCATIONAL INSTITUTIONS.

Points out the ways in which children, young people, and adults learn about the UN and its specialized agencies.

JUNIOR HIGH SCHOOL

continued from page 7

8 set up standards for grades 7–12, but the degree of attention they direct to the junior high school varies;

12 have gone so far as to provide separate standards for the junior high school.

5. How do State departments of education influence curriculum and instruction?

Most States go in for departmentalization of instruction, though some specifically limit the extent of it.

Fourteen list the required subjects; others specify certain types of instructional programs.

Nine require a program of activities—clubs, student council, dramatics, publications.

Most States emphasize guidance—vocational, educational, social, and personal.

6. What administrative policies and standards have been established?

Fifteen States have something to say about promotion within or from the junior high school.

A few have set up special standards for school buildings and facilities.

There *are* a few exceptions to the general fact that as far as quantitative standards (for length of school day and class period, for example) are concerned, most States use the same ones for both junior and senior high schools.

7. What kind of teacher certification and preparation do the States require?

Generally speaking, this is the way the States vary:

- 6 States and the District of Columbia issue junior high school certificates.
- 17 States issue an elementary certificate that extends through grade 9 and a high-school certificate that covers grades 7–12. Thus, holders of either may teach in the junior high school.
- 7 States permit only those certified for grades 7–12 to teach in the junior high school.
- 12 States permit holders of the secondary certificate to teach in grades 7–9 of the junior high school, and holders of the elementary certificate to teach in grades 7 and 8.
- 6 States issue general certificates; they differ in each State.

Certification requirements are not always the final word, however. A State's approval standards may set further requirements. One State, for instance, specifies that every teacher teaching more than half of the school day in an approved junior high school must have at least 12 hours of professional training specifically for this work.

ALL THE foregoing however, are only generalities when compared to the detail of Mrs. Wright's report. She names States, lists exceptions, and gets down to cases throughout.

AMERICAN EDUCATION WEEK **November 11–17**

There is still time . . .

American Education week, dedicated this year to the theme, *Schools for a Strong America*, is less than 2 months away. But there is still time for planning to observe the week with spirit and effect. For materials to help you spotlight your school, write to American Education Week, National Education Association, 1201 16th St., N.W., Washington 6, D. C.

A LONG-TIME FAVORITE

One of the Office's best sellers—*Light Frame House Construction*, 214 pages of technical information for apprentice and journeyman carpenters—has been reprinted. The reprint (vocational division bulletin No. 145) is without revision and is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 60 cents a copy. Some single copies are available free from Publications, Office of Education.

OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

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

COURSE OFFERINGS IN GUIDANCE AND STUDENT PERSONNEL WORK, SUMMER 1956 AND ACADEMIC YEAR 1956–57, compiled by *Paul MacMinn.* 1956. 102 pages. 55 cents. (Cir. No. 476.)

EDUCATION IN MEXICO, by *Marjorie C. Johnston.* 1956. 135 p. 55 cents. (Bul. 1956, No. 1.)

EDUCATION IN TAIWAN, by *Abul H. K. Sassani.* 1956. 34 p. 20 cents. (Bul. 1956, No. 3.)

NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE IN TRADE AND INDUSTRIAL EDUCATION. 1956. 118 p. 60 cents. (Cir. No. 477.)

OFFERINGS AND ENROLLMENTS IN SCIENCE AND MATHEMATICS IN PUBLIC HIGH SCHOOLS, by *Kenneth E. Brown.* 1956. 24 p. 15 cents. (Pam. No. 118.)

RADIO AND TELEVISION BIBLIOGRAPHY, prepared by *Gertrude G. Broderick.* 1956. 46 p. 25 cents. (Bul. 1956, No. 2.)

STATE SCHOOL PLANT SERVICES, by *N. E. Viles* and *Ray L. Hamon.* 1956. 78 p. 55 cents. (Misc. No. 26.)

SUMMARIES OF STUDIES IN AGRICULTURAL EDUCATION. 1956. 89 p. 35 cents. (Voc. Div. Bul. No. 263, Agric. Series No. 68.)

SUMMARY OF FEDERAL FUNDS FOR EDUCATION, by *Clayton D. Hutchins, Albert R. Munse,* and *Edna D. Booher.* 1956. 10 p. 10 cents. (Cir. No. 479.)

TEACHERS OF CHILDREN WHO ARE DEAF, prepared by *Romaine P. Mackie* in collaboration with others. 1956. 87 p. 35 cents. (Bul. 1955, No. 6.)

FREE
(Request single copies from Publications, U. S. Office of Education, Washington 25, D. C.)

AVIATION PERIODICALS FOR TEACHERS AND PUPILS, prepared by *Willis C. Brown.* Revised June 1956. 5 p. (Cir. No. 381.)

THE CORE PROGRAM: ABSTRACTS OF UNPUBLISHED RESEARCH, 1946–1955, prepared by *Grace S. Wright.* June 1956. 70 p. (Cir. No. 485.)

EFFORTS OF STATE GROUPS IN THE RECRUITMENT AND SELECTION OF TEACHERS, prepared by *Paul E. Blackwood.* July 1956. 22 p. Ed. Brief No. 32.)

OVERALL SCHOOL PRACTICE AND THEORY IN MEASUREMENT, by *David Segel.* April 1956. 20 p. (Cir. No. 474.)

SCIENCE TEACHING SERVICE CIRCULAR—AN ANALYSIS AND CHECK LIST ON THE PROBLEM SOLVING OBJECTIVE, prepared by *Ellsworth S. Obourn.* June 1956. 14 p. (Cir. No. 481.)

SELECTED REFERENCES ON GUIDANCE IN THE ELEMENTARY SCHOOL, compiled by *Royce E. Brewster.* July 1956. 3 p.

SELECTED REFERENCES ON ORGANIZATION AND ADMINISTRATION OF GUIDANCE AND STUDENT PERSONNEL PROGRAMS, compiled by *Royce E. Brewster.* July 1956. 4 p.

STATISTICS OF PUBLIC LIBRARIES IN CITIES WITH POPULATIONS OF 100,000 OR MORE: FISCAL YEAR 1955, by *Mary M. Willhoite.* March 1956. 4 p. (Cir. No. 471.)

STATISTICS OF PUBLIC LIBRARIES IN CITIES WITH POPULATIONS OF 50,000 TO 99,999: FISCAL YEAR 1955, by *Mary M. Willhoite.* May 1956. 4 p. (Cir. No. 478.)

SUMMARY OF 1953–54 STATISTICS OF STATE SCHOOL SYSTEMS, prepared by *Samuel Schloss* and *Carol Joy Hobson.* July 1956. 9 p. (Cir. No. 480.)

TEACHER EXCHANGE OPPORTUNITIES, 1957–58, UNDER THE INTERNATIONAL EDUCATIONAL EXCHANGE PROGRAM. 1956. 26 p.

TEACHING AIDS FOR DEVELOPING INTERNATIONAL UNDERSTANDING: AFRICA SOUTH OF THE SAHARA, prepared by *Stella Louise Ferreira.* July 1956. 19 p.

TEACHING AIDS FOR DEVELOPING INTERNATIONAL UNDERSTANDING: PORTUGAL AND SPAIN, prepared by *Stella Louise Ferreira.* August 1956. 12 p.

U. S. GOVERNMENT PRINTING OFFICE: 1956

SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

American Education Week
November 11-17

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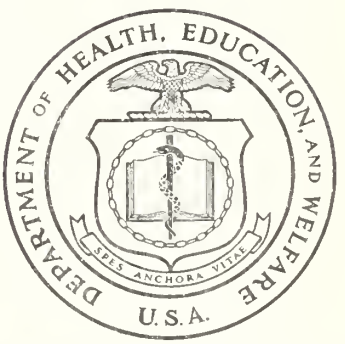


November 1956

Waste of Brainpower?

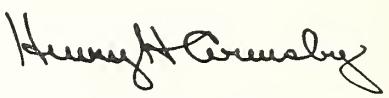
The current and impending shortage of engineers is one of America's most pressing problems. The concern of many government and private organizations with the problem has led the President to appoint the National Committee for the Development of Scientists and Engineers. All these groups stress better utilization of engineers, for the good of the Nation and of the individual.

Some well-meaning individuals decry the fact that some persons who receive engineering degrees do not become engineers but enter other professions. Some even propose that drastic action—usually not defined—be taken to stop this "waste of brainpower." Others deplore the tendency in industry to assign management positions to engineers. They feel that this practice also "wastes brainpower," and urge that ways be found to keep competent engineers in engineering work.

In reality these trends are healthy ones. One of the fundamental tenets of a democracy is that every citizen be encouraged to develop his latent abilities to the utmost, and that he have complete freedom of choice as to his life work. A basic purpose of education is to assist him in making this choice, and in developing these abilities. Any educational program that accomplishes this purpose for a man is a good program *for him.*

The trend of experienced engineers into administrative positions is a reflection of the increasing importance of technology in our society. Many industrial processes have become so highly technical that a knowledge of engineering is almost a necessity for members of top management.

The success of engineering graduates in nonengineering professions is due in large measure to the mental attitude toward life and its problems which is generally developed as a result of engineering education. The whole of engineering is an earnest, conscientious, lifelong search for the truth. In attacking a problem the engineer gets all the pertinent facts he can and then attempts to draw the correct conclusion, regardless of the degree of its appeal to his emotions. This mental attitude is of great value to any man in any profession, and its application to nonengineering activities represents *not* a waste of brainpower but its most effective utilization.



Henry H. Armsby
Chief for Engineering Education

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . . Marion B. Folsom, *Secretary*

OFFICE OF EDUCATION

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SCHOOL LIFE, Official Journal of the Office of Education
Vol. 39 NOVEMBER 1956 No. 2

Reports Office planning and action in research, services, and grants; presents statistical information of national interest; reports on legislation that affects education; summarizes publications of the Office; and sets forth the views of officials of the Department.

Published monthly, October through June. To order, send check or money order, with subscription request, to Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscriptions, $1 per year; single copies, 15 cents; foreign subscriptions, $1.25.

A discount of 25 percent is allowed on orders for 100 copies or more sent to one address within the United States.

Printing has been approved by the Bureau of the Budget (Aug. 16, 1955).

Educational news

EVENTS AND DEVELOPMENTS

of national significance

The President's Committee

AN INTERIM report to the President, five regional workshops this fall, and a series of regional conferences next spring—all these are on the program of the President's Committee on Education Beyond the High School.

The interim report, which the committee considered in draft form at its latest meeting, Oct. 5, incorporates the reports of four subcommittees on these four subjects:

- Demand for post-high-school education, now and in the next 10 to 15 years.
- Resources in faculties, facilities, and funds—available and needed—now and in the next 10 to 15 years.
- Proposals that have been made for modifying and improving post-high-school education.
- Existing and suggested relations between the Federal Government and education beyond the high school.

The report to the President is now being revised to include suggestions by the committee and will be submitted for final discussion when the committee next meets, on Dec. 7.

As for the regional workshops, they are being held during October and November, to lay the groundwork for regional conferences to come. Specifically, the workshops will suggest where and when the conferences should be held, what resources are available for assistance in each region, who should attend, and what the agenda should be.

Schedule for the workshops is as follows:

New England. Nov. 8, the Harvard Club, Cambridge, Mass. Collaborating organizations: Harvard University, the New England Association of Colleges and Secondary Schools, and the New England Interstate Commission. Chairman, Mrs. Charles Kerby-Miller, dean of instruction, Radcliffe College.

Middle Atlantic States. Oct. 19, New York University, New York. Chairman, Carroll V. Newsom, executive chancellor of the university.

South. Oct. 22, Atlanta, Ga. Chairman, Robert C. Anderson, acting director, Southern Regional Education Board.

Midwest. Oct. 21–22, Palmer House, Chicago, Ill. Chairman, B. L. Dodds, dean, College of Education, University of Illinois.

Far West. Oct. 24–25, St. Francis Hotel, San Francisco, Calif. Chairman, Harold L. Enarson, executive director, Western Interstate Commission for Higher Education.

New Staff

AMONG recent additions to the staff of the Office of Education are these specialists in various educational fields:

In the Division of State and Local School Systems: Herbert G. Espy, State school administration; Virgil R. Walker, secondary school organization and administration; Frank E. Wellman, organization of guidance and student personnel programs; and Harold M. Williams, education of exceptional children.

In the Division of Vocational Education, Mary S. Resh, trade and industrial education.

In the Division of International Education, Kathryn C. Heath, assistant director of the International Educational Relations Branch.

More Time . . . More Money

AS OF this writing, the Office of Education still awaits the appointment of a Commissioner.

The vacancy has elicited a recommendation from the Office of Education's Advisory Committee of National Organizations. At its meeting on September 19, this committee of representatives from 23 national organizations submitted, in the name of its chairman, Lowell A. Burkett, a resolution to the Secretary of the Department of Health, Education, and Welfare. Expressing the Committee's opinion that "more favorable conditions should be provided to attract and hold an outstanding educator as Commissioner of Education," it suggested two changes, both of which would call for legislation:

- The Commissioner should be appointed for a term of 5, 6, or 7 years, to remove his office from political patronage and to give him "the needed time and opportunity to map out and accomplish an educational program without political interference."
- His salary should be increased to "a point where it would be equal to the higher salaries paid to Federal administrators with comparable responsibilities."

In responding to the Committee, Secretary Folsom expressed his hope "that necessary legislation may be agreed upon and introduced during the first term of the 85th Congress."

First Research Contracts

FIRST two contracts to be approved under the Office of Education's cooperative research program are with Indiana University and with Vanderbilt University.

Indiana's project will undertake to find out why only one-fourth of the State's top high-school graduates in 1954–55 entered college. About one-third of the money for the project will come from the university; $15,900 in Federal funds has been allocated to it by the Office of Education. Direction will be in the hands of Wendell W. Wright, vice president of the university, and Christian W. Jung, associate professor of education and director of the summer session.

Vanderbilt will carry out a 3-year study of what makes juveniles delinquent. It will find its subjects among the children in grades 7 through 11 in Nashville and in Davidson County, Tennessee; and the gathering of information will call for cooperation from teachers, parents, attendance officers, and juvenile court officials. Director will be Albert J. Reiss, Jr., chairman of the university's Department of Sociology and Anthropology. For this project the Office plans $49,060 in Federal funds.

To Catch the Eye

FOR THE first time, the Office of Education is exhibiting at a State education association's convention.

This opportunity for the Office to display its publications, define its services, and give general information about education in these United States, has come through an invitation from the Iowa State Education Association and an endorsement by J. C. Wright, Iowa's superintendent of public instruction. The convention, which will be held in Des Moines on Nov. 1–2, will be attended by nearly 15,000 teachers.

Something of a pilot project, this exhibit in Iowa is part of a new program to extend the reach of the Office exhibits on education. During the current school year, plans say, these exhibits will appear at about 15 national conventions of educational and citizen organizations.

Work of planning and preparing is in the hands of William Harold Martin, visual information specialist, who last month joined the Office staff.

For Latin Americans

IT IS gratifying to know that the publication *Instructional Materials in Latin American Industrial Schools* has proved so useful to Latin Americans, even in English, that the Pan American Union has decided to publish it in Spanish and make it more useful still. The translation, *Materiales de Enseñanza en las Escuelas de América Latina—Evaluación de sus Necesidades*, became available during this past summer.

That the booklet is in high demand owes to the fact that it explores a basic problem in the trade and industrial schools of Latin America—a shortage of textbooks, job sheets, and other teaching materials written in Spanish—and makes practical recommendations on what to do about it. It is the report of a committee appointed specifically to study the problem and composed of representatives of the Institute of Inter-American Affairs, the Pan American Union, and the Office of Education.

Members of the committee took their assignment right to the scene of the problem, the Latin American vocational schools, and on the premises conferred with school officials and other interested persons. Their report, originally published 3 years ago, was written principally by the two full-time members of the committee—Fernando Romero of the Pan American Union and Lane C. Ash of the Office of Education, who also served as chairman.

Teacher Recruitment

A YEAR ago the Elementary Schools Section of the Office of Education published a brief telling what communities across the country are doing to recruit teachers. Now comes a companion piece, Education Brief No. 32, prepared by Paul E. Blackwood and other specialists in elementary education, to survey recruitment efforts at the State level.

Singled out for specific attention are activities in 35 States. In Virginia the General Assembly makes scholarships available for teacher education; in Kansas a long-term recruitment program, carried out by the State Department of Public Instruction and the State Teachers Association, follows the promising student from high school to college; in North Dakota teachers who are Delta Kappa Gamma members work with their national recruitment committee to interest young people in teaching; and in California a series of recruitment clinics have been so effective that both lay and professional organizations are asking for more.

And so the list grows, through the 21 pages of the report. Organization of the material is by type of activity: Programs of education, certification requirements, improved working conditions, *et cetera*.

Single copies are available from the Publications Inquiry Unit of the Office of Education.

School Life Regrets . . .

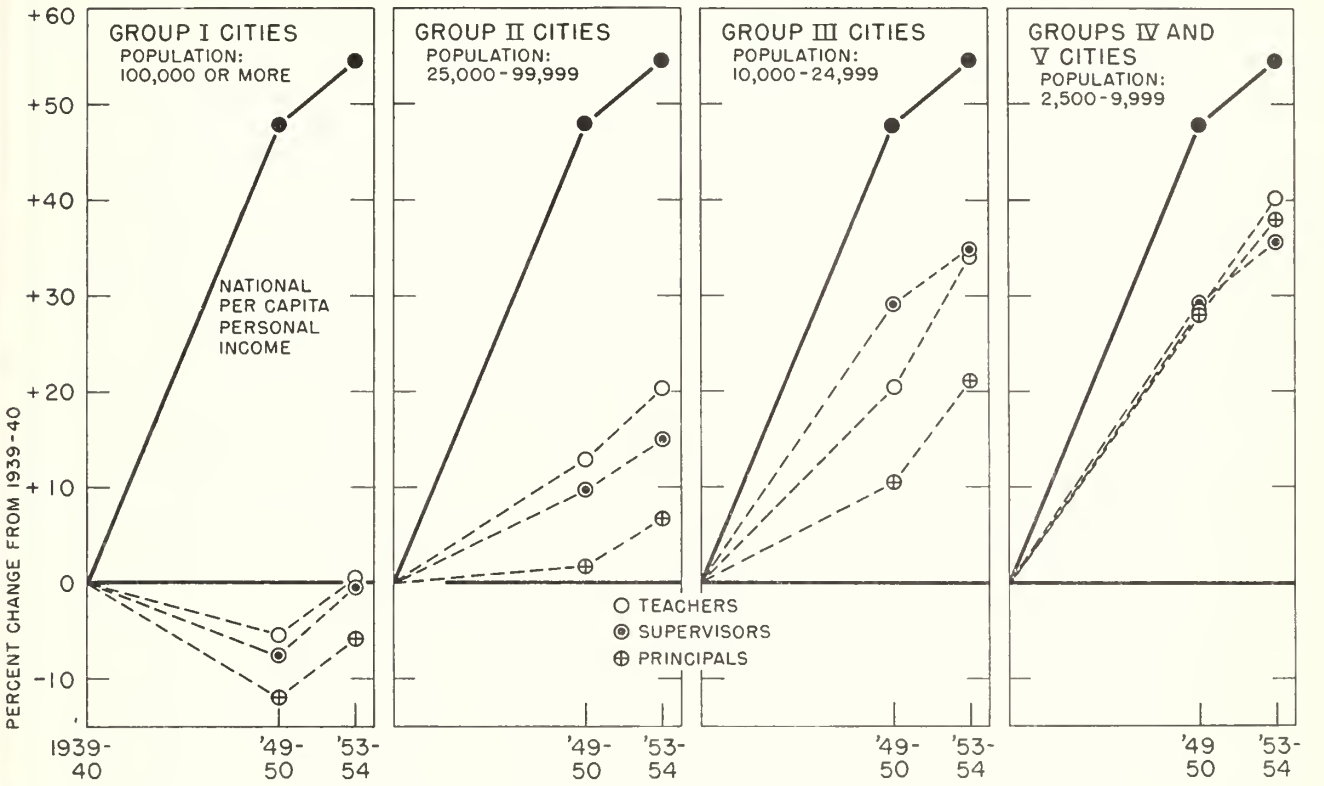
IN THE May 1956 issue, in the article "In the Right Direction," *School Life* was in error on two counts.

First, we represented the New York City Board of Education as reporting its school libraries to be communications centers handling audiovisual as well as printed materials. The Board did not so report: in the NYC schools, librarians and audiovisual specialists are administratively independent.

Second, we used a title that seemed to imply Office of Education approval of the practices discussed beneath it. The implication was unintentional: The Office essays to report school practices without sitting in judgment.

To the New York City Board of Education in particular and to all our readers in general, our earnest apologies.

Percent change from 1939–40 of (1) average salaries of instructional staff in public elementary and secondary schools in cities of different size and (2) national per capita personal income—*all in terms of dollars with 1953–54 buying power* (according to Consumer Price Index)—in 1949–50 and 1953–54



THE CLOSING GAP

In the smaller cities, teachers' salaries gradually move toward the big-city level

IN LARGE cities and small, salaries of instructional staff—teachers, supervisors, and principals—have risen much more slowly than the national income level.

That is the immediately obvious fact in the graphs at the top of this page. But beneath this overwhelming circumstance, at least one more trend reveals itself:

On the average, the smaller the city, the more it has moved toward raising its teachers' salaries and closing the salary gap between itself and the big city.

Of course in the small city the salaries had nowhere to go but *up:* they have always been lower than those in the large cities, as the following averages for instructional staff show (*all salaries are given in terms of what they would have purchased in 1953–54*):

Cities	*1939–1940*	*1949–1950*	*1953–1954*
GROUP I.....	$4,840	$4,566	$4,851
GROUP II.....	3,570	4,011	4,267
GROUP III.....	3,007	3,603	4,004
GROUPS IV AND V COMBINED.	2,565	3,306	3,604
ALL CITIES....	3,828	3,996	4,285

Even in 1953–54—the latest year for which the Office of Education now is reporting data—they were still well below the big-city level.

Big-city salaries have contributed to the dwindling differential by practically standing still, a fact which, in the face of a general decrease in the purchasing power of the dollar since 1939, has had the effect of giving the big-city staff less money then they had in 1939. Only for teachers (as contrasted with supervisors and principals) had things improved somewhat in 1953–54 over 1939.

Teachers seem to have fared better than supervisors and principals in all groups of cities but one. Apparently, salary differential in that quarter is narrowing, too.

Charts and text are based on data in "Statistics of City School Systems: Staff, Pupils, and Finances, 1953–54," chapter 3 of the *Biennial Survey of Education in the United States, 1952–54*. The chapter is now in preparation, by Lester B. Herlihy, specialist in educational statistics.

Effective Teaching by TELEVISION

"Some things we have learned"

This list of *do's* and *dont's* for teachers "on camera" was worked out at a workshop held in Hagerstown, Washington County, Md., from July 9 to August 17, 1956, in preparation for a 5-year television project that began this fall in the Washington County public school system. With financial assistance from the Fund for the Advancement of Education and with equipment contributed by the Nation's leading electronics manufacturers, Washington County is now embarked on what has been called "the Nation's first large-scale closed-circuit television instructional program throughout an entire public school system."

PRINCIPLES AND PROCEDURES

Teach the camera!

Teach it as you would if it were that slow but earnest student in your class. Look it squarely in the eye. Show it proof in the form of pictures, diagrams. Teach it! Convince it!

Don't show the camera anything you're not ready to explain immediately.

First, tell what you are going to explain. Then present it visually. *Then* explain it. And, when you've finished talking about it, get it off camera promptly: don't leave it in view to compete, for viewer attention, with what you're ready to present next.

Don't show too much at a time.

On a poster or a blackboard, a paragraph may be easily readable; but on a 24-inch TV screen it's illegible, confusing, and irritating. In visual presentations it's best to concentrate on a word or phrase or single object at a time, or on a group of clearly interrelated words or objects that, taken together, have some central significance. Let them completely fill the TV screen.

Don't forget the importance of composition.

Remember that the whole of what we call composition in art is nothing more than the relating of the several elements of a visual experience to one another in such a way that their overall meaning is more readily discernible. In effect, a television screen permits us to put a frame around an area of experience to facilitate our exploration of it.

Don't show the viewer more than is necessary for illustrating precisely what it is you're trying to tell him.

Unnecessary details dilute, desaturate viewer attention. Don't show a full-figure view of the teacher if a shoulder shot will do the job; don't use a shoulder shot if a view of the teacher's hands manipulating something will tell the story. Television and, before it, the movies have learned that you can tell the story of an army in retreat with a single clip of several pairs of army-booted feet slogging haltingly, dispiritedly through the mud and debris of an abandoned battlefield.

Don't use TV to communicate minutiae.

Group all your fragments into a few major composites; and then fuse these composites into a single configuration of logic that connects what you established in yesterday's lesson with what you'll teach tomorrow. Don't merely *show* visuals; show their relationship to one another and to the central idea you're trying to communicate.

Bear in mind TV's capacity for selecting and concentrating the focus of viewer attention.

Concentrate on what's immediately important; fill the screen with it; see that it totally and singly occupies viewer attention.

Don't overlook TV's capacity for capturing, holding, and *manipulating* viewer attention.

Get attention from the outset of your lesson. Hold *eye-to-eye contact* until you're ready to "show the camera" something to illustrate what you're explaining. Then, *physically transfer* viewer attention to what you're showing. When you've finished showing the visual, be sure to transfer viewer attention *back to yourself*. Don't, for a moment, permit the viewer to get away from you: in that critically important instant of transfer, viewer attention may attach itself to something of greater momentary interest in the viewer's immediate vicinity and not get back to your presentation.

RONALD R. LOWDERMILK, Office of Education radio-TV specialist, who is a consultant to the Washington County project, assisted in developing teaching techniques at the workshop.

VISUALS, TITLE CARDS, AND PICTURES

Remember the importance of contrast.

Don't attempt to use low-contrast pictures: contrast range must be adequate for good definition. And stage your lesson with enough contrast to permit both teacher and visuals to stand out from the background.

Don't use black lettering on white cards.

The white will cause "blooming" and loss of boundary sharpness. Instead, use black or dark blue letters on neutral gray, blue-gray, or grayed yellow cards.

Before making hand-lettered title cards and captions, rule some guide lines in light red.

The lines will help you do neater lettering; and, since the TV camera won't see them, you won't have to erase them.

Don't use visuals of various scale and size.

Reduce everything *to the same card size* for convenience in handling on camera, and *to the same scale* for facilitating the viewer's comprehension.

Don't use circle graphs to express percentage relationships.

Vagaries of sweep-circuit performance in TV receivers too often distort circles, so that pictured angular magnitudes are no longer comparable. Instead, use stacked rectangles.

Use manipulatable visuals wherever possible.

Use things you can put together or take apart, or things you can build up, stage by stage, as you proceed from one step to another in your lesson. Take your viewers along with you on your adventure into reasoning; don't simply confront them with an already established conclusion.

A report on State school law:

Special Education of Exceptional Children

THIS report was prepared by the Laws and Legislation Branch of the Office of Education. It brings up to date and expands the information presented by Elise Martens in 1949 (*State Legislation for Education of Exceptional Children*) and by Arthur S. Hill in 1953 (in an article that covers changes through 1952: "Extending Special Education Through State Legislation," *School Life*, June 1953).

The table on the next page has ben compiled from provisions set forth in the State statutes of 1955. It has been checked for accuracy and local interpretation by the State departments of education (all but 11 have responded); to some extent, therefore, provisions not explicitly set forth in the statutes but derived through interpretation by the States, are included.

No attempt is made here to describe or evaluate the actual programs conducted by the States under these provisions, or to take into account restrictions imposed by appropriations for those programs.

SINCE 1952 the States have intensified their efforts to provide special education for exceptional children in the public schools:

- Two States—Montana and Nevada—have passed comprehensive legislation that provides financial assistance to local programs for both physically and mentally handicapped children.
- Ten States that already had provided for financial assistance to programs for the physically handicapped—Arkansas, Maine, New Mexico, Oregon, South Carolina, South Dakota, Utah, Vermont, Virginia, and West Virginia—have extended legislation to include mentally retarded children. In six of these the provisions for the physically handicapped have been rewritten.
- Ten—Connecticut, Illinois, Indiana, Kentucky, New York, Oklahoma, Rhode Island, Tennessee, Virginia, and West Virginia—have extended their legislation to include severely mentally retarded but trainable children.

These changes, together with others in recent years, are presented overleaf in a table that gives a summary of statutes in each of the 48 States as of the end of 1955.

Every State now in some way provides special classes for the physically handicapped; and in all but 1 the legislation covers a wide variety of handicaps. Of the 46 that make some type of provision for the mentally handicapped, 19 authorize classes for the severely handicapped.

Most striking progress, however, is seen in the number of States—now 44—that have authorized not only a comprehensive program of classes for both physically and mentally handicapped children but also financial assistance in carrying these programs forward. True, much remains to be done in the way of perfecting these statutes, but the progress thus far should be heartening to all who are interested in improving the opportunities for exceptional children.

DEFINITIONS

Not included in the table are the definitions of exceptional children used in the statutes.

Most definitions—nearly all States have them—begin with a broad statement that includes all children who, because of a handicap, cannot be effectively educated in regular classrooms. There generally follow separate definitions of physical and mental handicaps. Every State but one defines physical handicap broadly enough to include all physically handicapped children who require special instruction.

In defining the mentally handicapped, distinction is usually made between the "educable" and the "trainable." In many definitions the line between the two is drawn on the basis of mental age determined by standard tests, although in recent legislation there is a tendency to determine educability on the basis of the child's response to learning situations and to his social environment.

AGE LIMITS

Also omitted from the table are the age limitations the laws provide.

Most States, recognizing the need for early identification and admission of handicapped children, specify an early age or leave the minimum open; a few States extend the maximum beyond the legal school age (generally 21 years); some specify no limits at all.

In summary, States set maximums and minimums as follows:

	Number of States
Physically handicapped:	
Minimum:	
3 years	8
4 years	1
5 years	4
6 years or "school age"	15
No minimum	13
Maximum:	
16–20 years	7
21 years	22
25 years	1
Extensions beyond 21 years permitted: 2 for 3 years, 1 to age 31, 1 to age 35	4
"School age"	7
Mentally handicapped:	
Minimum:	
3 years	6
4 years	1
5 years	7
6 years or "school age"	16
No minimum	9
Maximum:	
16–20 years	8
21 years	21
Extensions beyond 21 years permitted: 1 for 3 years, 1 to age 35	2
"School age"	8

One State authorizes "any person" who is physically or mentally handi-

continued on page 10

Legal Provisions in the 48 States for Special Educati

STATE	COVERAGE AND REIMBURSEMENT PROVISIONS								GENERAL PROVISIC				
	PHYSICALLY HANDICAPPED		MENTALLY HANDICAPPED				MALADJUSTED AND DELINQUENT		2 or more districts may establish a single program together.	District may contract with private institution	Student may be enrolled in another district	Student may be enrolled in another State	Transportation outside district is authorized
			EDUCABLE		TRAINABLE								
	Mandatory or permissive [1]	Reimbursement [2]	Mandatory or permissive [1]	Reimbursement [2]	Mandatory or permissive [1]	Reimbursement [2]	Mandatory or permissive [1]	Reimbursement [2]					
Alabama	P***	.....	P*	.....	.....	.....	.....	.....	X	X	.....	.....	.....
Arizona	P* [3]	B1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	M*	A3	M***	A3	.....	.....	.....	.....	X	.....	X	.....	X
California	M*	A3	M*	A2	P**	A3	.....	.....	.....	.....	X	.....	X
Colorado	P*	A3	P*	A3	.....	.....	.....	.....	X	.....	X	.....	X
Connecticut	M*	B1	P***	B1	P***	B1	.....	.....	X	.....	X	.....	X
Delaware	P**	C1	P**	C1	.....	.....	P**	C1	X	.....	X	X	X
Florida [4]	M*	B2	M*	B2	.....	....	M*	B2	.....	.....	X	.....	X
Georgia [4]	P**	B3	P**	B3	.....	.....	.....	.....	.....	X	.....	X	.....
Idaho [5]	P**	B2	M**	B2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illinois	P*	A3	P*	A3	P***	B2	P*	A3	.....	.....	X	.....	X
Indiana	P*	A2	P*	A2	P***	A2	.....	.....	X	.....	X	.....	X
Iowa	P*	A1	P*	A1	.....	.....	.....	.....	.....	.....	X	.....	X
Kansas [4]	P**	B1; B2; B3	P**	B2	P**	B2	P**	B3	X	.....	X	.....	X
Kentucky [6]	P*	B2	M*	B2	M***	B2	.....	.....	X	.....	X	.....	X
Louisiana	P*	A3	P**	A3	.....	.....	.....	.....	.....	.....	.....	.....	X
Maine	P***	A3	P***	A3	.....	.....	.....	.....	.....	.....	X	X	X
Maryland	P*	B2	P*	B2	P*	B2	.....	.....	.....	.....	X	X	X
Massachusetts	M*	D	M*	D	M*	D	P***	B3	X	.....	X	.....	X
Michigan	P*	A3	P*	A3	P*	A3	P***	A3	X	.....	X	X	X
Minnesota	P*	B1	P*	B1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	P**	A3	P**	A3	.....	.....	.....	.....	X	.....	X	.....	X
Missouri	M***	A3	M*	A3	.....	.....	.....	.....	.....	.....	X	.....	X
Montana	P***	B1	P***	B1	.....	.....	.....	.....	X	X	X	.....	X
Nebraska	M*	A3	M*	A3	.....	.....	.....	.....	.....	.....	X	.....	.....
Nevada	P***	B1	P***	B1	.....	.....	.....	.....	.....	.....	X	X	X
New Hampshire	M*	.....	.....	.....	.....	.....	.....	.....	.....	.....	X	X	X
New Jersey	M*	B2	M*	B2	M*	B2	.....	.....	X	.....	X	.....	X
New Mexico	P***	B3	P***	B3	.....	.....	.....	.....	.....	.....	.....	.....	X
New York	M*	A3 [6]	M*	A3 [6]	P***	A3 [6]	M*	A3 [6]	.....	.....	X	.....	X
North Carolina	P*	A1	P*	A1	.....	.....	.....	.....	.....	.....	X	.....	X
North Dakota	P**	A3	P**	A3	.....	.....	.....	.....	X	.....	.....	.....	X
Ohio	M*** [7]	B2 [6]	P*	B2 [6]	P*	B1	.....	.....	.....	.....	X	.....	X
Oklahoma	P*	B2	P*	B2	P***	B2	.....	.....	X	.....	X	.....	X
Oregon	M*	A3	P***	B2	.....	.....	P*	A3	.....	.....	X	X	X
Pennsylvania [4]	M*	A1	M*	A1	M**	E; A1	.....	.....	X	X	X	X	X
Rhode Island	M**	D	M**	D	M***	D	M**	D	X	X	X	.....	X
South Carolina	P***	B3	P***	B3	.....	.....	.....	.....	X	.....	.....	.....	.....
South Dakota	P***	D	M***	D	.....	.....	.....	.....	.....	X	.....	X	.....
Tennessee [4]	P*	D	P**	D	P***	D	P***	D	X	[11] X	X	.....	X
Texas	M*	B2	M**	B2	.....	.....	.....	.....	X	.....	.....	.....	.....
Utah	M**	B2	P***	.....	.....	.....	P***	.....	X	.....	X	.....	.....
Vermont	P***	E	P***	E	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	P*	D	P***	D	P***	D	P***	D	X	.....	X	.....	X
Washington	P*	D	P**	D	.....	.....	P**	D	X	.....	X	.....	X
West Virginia [4]	P***	D	P***	D	P***	D	P***	D	.....	.....	X	.....	X
Wisconsin	P*	B2	P*	B2	M**	B2	P**	B2	X	.....	X	.....	X
Wyoming	M*	C1	M*	C1	.....	.....	.....	.....	.....	.....	X	X	X

[1] Permissive legislation states that local districts may provide services for exceptional children; mandatory legislation requires establishment of services under certain conditions. Significance of asterisks: *Reported in 1949, **in 1952, ***since 1952.

[2] Types of reimbursement: *A*, excess-cost formulas (*A1*, total excess; *A2*, percent of excess; *A3*, excess limited to a certain amount per pupil); *B*, prescribed allotments (*B1*, per pupil; *B2*, per class unit; *B3*, for additional teachers); *C*, cost of maintaining special classes (*C1*, total; *C2*, only a percent of the cost; *D*, administrative allotments; *E*, classes provided by the

	PROVISIONS FOR TEACHERS						PROVISIONS FOR ADMINISTRATION						
...provided for	Home or hospital instruction is authorized	State agency makes rules on qualifications	Special certificate for teaching handicapped is required.	Certificate & other qualifications specified by State agency are required.	Special training is required	Special teacher-training program is authorized	Scholarships are authorized for teachers	Administered by State board or department of education.	Administered by special board or committee	Special division within State agency created	Position of director of special education created	State agency authorized to employ more personnel.	Program is established by State agency	Program is established by district with approval of State agency.
.....	X	X	(3)	.....	.....	.....	.....	X	.....	.....	.....	X	.....	X
.....	X	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
X	X	X	.....	.....	.....	.....	X	X	.....	.....	.....	.....	.....	X
.....	X	X	X	.....	X	X	.....	X	.....	X	X	X	.....	X
X	X	X	X	.....	X	.....	.....	X	.....	.....	.....	X	.....	X
X	X	X	X	.....	X	X	.....	X	.....	X	.....	X	.....	X
X	X	X	X	X	X	X	.....	X	.....	X	.....	X	.....	X
.....	X	X	X	.....	X	.....	.....	X	.....	.....	.....	.....	.....	X
.....	.....	.....	.....	.....	.....	.....	.....	X	.....	.....	.....	.....	.....	X
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	X	.....	X	.....	.....	.....	X	.....	.....	.....	.....	.....	X
X	X	X	.....	X	X	X	.....	X	.....	X	X	X	.....	X
.....	X	.....	X	X	.....	.....	.....	X	.....	X	X	X	.....	X
X	X	X	.....	X	X	X	.....	X	.....	X	X	X	.....	X
.....	X	X	.....	X	.....	X	.....	X	.....	X	X	.....	.....	X
.....	X	.....	.....	X	.....	X	.....	X	.....	.....	.....	.....	.....	X
.....	X	X	.....	X	.....	.....	.....	X	.....	.....	X	X	.....	X
X	X	X	.....	.....	X	.....	.....	X	.....	.....	.....	.....	.....	X
X	X	X	.....	.....	.....	.....	.....	X	.....	.....	.....	.....	.....	X
.....	X	X	.....	.....	X	.....	.....	X	.....	.....	.....	.....	.....	X
.....	.....	X	X	.....	X	.....	.....	X	.....	.....	X	.....	.....	X
.....	.....	X	.....	.....	X	.....	.....	X	.....	.....	X	.....	.....	X
.....	X	X	.....	.....	.....	.....	.....	X	.....	.....	X	.....	.....	X
.....	X	.....	.....	.....	.....	.....	.....	X	.....	.....	.....	.....	.....	X
X	X	X	.....	X	X	.....	.....	.....	.....	.....	.....	.....	.....	X
X	X	X	.....	.....	.....	.....	.....	X	.....	.....	.....	.....	.....	X
.....	X	X	.....	X	.....	.....	.....	X	.....	.....	.....	.....	.....	X
.....	X	X	X	X	.....	.....	.....	X	.....	.....	.....	X	.....	X
.....	X	X	.....	X	.....	.....	.....	X	.....	.....	.....	X	.....	X
X	X	X	X	X	X	X	X	X	.....	X	X	X	.....	X
.....	X	X	.....	.....	.....	.....	.....	X	.....	X	X	.....	.....	X
.....	X	X	.....	.....	.....	.....	.....	.....	X	.....	X	.....	.....	X
X	X	.....	.....	X	.....	X	.....	X	X	X	X	.....	.....	X
X	X	X	X	.....	.....	X	.....	X	.....	X	.....	X	.....	X
.....	X	X	X	.....	.....	X	.....	X	.....	.....	.....	X	.....	X
.....	X	X	(9) X	.....	.....	X	.....	X	.....	X	X	X	.....	X
.....	X	X	.....	.....	.....	.....	X	X	.....	.....	.....	X	.....	X
.....	X	.....	.....	X	.....	.....	.....	X	.....	.....	.....	X	.....	X
.....	(10) X	.....	X	.....	.....	.....	.....	X	.....	.....	.....	.....	X	X
.....	X	X	.....	.....	.....	.....	X	X	.....	.....	.....	X	.....	X
.....	X	X	X	X	X	.....	.....	X	.....	X	X	.....	.....	X
.....	X	X	.....	.....	.....	.....	.....	X	.....	.....	.....	.....	.....	X
.....	X	.....	.....	.....	.....	.....	.....	.....	X	.....	.....	X	X	X
.....	X	X	(12) X	.....	.....	.....	.....	X	.....	.....	.....	X	.....	X
X	X	X	.....	X	.....	.....	.....	X	.....	X	X	X	.....	X
X	X	X	.....	.....	.....	.....	.....	X	.....	X	X	.....	.....	X
X	X	X	X	X	X	X	X	X	.....	X	X	X	.....	X
X	.....	.....	.....	.....	.....	.....	.....	X	.....	.....	.....	.....	X	.....

[1] ...tate department of education.
[2] Program for homebound children only.
[3] Law includes gifted children.
[4] Statute provides only for State aid to districts establishing special education programs.
[5] Reflects 1956 legislation.
[6] Mandatory for crippled children only.
[7] Not required if teacher has special training.
[8] Not teachers of trainable mentally handicapped.
[9] Specifies only correspondence courses.
[10] Only for trainable mentally handicapped.
[11] Only in the area of speech correction.

continued from page 7

capped to attend special-education classes.

FINANCIAL ASSISTANCE

All but two States provide for financial assistance in carrying out the programs.

In view of the necessity for small classes, special teachers, special equipment, and special transportation, it is not surprising that many arrangements for State aid involve the State's assuming "excess costs"—costs per child, or per class, in excess of what is spent for regular pupils. Other arrangements involve allotments per pupil or per class, or for additional teachers. A number of States provide for unspecified allotments, administratively determined. Two States pay the total costs of special classes. Many States give additional funds for special transportation, for tuition to classes held in another district, and/or for boarding children away from their home districts.

LESS MANDATORY LEGISLATION

There is apparently a trend away from mandatory legislation, that is, away from legislation *requiring* a school district to establish special classes under certain conditions (such as application for such classes by parents of a certain number of exceptional children of a particular type). Since 1949 most of the legislation has been permissive, leaving the decision to the local school district.

OTHER PROVISIONS

Of the other major features of State programs, most are explicit in the statutes, but some are administrative practices that, though not explicitly set forth, are permitted by the statutes.

Although content of the laws varies widely from State to State, certain patterns emerge:

- 41 States provide for hospital and/or home instruction.
- 36 States provide for transportation to special schools outside the district; many give special aid for such transportation.
- Most States have special requirements for teachers of handicapped children.
- Many States are authorizing training programs and scholarships for teachers of exceptional children.
- Nearly every State provides that its State department of education or a special board or agency at the State level shall supervise and approve special-education programs.

Growth of State Legislation to Provide Educational Services to Exceptional Children

Provisions in Legislative Acts	*Number of States in— June 1949*	*June 1952*	*December 1955*
Some type of special education has been authorized, with or without financial assistance	42	46	48
Reimbursement from State funds has been authorized for 1 or more types of program	34	44	46
Comprehensive legislation has been passed that refers to *both* physically and mentally handicapped children and provides State aid for programs for both	22	31	44
Reimbursement has been provided to local districts for programs serving mentally retarded children	21	32	43
Special education and State assistance have been extended to programs for severely mentally retarded children	5	9	19
Special education and State assistance have been extended to programs for maladjusted and delinquent children	4	8	14

Legislative Provisions for State Assistance to Local Special-Education Programs

Type of Formula	*Number of States Using Formula 1952: Physically handicapped*	*1952: Mentally handicapped*	*1955: Physically handicapped*	*1955: Mentally handicapped*
Excess-cost formulas:*				
Total excess cost	4	4	3	3
Stipulated percent of excess cost	1	1	1	2
Excess cost limited to stated amount per pupil	19	12	14	11
Prescribed allotments:				
Per pupil	2	1	5	4
Per class unit according to a formula	5	9	9	11
For additional teachers	2	1	3	3
Combination of all three	.....	.....	1	.....
Cost of maintaining special classes provided:				
Total costs	2	1	2	2
Stipulated percent of total cost	2	2	.....	.....
Administrative allotments, no specified formula	6	1	7	7
Total number of States	43	32	**45	*43

*Upper limits set on excess costs per pupil have ranged as follows: Physically handicapped, $100–$400 in 1952 and $200–$500 in 1955; mentally handicapped, $100–$300 in both 1952 and 1955. Average limit for physically handicapped was $290 in 1952 and $322 in 1955; for mentally handicapped, $160 in 1952 and $200 in 1955.

**In addition to these, there is 1 State that provides the classes.

19th International Conference on Public Education

Two of the U. S. participants report to Office of Education Staff

One morning in early October, Office of Edueation staff gathered to hear a report from their two colleagues who had been on the United States team to the 19th International Conference on Publie Education at Geneva, jointly sponsored by UNESCO and the International Bureau of Education.

This year the United States sent four delegates: Finis E. Engleman (ehairman), Connecticut's State commissioner of education at the time of the conference (July 9–17) but now executive secretary of the American Association of School Administrators; Gerald B. Leighbody, associate superintendent, division of instructional services, Buffalo, N. Y.; and the two members of the Office staff—Kenneth E. Brown, specialist for mathematics, and Fredrika M. Tandler, specialist in international educational relations.

What Drs. Brown and Tandler told is a story of 74 nations taking an intense interest in educational progress. Although the conference this year conentrated on two topics—school inspection (to us, *supervision*) and the teaching of mathematics in secondary schools—participants widened their attention to take in almost every educational problem there is when they eame to the third part of the agenda: The progress that each country had made in education during the year just past.

Each Country Is Questioned

This year, contrary to past praetice, the progress reports of the various countries were not read to the conference in assembly. Instead, to save the time that grows more precious every year as the attendance increases, delegates were expected to read the reports by themselves before the sessions began; for that purpose they found copies of all 74 awaiting them when they arrived, some of them written in 2 or 3 languages (the United States report, written by Office of Education staff, was submitted in English and French, both under the same cover). Then, at the session assigned to him, the chairman of each country's delegation rose before the entire assembly and submitted to questions from the floor.

Dr. Engleman, who replied for the United States, got high praise from his fellow delegates. They felt that his eandor had been disarming, and that the directness and honesty of his answers had encouraged confidence in countries that seek example and guidance in the United States for solving many of their educational problems.

United States troubles over integration in the schools have been well advertised abroad: that fact was patent in the preponderance of questions on the subject directed to Dr. Engleman. But other questions, too, loomed large among the delegates: How bad was our teacher shortage, and what were we doing about it? How would we meet our growing college enrollments? What had been the effects of the White House Conference? Simultaneous translations of everything that was said were available by earphone to everyone, in the four languages of the conference—English, French, Spanish, and Russian.

Teaching of Mathematics

Dr. Brown, in his review of the reports on the teaching of mathematics in the secondary schools, made several summarizations:

- Most countries are trying to make mathematics more meaningful to students, to teach its significance in everyone's life.
- Nearly everywhere students are being required to take more science, more mathematics. Two-thirds of the countries say they are requiring mathematics throughout the secondary schools; but, as Dr. Brown pointed out, not all of them mean every day, or even every other day.
- One-half of the countries report that they have rewritten their mathematics curriculums.
- One-half of the countries get their patterns of instruction from a central office. And one-half have their textbooks selected by such an office.
- Three-fourths of the countries require some specialized training for their mathematics teachers, though some remarked that it was only a little.
- Outside the United States, very few countries provide in-service training for teachers.
- As for being short of mathematics teachers, almost every country except the USSR says it is. Most countries blame their shortage not on any lack of prestige for the teaching profession but on an extreme need for scientists and engineers in an increasingly technological age.

Recommendations of the Conference

Committees were appointed at the outset for each of the two main topics of the conference and each was assigned a rapporteur: Dr. Engleman for inspection; M. Servais of Belgium for the teaching of mathematics. When each committee had worked out its recommendations, the rapporteur presented them to the entire conference for consideration. Points on which the committee had agreed were usually accepted quickly; points to which some member objected were discussed by the delegates as a body and submitted to a vote to determine the will of the conference.

Among the main recommendations on inspection were these:

1. Where the inspector is both counselor and administrator, he should be relieved of the more routine official tasks and be given secretarial assistance.

2. The inspector should supervise the application of official instructions and transmit the teachers' wishes to the higher authorities.

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". . . AS AMENDED"

Public Laws 815 and 874 again undergo some changes

UNDER Public Laws 815 and 874, passed in September 1950, the Federal Government thus far has appropriated more than $1 billion to help local districts build and operate schools. The recipient districts are those which have felt the impact of Federal activity in their vicinities—felt it in the form of reduced taxes or increased school attendance or both.

WHEN the 84th Congress, 2d Session, extended Public Laws 815 and 874 to June 30, 1958 (in P. L. 949, approved Aug. 3, 1956), it also made a number of changes in the provisions of those laws. What those changes are is reported here in brief.

PUBLIC LAW 815

(For help in *building* schools)

To ease the way of both reporter and reader, we identify first certain parts of P. L. 815 that figure frequently in the changes and to which it will be convenient to refer by number: Title III; Subsections (a)(1), (a)(2), and (a)(3) in Section 305 of Title III; and Title IV.

TITLE III is that major part of the law which provides for school construction assistance in areas with substantial increases in "federally connected" school children.

SECTION 305, TITLE III, which sets the limitations on total payments to any one local school district under this section, describes 3 groups of federally connected children whom an agency, under certain circumstances, may count to establish its eligibility: In Subsection 305(a)(1), children who live on Federal property (situated wholly or partly in the same State as the district or within commuting distance of the district) with parents who work on Federal property; in Subsection 305(a)(2), children who *either* live on Federal property *or* have parents working on Federal property; and, in Subsection 305(a)(3), children whose attendance in the district schools results directly from activities that the U. S. Government is carrying on in the area, either directly or through a contractor.

TITLE IV was added to P. L. 815 in August 1953 to authorize construction of school facilities for children living on tax-exempt Indian lands.

Flight Training Schools Included

BEFORE CHANGE BY P. L. 949: The definition of "Federal property" for the purposes of P. L. 815 did not include flight training schools of the type described in the next paragraph.

NOW: The term "Federal property" has been extended to include flight training schools at airports owned by a State or by a political subdivision of a State if those schools provide training for members of the Air Force under contract with the Department of the Air Force. Therefore a district now may count under 305(a)(1) or 305(a)(2) the children of persons who live and/or are employed on the premises of such schools in connection with the flight training program. (Title III, Subsection 210(1).)

Date for Counting Facilities

BEFORE CHANGE: The cut-off date that the Commissioner set for filing applications under Title III was also the date to be used in taking stock of facilities already built or under contract in the applicant district. More specifically: One method of determining the number of children who, without Federal assistance, would be without facilities by the time the law was scheduled to expire, was to measure the facilities that, on the cut-off date, were already built or under contract to be built.

NOW: Instead of the cut-off date itself, *the date on which the Commissioner sets the cut-off date* will be used as the basis for determining "available school facilities" in the applicant district. (Title III, subsection 304(a).)

For "Armed-Forces Children"

BEFORE CHANGE: A school district could count for eligibility purposes under Subsection 305(a)(2) the children of parents who migrated into a school district on military orders and lived in a taxable home and were employed on Federal property. But, if the parent was transferred to a distant base and the family remained behind, the district could no longer count his child as federally connected.

NOW: A district may continue to count such a child for as long as the child remains in school membership and the parent is on active duty with the Armed Forces. (Title III, Subsection 3(a)(2).)

90-Day Limit on Presidential Finding

BEFORE CHANGE: No time was specified for the completion of a Presidential finding of the extent of an area's involvement in Government defense activities. Among the requirements that a district must meet to be eligible for aid under Subsection 305(a)(3) is that it be situated entirely or partly within an area that the President has declared eligible—eligible because in it the construction, reactivation, or expansion of defense plants or military installations has brought in so many defense workers or military personnel that local school facilities are not able to absorb the increased number of children. Before P. L. 949, therefore, applicant districts had to await indefinitely the President's finding of eligibility.

NOW: To expedite things, the law provides that if the Presidential finding is not completed within 90 days after the school district makes application, the finding will be presumed to be affirmative—that is, that the area has been found eligible. (Title III, Subsection 305(a)(3).)

Sale of Federal Housing

BEFORE CHANGE: Federally connected children who lived in Federal housing projects that were sold or transferred during the eligibility period (1954–56) were counted in the base year (June 1954) but not in the terminal year (June 1956). Thus such sales and transfers actually decreased the number of children eligible to be counted.

NOW: Federally connected children living on any housing property that is sold or transferred by the United States before June 30, 1958, will not be counted as federally connected in the base period (June 1956). (Title III, Subsection 305(c).)

Allowance for Normal Increase

BEFORE CHANGE: To assure that districts receiving Federal assistance would themselves absorb the cost of *normal* increases in attendance, the law specified 10 percent as the normal rate of increase in the attendance of "non-Federal children" in a 2-year period; if a district had less than that, the difference was taken out of the count of its federally connected children. Thus, if a district's membership of non-Federal children in June 1954 was less than 110 percent of its average daily membership of such children in 1951–52, the amount of the difference was deducted from the total number of children for whom the district otherwise would have been eligible under Section 305.

NOW: The percentage of deduction for increases in non-Federal children has been

changed to 7. In other words, if the estimated membership of non-Federal children in June 1958 is less than 107 percent of the average daily membership of such children in 1955–56, the amount of the difference will be deducted from the increase of Federal children during that period. (Title III, Subsection 305(d).)

Advance Approval

BEFORE CHANGE: The Commissioner could not approve an application under Title III in advance of the cut-off date.

NOW: The Commissioner may approve any application under Title III at any time after it is filed and before any priorities have been established, if he determines that (1) the need of the local educational agency is so great that, if priorities must eventually be established, the agency in all likelihood will still qualify to receive payments, and (2) much of the increase in federally connected children is in children who will reside in housing newly constructed on Federal property. (Title III, Subsection 306(b).)

More Money for Title IV

BEFORE CHANGE: Authorization for appropriations for Title IV was limited to $20 million.

NOW: An appropriation not to exceed $40 million has been authorized for the period ending June 30, 1958. (Title IV, Subsection 401(b).)

PUBLIC LAW 874

(For help in *operating* schools)

Certain parts of P. L. 874, too, are frequently referred to in the changes—Section 3 and Subsection 4(a), in particular, under which more than 90 percent of the funds under the law were expended last year:

SECTION 3 provides for aid to a school district on behalf of children whose parents live or are employed on Federal property situated wholly or partly in the same State as the district or within commuting distance of the district. For the purpose of computing a district's entitlements, the section defines two groups of children: In subsection 3(a), children of persons who reside AND work on Federal property; and, in 3(b), children of persons who reside OR work on Federal property.

SUBSECTION 4(a) provides for aid on behalf of children whose sudden arrival in a district in substantial numbers is the direct result of activities of the United States Government carried on in the area either directly or through a contractor.

Current Year Attendance

BEFORE CHANGE: The amount of Federal money a district was entitled to in any one year for children under Section 3 was computed on the basis of the average daily attendance in the preceding year.

NOW: The amount is computed on the basis of attendance in the *current* year. Thus the law reverts to a provision that was in effect during the first 4 years of the program. (Section 3.)

For "Armed-Forces Children"

BEFORE CHANGE: If a member of the Armed Forces who had migrated into or near a school district to be employed on

★ ★ ★ A WEEK OF DEDICATION ★ ★ ★

NOVEMBER 11-17 this year will be the 36th annual American Education Week. In an official proclamation, President Eisenhower has asked the people of the United States to join in observance of the Week and has urged the "fullest possible participation":

WHEREAS since the founding of our Nation, our citizens have zealously worked and sacrificed to provide schools and colleges for the education of our children, our youths, and our adults; and

WHEREAS the White House Conference on Education held in 1955, with delegates from all the States and Territories, representing millions of citizens of all races, faiths, and walks of life, reemphasized the needs of the Nation for more and better schools and colleges to the end that our people through improved education may make a greater contribution to the progress and future welfare of America, and to the peace and well-being of the world; and

WHEREAS the setting aside of a special education week each year provides a fitting opportunity for parents and educators and the public generally to visit schools and educational institutions, to express their appreciation of the work of our teachers and school officials, and to exchange views upon educational problems and progress:

NOW, THEREFORE, I, DWIGHT D. EISENHOWER, President of the United States of America, do hereby designate the period from November 11 to November 17, 1956, as American Education Week; and I urge the fullest possible participation in the observance of that week by the people throughout the United States. This week of dedication to education and to the efforts and achievements of teachers, school and college administrators, and others in this important area of public service is especially significant during this first year of appraisal, in terms of local community needs and required action, of the recommendations made by the White House Conference on Education. Let us all stress the need for good schools to keep America strong.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the United States of America to be affixed.

DONE at the City of Washington this fifth day of September in the year of our Lord nineteen hundred and fifty-six, and of the Independence of the United States of America the one hundred and eighty-first.

Dwight D. Eisenhower.

Federal property (but who lived in a taxable home) was subsequently transferred to duty out of the area and left his family behind in the district, the district could no longer count his child under Subsection 3 (b).

NOW: A district may continue to count such a child as living with a parent employed on Federal property, and may do so as long as the child remains in school attendance and the parent is on active duty with the Armed Forces. (Subsection 3(b).)

3-Percent Absorption Cancelled

BEFORE CHANGE: The law said that a local agency applying for assistance in operating schools for "federally connected" children under Section 3 would have to absorb, without any Federal payment, as many of those children as would equal 3 percent of its non-Federal attendance in the preceding year. This requirement, however, was never applied: though originally scheduled to take effect in 1954–55, it was every year postponed by the Congress.

NOW: The requirement has been removed from the law completely. For the next 2 years an eligible district may receive payment for all its 3(a) and 3(b) children if each group numbers at least 10 and equals at least 3 percent of all its resident pupils in average daily attendance (an exception: to be eligible, local agencies that in 1938–39 had an average daily attendance of more than 35,000 must find at least 6 percent of their pupils "federally connected.") The U. S. Commissioner of Education may waive the 3-percent requirement if in his judgment local conditions make the requirement inequitable; but the law makes no provision for his waiving the "at-least-10" requirement. (Subsections 3(c)(1)–(4).)

A Third Alternative Rate

BEFORE CHANGE: A district's entitlement per pupil under Section 3 could be determined in one of two ways: Either by computing the average contribution rate in comparable school districts within the State or by using as a minimum local contribution rate an amount that equaled one-half of the State's per capita cost for all pupils in average daily attendance during the second preceding fiscal year.

NOW: To these alternatives has been added a third—a national average minimum. The aggregate gross entitlements for the Nation under Section 3 for the second preceding year is divided by the average daily attendance of pupils used in computing those entitlements (in computations under Section 3, all of the 3(a) children and one-half of the 3(b) children are counted). However, the local contribution rate determined by this new national rate may not exceed for applicants in a given State the State average expenditure per pupil in the second preceding year. (Subsection 3(d).)

For Reasonable Expectation

NOW: If the Commissioner judges that a district has had reason to expect its school attendance to be increased by Section 3 children and, on the basis of that expectation, has made preparation to educate those children, the district still will receive payment for those children it reasonably but vainly expected—less any savings in cost it was able to make (or could reasonably be expected to make) after it discovered that there would be no Federal increase after all. (Subsection 3 (f).)

Count of 4(a) Pupils Restricted

BEFORE CHANGE: A district could submit a claim under Subsection 4(a) for children whom it would count under Section 3 in the next fiscal year.

NOW: Because entitlements under Section 3 are based on the current year's attendance, such claims under Subsection 4(a) are eliminated. In the next 2 years a district may count as 4(a) pupils only these: Pupils whose parents have come into the area as a result of Federal contract activities but who do not reside or work on Federal property; and pupils who can qualify under either Section 3 or Subsection 4(a) but who are too few in number to meet the eligibility requirements of Section 3. (Subsection 4(c).)

Sale of Federal Housing

BEFORE CHANGE: Pupils who lived in federally owned housing projects were counted for entitlement purposes only as long as the projects were federally owned.

NOW: Even though the United States sells or transfers one of its housing properties, pupils living there may continue to be counted for 1 year beyond the end of the fiscal year in which the sale or transfer was made. (Subsection 9(1).)

Flight Training Schools Included

NOW: As they have in P. L. 815, flight training schools at airports owned by States or by political subdivisions of States have been included in the definition of "Federal property" *if* those schools provide training for members of the Air Force under contract with the Department of the Air Force. Therefore children who live on the premises of such schools, or have a parent employed on the premises in connection with the flight training program, may be counted under Section 3. (Subsection 9(1).)

Conventions in November

Among the national and regional educational organizations holding annual conventions in November 1956 are those listed here. Time and place have been gleaned from questionnaires that the organizations have returned to the Office of Education for use in preparing an annual directory of education associations

NATIONAL

ADULT EDUCATION ASSOCIATION OF THE USA, Nov. 10–12, Atlantic City, N. J.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS, Nov. 16–19, Sheraton Palace Hotel, San Francisco, Calif.

EDUCATIONAL RECORDS BUREAU, Nov. 1–2, Biltmore Hotel, New York City, N. Y.

FRANCISCAN EDUCATIONAL CONFERENCE, Nov. 23–24, College of St. Francis, Joliet, Ill.

NATIONAL ASSOCIATION OF PUBLIC SCHOOL ADULT EDUCATORS, Nov. 7–9, Atlantic City, N. J.

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION (Northwest Region), dates not specified, Portland, Oreg.

NATIONAL CATHOLIC WELFARE CONFERENCE, Nov. 14–16, Catholic University of America, Washington, D. C. (38th Annual Meeting of the Bishops of the United States)

NATIONAL COUNCIL FOR THE SOCIAL STUDIES, Nov. 22–24, Cleveland, Ohio

ASSOCIATION OF GEOLOGY TEACHERS, Oct. 31–Nov. 2, Nicollet Hotel, Minneapolis, Minn.

NATIONAL COUNCIL OF GEOGRAPHY TEACHERS, Nov. 23–24, Claridge Hotel, Atlantic City, N. J.

REGIONAL

JUNIOR COLLEGE COUNCIL OF THE MIDDLE ATLANTIC STATES, Nov. 23–24, Atlantic City, N. J.

MIDDLE STATES SCIENCE TEACHERS ASSOCIATION, Nov. 24, Atlantic City, N. J.

WESTERN COLLEGE ASSOCIATION, Nov. 8–9, Hotel Senator, Sacramento, Calif.

MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, Nov. 23–25, Atlantic City, N. J.

GENEVA REPORT

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3. The inspector should take every care to respect the teacher's intellectual freedom and initiative and take account of suggestions made to him by teachers and teachers' associations.

4. If an inspector is required to make any kind of direct assessment of a teacher's work, the teacher should be guaranteed the right to appeal the inspector's judgment.

On the teaching of mathematics in secondary schools, these were some of the chief recommendations:

1. More must be done to attract qualified teachers.

2. Examinations in mathematics should call for skill instead of mere memorization.

3. Mathematics is an invaluable intellectual discipline, and for the best results teachers should encourage their pupils to discover mathematical principles and relations for themselves.

4. Governments, UNESCO, IBE, and other organizations should promote the international exchange of ideas, works, and research on mathematics teaching.

STATE-BY-STATE DISTRIBUTION OF FEDERAL FUNDS FOR EDUCATION

FEDERAL funds administered by the Office of Education as grants-in-aid to the States and Territories are for three educational purposes: To help maintain land-grant colleges and universities, (2) to help support vocational education of less-than-college grade, and (3) to help construct and operate schools in districts effected by Federal activities (under P. L. 815 and P. L. 874). What each State and Territory received during the school year 1955-56 for these purposes is shown here:

State or Territory	Land-grant colleges	Vocational education	School construction (P. L. 815)	School operation (P. L. 874)
Total	$5,051,500	$33,199,226	[1] $89,176,815	[2] $81,206,209
Alabama	100,541	898,437	2,424,208	1,018,378
Arizona	77,477	180,844	1,494,698	906,087
Arkansas	89,048	657,340	1,190,397	638,774
California	175,599	1,620,978	14,817,260	14,344,733
Colorado	83,218	284,221	2,031,178	2,153,052
Connecticut	90,023	315,367	1,413,804	1,196,544
Delaware	73,173	165,000	92,098	42,990
District of Columbia	.....	106,999	.....	.....
Florida	97,644	514,850	2,098,100	1,762,973
Georgia	104,360	964,335	2,994,183	1,664,677
Idaho	75,872	187,580	304,253	442,261
Illinois	156,905	1,460,900	1,081,100	1,988,390
Indiana	109,245	871,495	720,916	752,090
Iowa	96,146	741,157	92,793	245,174
Kansas	89,006	484,204	1,349,928	3,366,625
Kentucky	99,375	911,771	363,039	748,433
Louisiana	96,769	652,621	92,936	381,103
Maine	79,115	189,789	329,948	634,104
Maryland	93,372	397,919	6,256,533	3,381,080
Massachusetts	116,789	637,684	177,806	1,264,093
Michigan	133,559	1,181,820	5,338,495	638,944
Minnesota	99,751	762,446	634,342	119,032
Mississippi	91,735	826,110	137,195	430,150
Missouri	109,448	929,047	1,981,037	1,163,935
Montana	75,896	189,168	1,019,371	248,442
Nebraska	83,222	379,037	531,019	961,527
Nevada	71,597	141,440	827,537	608,340
New Hampshire	75,319	160,088	135,199	407,237
New Jersey	118,233	643,742	508,546	1,419,670
New Mexico	76,795	189,715	4,569,489	1,430,141
New York	217,934	2,070,072	1,257,018	1,172,451
North Carolina	110,518	1,288,053	681,809	503,824
North Dakota	76,181	256,940	27,691	193,070
Ohio	149,269	1,477,593	2,788,373	3,129,925
Oklahoma	92,278	582,057	4,394,929	3,146,612
Oregon	85,176	344,590	116,378	632,474
Pennsylvania	174,720	1,807,730	185,714	1,308,953
Rhode Island	77,899	126,458	323,508	785,760
South Carolina	91,118	656,029	592,384	854,692
South Dakota	76,511	253,114	587,185	828,144
Tennessee	102,835	958,503	1,075,163	1,062,398
Texas	146,921	1,671,308	5,913,353	5,222,642
Utah	76,871	172,225	1,157,385	746,008
Vermont	73,768	164,761	.....	41,415
Virginia	103,104	857,026	8,410,911	7,021,723
Washington	93,731	474,773	3,265,362	4,103,691
West Viginia	90,006	546,818	91,505	79,851
Wisconsin	104,260	819,313	157,772	338,915
Wyoming	72,898	159,443	287,586	264,386
Alaska	71,283	43,378	741,162	3,162,390
Hawaii	74,986	166,202	2,031,670	1,247,906
Puerto Rico	50,000	618,907	82,549	.....
Virgin Islands	.....	37,829	.....	.....

[1] Does not include $7,525,000 paid directly to the Housing and Home Finance Agency.

[2] Does not include $4,266,615.42 paid directly to other Federal agencies—the Air Force; the Departments of Army, Commerce, Interior, and Navy; and the Veterans Administration.

OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

FOR SALE

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

EDUCATION FOR NATIONAL SURVIVAL—A HANDBOOK FOR SCHOOLS, prepared by Civil Defense Education Project. 1956. 88 pages. 65 cents.

PUPIL TRANSPORTATION RESPONSIBILITIES AND SERVICES OF STATE DEPARTMENTS OF EDUCATION, by *E. Glenn Featherston* and *Robert F. Will*. 1956. 39 pages. 35 cents. (Misc. No. 27.)

SCHOOL PROPERTY INSURANCE—EXPERIENCES AT STATE LEVEL, by *N. E. Viles*. 1956. 61 pages. 25 cents. (Bul. 1956, No. 7.)

THE SECONDARY SCHOOL PLANT—AN APPROACH FOR PLANNING FUNCTIONAL FACILITIES, by *James L. Taylor*. 1956. 60 pages. 45 cents. (Spec. Pub. No. 5.)

TEACHING ABOUT THE UNITED NATIONS IN UNITED STATES EDUCATIONAL INSTITUTIONS, JANUARY 1, 1952, TO DECEMBER 31, 1955: A REPORT BY THE USA UNDER ECOSOC RESOLUTION 446 (XIV), by *Fredrika Tandler*. 1956. 40 pages. 25 cents. (Bul. 1956, No. 8.)

TELEVISION IN OUR SCHOOLS, by *Franklin Dunham* and *Ronald R. Lowdermilk*. Revised 1956. 38 pages. 20 cents. (Bul. 1952, No. 16.)

FREE

(Request single copies from Publications Inquiry Unit, U. S. Office of Education, Washington 25, D. C.)

AVIATION EDUCATION IN JUNIOR HIGH SCHOOLS—A BIBLIOGRAPHY, by *Willis C. Brown*. Revised September 1956. 4 pages. (Cir. No. 435.)

BULLETINS AND PAMPHLETS RELATED TO ELEMENTARY EDUCATION, a list of Office of Education publications available from the Superintendent of Documents. August 1956. 8 pages. (Sel. Ref. No. 2.)

THE CORE IN SECONDARY SCHOOLS—A BIBLIOGRAPHY, prepared by *Grace S. Wright*. Second Revision, September 1956. 16 pages. (Cir. No. 323.)

THE CORE PROGRAM IN THE JUNIOR HIGH SCHOOL—A BIBLIOGRAPHY, prepared by *Grace S. Wright*. Revised May 1956. 10 pages. (Cir. No. 428.)

ENGINEERING AND SCIENTIFIC MANPOWER—ORGANIZED EFFORTS TO IMPROVE ITS SUPPLY AND UTILIZATION, by *Henry H. Armsby*. August 1956. 48 pages. (Cir. No. 483.)

MEASUREMENT INDEX, by *David Segel*. Revised, August 1956. 25 pages. (Cir. No. 388.)

NONDEGREE HOME ECONOMICS OFFERINGS IN HIGHER INSTITUTIONS, 1955–56, prepared by *Virginia Thomas*. September 1956. 24 pages. (Misc. 3380, Rev. 1956.)

PUPIL ACTIVITIES IN JUNIOR HIGH SCHOOLS—A BIBLIOGRAPHY, by *Willis C. Brown* and *Ellsworth Tompkins*. Revised September 1956. 8 pages. (Cir. No. 427.)

REFERENCES FOR TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE, prepared by *Marjorie C. Johnston* and *Arno Jewett*. August 1956. (Cir. No. 401, Revised.)

SUMMARY OF 1953–54 FINANCIAL STATISTICS OF INSTITUTIONS OF HIGHER EDUCATION, prepared by *Doris Holladay*. August 1956. 7 pages. (Cir. No. 488.)

WHAT SOME SCHOOL SYSTEMS ARE DOING TO PROMOTE TEACHER GROWTH, prepared by *Gertrude M. Lewis* and *Elsa Schneider*, in collaboration with the Elementary Schools Section. August 1956. 22 pages. (Ed. Brief No. 33.)

U. S. GOVERNMENT PRINTING OFFICE: 1956

SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

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December 1956

Fitness—*for a complex goal, an all-out effort*

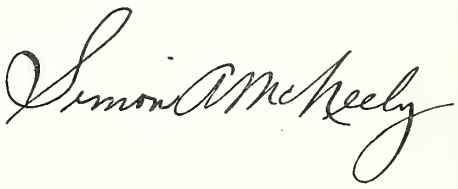
FITNESS is not a simple concept. In the United States a citizen is really fit only if he does his share to advance our democracy, our economy, our culture, our moral-spiritual life. And what his share *is*, is affected by his capacities, his level of maturity, his opportunities for self-improvement.

Fitness pertains to the functioning of a person as a whole. Its many components—physical, social, emotional, intellectual, spiritual—are threads inextricably woven into the fabric of human personality and behavior. The business executive whose decisions are turned by a flaring ulcer is as handicapped as the laborer with a sacroiliac sprain. The adult who lacks energy to participate in civic affairs is as unfit as the youth who spends energy in unsocial acts. And the hale and hearty citizen who cheats on his income tax is as much a drain on society as if he were chronically ill in a public institution.

So broad a concept of fitness asks no less than this from today's schools—that they help every child *reach his utmost* in functional health, physical development, vocational and social competence, cultural and intellectual growth, self-expression, and moral character!

Without minimizing the necessity of working for fitness on all fronts, schools ought particularly to encourage youngsters to build good health, develop resources of vitality and coordination, and become skillful in wholesome, vigorous forms of recreation. But schools must also see that exercise, games, athletics, and other activities are carried on in social situations where interpersonal values are applied, satisfying peer relationships are established, creativeness is encouraged, and integrity is valued. And they must make these opportunities abundantly available to all boys and girls.

The question, however, is not whether this or that phase of schooling contributes more to fitness but, rather, how the schools can provide a balanced educational experience for every child. School administrators and teachers have a responsibility not only for improving their own efforts in this direction but also for helping parents and others understand the meaning of fitness and the value of communitywide cooperation in providing programs, facilities, and—most of all—leadership to meet youth's total needs.



Simon A. McNeely

Specialist for Health, Physical Education, and Athletics

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . . MARION B. FOLSOM, *Secretary*

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Educational news

EVENTS AND DEVELOPMENTS

of national significance

For Peace

EXPLAINING ourselves thoroughly to people from other countries is always a complex process. But the Office of Education feels that it took some long steps in that direction last month when it accepted an invitation to meet with the cultural and educational attachés from more than 60 foreign embassies in Washington.

These attachés, who since 1951 have been coming together once a month as an informal organization, have responsibility for some 34,000 foreign students attending colleges and universities in this country as well as for thousands of foreign trainees and experts studying, traveling, and observing here. Some of the attachés have particularly complicated charges to fulfill: Iran, for example, has 2,000 students here this year; India has 2,300.

By virtue of their duties these foreign officials have an intense interest in our educational system; and their invitation to the Office of Education, for October 16, was the first they had ever proffered to a United States Government agency.

Both Acting Commissioner John R. Rackley and Assistant Commissioner Oliver Caldwell spoke to the group. Dr. Rackley recounted the history of the Office, described its functions and services, and welcomed his listeners to claim whatever of those services would be helpful to them. Mr. Caldwell, who outlined the origin and functions of the International Educational Division, of which he is director, expressed the hope that through the schools the world would soon create the foundation of understanding that is essential to permanent peace.

Dean of these attachés is M. S. Sundaram, educational and cultural counselor for India, who has served his country here, off and on, since 1945. Chairmanship of their organization varies from meeting to meeting; at the one attended by the Office, Ray Maley of Australia presided.

President's Committee Grows

FIVE new appointments bring to 36 the membership of the President's Committee on Education Beyond the High School.

New members: Albert F. Arnason, commissioner, North Dakota Board of Higher Education; Samuel M. Brownell, superintendent of schools, Detroit; J. Broward Culpepper, executive secretary, Board of Control, Florida University System; Arthur Hollis Edens, president, Duke University; and Edgar B. Stern, trustee, Tulane University.

Vaccination Against Polio

MORE than 40 million persons—approximately 1 out of every 4 in our population—have been given the Salk vaccine. And among those who have received all three shots in the series, there hasn't been a single confirmed case of paralytic polio.

This good news we have from Simon A. McNeely, Office of Education specialist for health, physical education, and athletics and an adviser on educational aspects of the polio-vaccination program.

But most of the "vaccinees" thus far are children in the elementary schools, and many of these still need the important third "shot." Millions of high-school students and young adults are still risking paralytic polio because they are not vaccinated. These teen-agers and young adults are highly susceptible: about 40 percent of all cases of polio occur among them; and about 70 percent of all iron-lung cases occur among persons over 20.

"The long-sought control of this dreadful disease is now within our grasp," Mr. McNeely says. "Our two main forces are education and vaccination. Schools, working with other community agencies, have a responsibility for educating children and their families about poliomyelitis and encouraging them to protect themselves immediately through vaccination. Particular efforts should be directed toward high-school-age youth and school personnel and other adults under 35."

College Enrollments Rise

COLLEGE enrollments in September 1956 were 8.7 percent higher than in September 1955. If that rate of increase were to continue, college enrollments would take only 8 more years to double. Actually, Office of Education projections say, they are more likely to take 13 years.

According to Office of Education estimates, this is what happened to enrollments of "degree-credit students" at institutions of higher learning in the fall of 1956:

- The total reached a new high of 2,957,000—236,000 more than in the fall of 1955.
- Students enrolling in college for the first time numbered 735,000—

45,000, or 6.6 percent, more than in 1955.

Both estimates are based on returns from 1,195 institutions out of a total of 1,850. When all the facts are in, they will probably prove the estimates moderately accurate: last year's estimates, based on the same number of institutions, missed accuracy by less than two-tenths of 1 percent for total enrollment and by less than seven-tenths of 1 percent for first-time enrollments.

International Concern Over the Small Child

IN THESE days of international tensions we find especially appealing the report of what went on at an international conference held this fall in Athens, Greece.

Seventy-five delegates from 15 countries came together there, at the invitation of the Greek Government, to spend the week of September 10–16 considering this one subject: The importance of *the first years in the life of a child,* both within and outside his family. It was the sixth assembly of the World Organization for Childhood Education, and among its highlights were these:

- A lecture in each of the three languages of the conference—Greek, French, and English—on the necessity for preschool education as seen through the prism of modern society, on conditions and influences bearing on psychological development in early childhood, and on the role of love in the growth of children. The one on love, given by Daniel A. Prescott of the United States, so captivated the attention of his listeners that, although the day was hot and the hour late, they gave him a veritable ovation and were loath to let him go.
- Visits to several excellent institutions for children—orphanages, a school for crippled children, and a place in the country for children that need country living for a while.
- Laying plans to seek a contract with UNESCO to carry out research into good educational programs for small children.
- The decision to hold the next assembly, 2 years from now, at Brussels, where the World Exposition, meeting at the same time, will no doubt bring together much of the latest and best in equipment for educating small children.
- Receiving—and accepting—from the Yugoslav delegation an invitation to hold the meeting 4 years from now in Zagreb.

In addition to Dr. Prescott, director of the Child Development Institute at the University of Maryland, the United States delegates were Bess Goodykoontz, deputy assistant commissioner for international education at the Office of Education and chairman of the United States National Committee for Early Childhood Education; and Sadie Ginsberg, professor of parent education at Johns Hopkins University.

Adult Education Staff

FIRST permanent professional appointee for the new adult education service in the Office of Education is John B. Holden, who comes from Michigan State University to assist Ambrose Caliver, chief of the Adult Education Section.

Reading Conference

HOW TO do a better job of teaching reading to the junior-high-school student—that is the subject of a 2-day working conference to be held in the Office of Education on December 13 and 14. Sixteen outstanding authorities in secondary-school reading will join Office of Education staff members in sessions under the direction of Arno Jewett, specialist for language arts in the Office of Education's Secondary School Section.

Among the topics that will be discussed are these:

- What are the responsibilities of all junior-high-school teachers for instructing in reading?
- What does research tell about ways in which research findings can be used to improve instruction?
- How can evaluation instruments be used to improve instruction?
- What guiding principles, learning experiences, and instructional materials should be suggested for a schoolwide developmental program?
- What are the virtues and weaknesses of various remedial programs for retarded adolescents?

Discussion on each of these questions will follow informal talks by one or more of the following visiting authorities: Mrs. Jewell Askew, president, Texas Association for the Improvement of Reading; J. Darrell Barnard, chairman, Department of Science Education, New York University; Guy L. Bond, professor of education, University of Minnesota; Dwight L. Burton, editor, *The English Journal;* Helen McCracken Carpenter, president, National Council for the Social Studies; John R. Clark, consultant in mathematics and former professor of education, Teachers College, Columbia University; Donald L. Cleland, director, Reading Laboratory, University of Pittsburgh; Margaret J. Early, associate director, Reading Laboratory, Syracuse University; Carl B. Freudenreich, supervisor of English, New York State Education Department; Leonard W. Joll, consultant, reading and English, Connecticut State Department of Education; Ullin W. Leavell, director, McGuffey Reading Clinic, University of Virginia; George E. Murphy, director, Reading Clinic, Pennsylvania State University; Gilbert B. Schiffman, junior-high-school reading specialist, Baltimore County Schools, Maryland; Arthur E. Traxler, executive director, Educational Records Bureau; Paul Witty, professor of education, Northwestern University; and Nancy Young, curriculum consultant, New York City schools.

Participating in the discussions will be specialists in language arts, science, social studies, and other subject areas. Thus the attention of the conference will span the entire curriculum of the junior high school.

To extend the benefits of this conference to teachers of young adolescents, the Office is planning to record and publish both the informal talks and the discussions that follow.

RESEARCH REPORT

Thus far, under the Office of Education's cooperative research program

29 projects have been recommended for support

9 have reached the status of negotiated agreement, with $81,035

in Federal funds allotted to them for this fiscal year

ALONG two fronts we watch the progress of the Office of Education's cooperative research program:* First, the choosing, from among the many proposals submitted, of the projects that will be recommended to the Commissioner for sharing in the program; and, next, the actual signing of agreements by the Commissioner and the institutions that will carry out the approved projects.

THE CHOICES

Recommending of projects to the Commissioner is the work of an advisory research committee from outside the Office (*S. L.*, June 1956), but this committee has at its disposal, for each proposed project, the written comments and recommendations from at least one specialist within the Office. On the basis of this composite evaluation, the Commissioner makes his decisions.

Thus far, as of November 1, the committee has studied 130 proposals submitted to the Office by nearly 100 educational institutions and organizations. Out of the first 70, which it considered in July, it recommended 20 (*S. L.*, Oct. 1956); out of the next 60, which it has had under review this fall, it has now, at its third meeting, on October 18–19, recommended 9 more.

NEW RECOMMENDATIONS

Of the 9 latest projects to be recommended, 3 concern education of the mentally retarded; 3, the development of special abilities of students; and 3, various subjects that have been classified as "miscellaneous." Three have been proposed by the University of Michigan, 2 by George Peabody College for Teachers in Tennessee, 2 by the University of Chicago, 1 by San Francisco State College, and 1 by the University of Illinois.

Total cost of these projects, which range in length from 1 to 3 years, as estimated by the institutions that proposed them, would be $236,874—$57,500 to be contributed by the institutions themselves and $179,374 by the Office of Education. For those projects which will run beyond this fiscal year, availability of Federal funds is contingent upon new appropriations by the Congress for that purpose. At the disposal of the Office of Education for its cooperative research program during the fiscal year ending June 30, 1957, is $1,020,000, of which $675,000 has been set aside for research on the mentally retarded.

Mentally retarded

Two of the recommended projects dealing with education of the mentally retarded are virtually identical—not by accident but by design of the proposing institutions, Peabody College and San Francisco State College. Each has drawn up plans for a study of *the effectiveness of special day-school training programs for severely retarded children;* and each, stating that there is a critical need for replicated control studies on the subject, has suggested that still another institution join them in making a similar study under the Office research program.

The third project, also proposed by Peabody College, would investigate *the discrimination learning ability of mongoloid and normal* children.

For 1 year of operation these three projects would require a total of $50,734 from the Office research funds.

Special abilities

The highly intelligent pupil in high school is the focus of all three recommended projects in the category of "development of special abilities of students."

Improvement of critical thinking is the objective of a project proposed by the University of Illinois. Because there is a lack of materials and methods for developing in high-level students the ability to think critically—particularly, a lack of materials and methods that can be incorporated in the conventional academic subjects in the high school program—the university has worked out a plan to devise such materials and methods.

Under the title *Social adaptations of the highly intelligent pupil*, the Research Center for Group Dynamics, University of Michigan, proposes to study the various attitudes taken by the bright pupil in adjusting to frustrations often present for him in average classroom procedures. Also within the purview of the study would be the conditions determining which of these attitudes he takes.

Similar to this proposal is one submitted by the University of Chicago: *The gifted adolescent in the classroom.* It would investigate the bright pupil's characteristic personal, social, and intellectual behavior, as well as the pattern of his interaction with age peers and significant adults.

Miscellaneous

The category "miscellaneous" includes projects which do not fit clearly into any one of the 10 major research

*This is the program that was authorized by the 83d Cong. in Public Law 531, July 26, 1954.

categories identified by the Commissioner early in the cooperative research-program (*S. L.*, Feb. 1956), but which the advisory committee deems sufficiently important to include because of light they may shed on some of the major problems already identified.

One of the recently recommended miscellaneous projects is proposed by the University of Chicago, to study *social climates in high schools.* In brief, its purpose would be to find out why, in some high schools, scholarship and school-sanctioned activities gain prestige for the adolescent and, in others, only athletic prowess, or social graces, or perhaps even delinquent activities; and to chart in detail the consequences of such variations.

Another, proposed by the University of Michigan, has this title: *Description and evaluation of longitudinal growth and learning among elementary schoolchildren at Ferndale, Mich.* It would test hypotheses about the physical, mental, and academic factors in the learning rate and pattern for elementary schoolchildren in a typical school setting.

The third, from the School of Education at the University of Michigan, would make a comparative study of *two approaches to the teaching of arithmetic at intermediate and/or junior high school levels: Standard materials and conventional methods* vs. *adding machines and special methods.* Questions to be answered: Does the use of adding machines give significantly better gains in computational and reasoning abilities? Does it improve pupil attitude toward mathematics? And if it does result in gains, how durable are they?

THE AGREEMENTS

Of the 20 projects recommended by the committee last July, 9 have now reached the status of negotiated agreements, and the rest are approaching it. What each of the 9 will involve in the way of time and money is shown in the table on this page. For the contracts with Vanderbilt and Indiana (the latter, on retention of students), signed a full month before the others, we gave some further details in November's *School Life.* For the other seven, we add some facts here.

- One of Boston's projects will seek a way to spot future delinquents within groups of nonreaders, slow learners, and mentally retarded. William C. Kvaraceus, professor of education, will direct it.
- The other Boston project, under the direction of Donald D. Durrell, also professor of education, will study the language abilities and handicaps that mentally retarded children reveal in their reading, speaking, lis-

continued on page 10

Funds to be spent for educational research under contracts negotiated to date (Nov. 1, 1956) between the Office of Education and various educational institutions

FIELD AND INSTITUTION	1956–57		1957–58		1958–59	
	Federal funds*	Other funds	Federal funds**	Other funds	Federal funds**	Other funds
Education of the mentally retarded						
Boston University						
Delinquency proneness	$6,430	$2,200	.....	.....	.....	.....
Language weaknesses	7,000	2,000	$6,000	$2,000	$7,500	$2,500
Syracuse University	21,750	10,587	23,750	8,320	13,555	3,398
Development of special abilities of students						
Regis College (Massachusetts)	500	600	750	400	.....	.....
Educational aspects of juvenile delinquency						
Vanderbilt University (Tennessee)	15,100	9,300	14,600	8,000	19,360	8,300
Retention and continuation of students in schools and colleges						
Indiana University	9,600	6,600	6,300	1,300	.....	.....
Staffing the Nation's schools and colleges						
Syracuse University						
Teacher motivation	13,080	5,250	8,720	2,530	.....	.....
Career patterns	750	100	20,000	4,900	11,710	3,500
Indiana University	6,825	2,100	3,035	1,100	.....	.....
Total	81,035	38,737	83,155	28,550	52,125	17,698

*The total appropriated for this fiscal year is $1,020,000. More than half of it ($675,000) has been specifically earmarked for research on the education of mentally retarded children.

**Payment for projects in 1957–58 and 1958–59 is contingent upon Congress' appropriating funds for the purpose.

Laws for Education

Briefed here, 46 laws of national significance passed in the 2d session of the 84th Congress

THERE were 19,039 bills introduced before the 84th Congress during both of the sessions; 1,028 (excluding private bills) became public law. Of the 1,034 bills that pertained to education, 96 became law.

Of the enactments made in the first session, the Laws and Legislation Branch of the Office of Education last year prepared for the November issue of *School Life* a summary of 23 that had special significance to education for the Nation as a whole. Now it gives our readers a similar service on laws of the second session: it has selected 46 as having national significance and has grouped them under general subject headings.

AGRICULTURE

PUBLIC LAW 554 (*appropriation bill for the Department of Agriculture and the Farm Credit Administration, fiscal year 1957*). Increases funds for agricultural research by $10,816,845, to a total of $49,972,000; for the agricultural extension services, by $5.125.000, to a total of $49.615,000; for the School Lunch Program, by $16.764,788, to a total of $100,000,000.

PUBLIC LAW 850. Designates the week of November 16–22, 1956, as National Farm-City Week.

PUBLIC LAW 918. Authorizes an exchange of personnel between the Department of Agriculture and the State and local governments, land-grant colleges, and other universities and colleges operated by State or local governments.

ARMED SERVICES

See also* P. L. 415 and P. L. 879 under *Higher Education

PUBLIC LAW 497. For purposes of promotion and pay, increases by 1 year the service credit for professional education (constructive service) for physicians and dentists in the Armed Forces and for medical officers in the Public Health Service. Also increases special pay for certain medical and dental officers of the Armed Forces and the Public Health Service.

PUBLIC LAW 968. Authorizes construction and improvement at military installations, such construction and improvement to include service schools and community facilities.

CHILD WELFARE

See also* P. L. 554 under *Agriculture* and P. L. 634 and P. L. 881 under *Veterans

PUBLIC LAW 465. Extends the special school milk program to June 30, 1958; increases the amount authorized annually from $50 million to $60 million for the current fiscal year and to $75 million for each of the next 2 years; and makes eligible for benefits certain nonprofit institutions devoted to the care of underprivileged children.

PUBLIC LAW 752. Further extends the special school milk program to nonprofit nursery schools, child care centers, settlement houses, summer camps, and similar nonprofit institutions devoted to the care and training of children, regardless of whether such institutions are caring for "underprivileged" children on a "public welfare or charitable basis."

PUBLIC LAW 880. Amends the Social Security Act as follows:

¶ Amends Title II, Section 202 (d) (1), to provide child's insurance benefits to a disabled child aged 18 or more if the child had been so disabled before reaching age 18, even though he had not been receiving such benefits before age 18.

¶ Amends Title II, Section 218 (d) (6), so that employees of State and local governments who desire to come under Old-Age and Survivors Insurance (OASI) may be considered as a separate group for purposes of coverage—at the option of the State and provided that all new employees do come under OASI. (Affects Florida, Georgia, New York, North Dakota, Pennsylvania, Tennessee, Wisconsin, and the Territory of Hawaii.)

¶ Amends Title II, Section 218 (d) (6), further to permit certain affected States (Nevada, New Mexico, Oklahoma, Pennsylvania, Texas, Washington, and the Territory of Hawaii) to cover under OASI nonprofessional school employees who are under a teachers' retirement system, and permits them to do so without a referendum and without covering the professional employees who are in a system.

¶ Amends Title III, Section 406 (a), by removing the requirement that, in order to receive aid, a needy child between the ages of 16 and 18 be in attendance in a school.

¶ Amends Title VII by adding a new section (705), which authorizes an appropriation of $5.000.000 for fiscal year 1957 and an additional appropriation for each of 4 succeeding years for allotments to the States to carry forward a program of training for personnel engaged—or preparing to engage—in public welfare work. Allotted funds are to be used for grants to public and nonprofit institutions of higher learning, for special courses and seminars, and for fellowships and traineeships.

PUBLIC LAW 988. Incorporates the Boys' Clubs of America.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PUBLIC LAW 855 (*second supplemental appropriation act for DHEW, fiscal year 1957*). Appropriates to the Office of Education as follows:

¶ For grants to the States for extension and improvement of practical-nurse training, $2,000,000;

¶ For grants to the States for the Library Services Act (P. L. 597), $2,050,000;

¶ For an additional amount for maintenance and operation payments to federally affected school districts, $34,050,000;

¶ For an additional amount for providing assistance for school construction in federally affected areas, $108,500,000;

¶ For salaries and expenses for the President's Committee for Education Beyond the High School, $150,000;

¶ For an additional amount for salaries and expenses for the Office of Education, $270,000;

¶ For administration of vocational education for practical-nurse training, $45,000; and

¶ For administration of grants to federally affected school districts, $85,000.

Appropriates to the Office of Vocational Rehabilitation, to carry out Public Law 937 (briefed under *Handicapped*), $1,000,000.

Appropriates to the Public Health Service, for the preparation of plans, specifications, and drawings for the National Library of Medicine, $350,000.

FEDERALLY AFFECTED AREAS

See also* P. L. 855 under *Department of HEW* and P. L. 896 under *Territories and possessions

PUBLIC LAW 949. Extends until June 30, 1958, the programs under Public Laws 815 and 874 of the 81st Congress, which provide for financial assistance in constructing and operating schools in areas affected by Federal activities; and makes certain other changes in the provisions of these laws.

FINE ARTS

See also* P. L. 573 under *Indian Education* and P. L. 860 under *International Education

PUBLIC LAW 873. Incorporates the National Music Council.

HANDICAPPED

See also* P. L. 959 under *Indian education

PUBLIC LAW 922. Amends the act to promote education of the blind so as to authorize wider distribution of instructional materials and to increase the amount authorized to be appropriated.

PUBLIC LAW 937. Extends for 1 year the authority of the Secretary of the Department of Health, Education, and Welfare to make grants to State vocational rehabilitation agencies and to nonprofit agencies working with such State agencies on projects involving the planning, preparing, and initiating of an expansion of vocational rehabilitation programs in the States.

HEALTH PERSONNEL AND MEDICAL RESEARCH

See also* P. L. 655 under *Miscellaneous laws* and P. L. 941 under *Libraries

PUBLIC LAW 835. Amends the Public Health Service Act by establishing a National Advisory Council on health research facilities and authorizes a program of grants-in-aid to public and nonprofit institutions for the construction of facilities for research in the sciences related to health. Authorizes appropriations not to exceed $30 million for the fiscal year ending June 30, 1957, and for each of the 2 succeeding fiscal years.

PUBLIC LAW 911. Amends the Vocational Education Act of 1946 to authorize grants not to exceed $5 million for the fiscal year ending June 30, 1957, and for each of the next 4 fiscal years to States with State plans for extending and improving practical nurse training. Amends the Public Health Service Act to authorize traineeships, to be awarded by the Surgeon General, for graduate or specialized training in public health for physicians, engineers, nurses, and other professional health personnel. Authorizes traineeships for the training of professional nurses to teach in the various fields of nursing.

PUBLIC LAW 1022. Amends Section 170 of the Internal Revenue Code of 1954 to provide for the allowance of deductions of contributions to medical research organizations in the same manner now provided for contributions to a church, educational organization, or hospital.

HIGHER EDUCATION

See also* P. L. 880 under *Child Welfare*, P. L. 855 under *Department of HEW*, P. L. 835 and P. L. 911 under *Health personnel*, P. L. 634 and P. L. 881 under *Veterans*, and P. L. 1027 under *Vocational education

PUBLIC LAW 415. Establishes the Kings Point Merchant Marine Academy on a permanent basis and provides for its maintenance.

PUBLIC LAW 691. Creates an Academic Advisory Board for the Kings Point Merchant Marine Academy.

PUBLIC LAW 813. Authorizes appropriations for allotments to the States to encourage and assist each State to provide for a committee on education beyond the high school (no appropriation made). Authorizes appropriations for the expenses of the President's Committee on Education Beyond the High School (Department of HEW Appropriations Act, P. L. 855.)

PUBLIC LAW 847. Exempts courses leading to standard college degrees offered by nonprofit educational institutions of higher learning from the provisions of Section 277 of the Veterans Readjustment Act of 1952, which prohibited the enrollment of veterans under the Act when such courses had been in operation for less than 2 years.

PUBLIC LAW 879. Authorizes flight instruction programs during Reserve Officers Training Corps programs.

PUBLIC LAW 1006. Amends Section 31 of the Atomic Energy Act to give specific authority to the Atomic Energy Commission to make grants to colleges, universities, hospitals, and charitable organizations for the construction and operation of atomic reactors and for research and training in the field of atomic energy.

PUBLIC LAW 1020. Amends and extends the National Housing Act, increasing the limit on the amount of college housing loans authorized to be outstanding at any one time, from $500 million to $750 million.

INDIAN EDUCATION

PUBLIC LAW 573. Appropriates $50,720,000 to provide education and welfare services for Indians; also $31,000 for the Commission of Fine Arts.

PUBLIC LAW 702. Authorizes and directs the Secretary of the Interior to conduct a study and investigation of Indian education in continental United States and Alaska, including a study of (1) the educational problems of Indian children from non-English-speaking homes and (2) the establishment of a better program for transferring Indian children to public schools.

PUBLIC LAW 718. Provides that the Menominee Indian Tribe (Wisconsin) shall formulate and submit to the Secretary of the Interior a plan for the future controls of a tribal property and service functions now conducted by or under the supervision of the United States, including services for health, education, welfare, credit, roads, and law and order and all other matters involved in the withdrawal of Federal supervision.

PUBLIC LAW 887. Provides for the termination of Federal supervision over the property of the Wyandotte Indian Tribe (Oklahoma) and the individual members thereof.

PUBLIC LAW 921. Provides for the termination of Federal supervision over the property of the Peoria Indian Tribe (Oklahoma) and the individual members thereof.

PUBLIC LAW 959. Authorizes the Secretary of the Interior to undertake a program of vocational training for Indians between the ages of 18 and 35 who reside on or near an Indian reservation.

INTERNATIONAL EDUCATION

PUBLIC LAW 555. Requires a person who is admitted to the United States as an exchange visitor to return to his country of origin or to a cooperating country and to reside therein for a period of 2 years before he becomes eligible for an immigration visa and permanent reentry into the United States, or for a nonimmigrant visa under Section 101 (a) (15) (h) of the Immigration and Nationality Act.

PUBLIC LAW 603. Appropriates $20 million for international education activities in the Department of State.

PUBLIC LAW 832. Authorizes an appropriation to enable the United States to extend an invitation to the World Health Organization to hold the 11th World Health Assembly in the United States in 1958.

PUBLIC LAW 860. Provides for United States participation in cultural festivals abroad, for United States participation in international fairs and expositions, and for international tours by United States artists and athletes. Also creates an advisory commission on the arts to assist in the United States educational exchange program.

LIBRARIES

See also **P. L. 855 under *Department of HEW***

PUBLIC LAW 597 (*the Library Services Act*). Authorizes a 5-year program for the development of public library services in rural areas and provides for monetary grants to the States for a period of 5 years to stimulate and assist the States to develop methods of providing library services to residents of rural areas. Authorizes an appropriation of $7,500,000 for each of 5 fiscal years to be used for making payments to States that have submitted plans for the further extension of public library services to rural areas and have had these plans approved by the U. S. Commissioner of Education.

PUBLIC LAW 941. Amends Title III of the Public Health Service Act in order to create and establish a national library of medicine in the Public Health Service.

TEACHER RETIREMENT

See **P. L. 880 under *Child Welfare***

TERRITORIES AND POSSESSIONS

PUBLIC LAW 720. Amends Public Laws 640 and 643 of the 83d Congress to clarify the debt limitations imposed upon the Territory of Hawaii and ratifies certain provisions of Act 273 Sessions Laws of Hawaii 1955, which authorizes issuance of public improvement bonds for schools in the City and County of Honolulu and the County of Hawaii.

PUBLIC LAW 896. Extends to the unincorporated Territory of Guam certain Federal Statutes that have been determined to be desirable. Among these statutes are Public Laws 815 and 874 of the 81st Congress, providing for Federal assistance for schools in areas affected by Federal activities; and certain provisions of the Vocational Education Act and the Vocational Rehabilitation Act.

PUBLIC LAW 932. Amends Section 1 of the Act of March 4, 1915, as amended, in order to provide that the reservation of a school section would not be defeated because the section in question had been appropriated at the time of survey and had been restored prior to March 5, 1952; also permits the reservation for school purposes of lands subject to a mineral lease or permit or to an application for such lease or permit.

VETERANS AND THEIR DEPENDENTS

See also **P. L. 847 under *Higher Education***

PUBLIC LAW 634 (*War Orphans Educational Assistance Act of 1956*). Authorizes an educational assistance program for children of servicemen who died as a result of a disability or disease incurred in line of duty during World Wars I or II or the Korean conflict. Eligible persons will be entitled to 36 months of education and training, with monetary benefits the same as those provided to Korean

veterans under Public Law 550, namely $110 per month if in full-time training, $80 per month if on three-quarters time, and $50 per month if on half-time. The program will be administered by the Veterans Administration.

PUBLIC LAW 881 (*Servicemen's and veterans' survivor benefit act*). Provides, among other things, for a continuing—until age 21—dependency and indemnity compensation for an orphan child who reaches age 18 and is pursuing a course of instruction in an approved educational institution. The bill also provides that, when there is a widow with a child who has attained age 18, when social security survivor benefits are terminated, the child shall be provided with a supplemental veterans administration benefit of $35 per month while pursuing a course of instruction in an approved educational institution.

VOCATIONAL EDUCATION

See also* P. L. 855 under *Department of HEW*, P. L. 959 under *Indian education*, and P. L. 911 under *Health personnel

PUBLIC LAW 1027. Authorizes the Secretary of the Interior to make grants to public and nonprivate universities and colleges for the purpose of promoting the education and training of professionally trained personnel needed in commercial fishing, and authorizes an appropriation not to exceed $550,000 for each fiscal year for this purpose. Amends the Vocational Education Act by authorizing the appropriation of $375,000 for vocational education in the fishing trades and industry, and distributive occupations therein, to be administered by the U. S. Commissioner of Education in consultation with the Secretary of the Interior.

MISCELLANEOUS

PUBLIC LAW 655. Amends the Federal Property and Administrative Services Act of 1949, as amended, to authorize the donation of Government-owned surplus property to the States for purposes of health, education, and civil defense.

PUBLIC LAW 699. Corrects a technical defect in an act of 1954 permitting a State to obtain title to school section lands known to be valuable for minerals and included in mineral leases. The correction permits a State also to obtain title to school section lands included in mineral leases and not known to be valuable for minerals.

PUBLIC LAW 915. Authorizes the President of the United States to designate the period from September 17 to September 23 of each year as Constitution Week.

PUBLIC LAW 971. Amends the Federal Property and Administrative Services Act of 1949 to extend until July 31, 1958, the period during which disposals of Government surplus property may be made by negotiation.

RESEARCH REPORT

Continued from page 6

tening, and writing. It will aim to identify the language weaknesses that usually respond quickly to remedial instruction, and to outline remedial plans.

- Syracuse's study on mentally retarded children will focus on the *parents*—on their attitudes toward the children, their education, and their social adjustment. The director will be William M. Cruickshank, professor of education and director of education for exceptional children.

- Both of the Syracuse projects on staffing will be under Raymond G. Kuhlen, assistant professor of education. One will try to determine how factors such as personality traits are involved in the choice of teaching as a vocation. The other will study the effects of community pressures, personal satisfactions and dissatisfactions, and other factors in the development of teaching careers.

- Regis College will test the effectiveness of a modified counseling procedure in promoting learning among bright students who have been doing poorly in their school subjects. Mary Viterbo McCarthy, director and chief psychologist of the Regis Child Clinic, will be in charge.

- Indiana's staffing project, under direction of Lloyd S. Standlee, assistant professor of education and research associate in the Institute of Educational Research, will investigate the professional preparation and performance of students graduating from different types of Indiana teacher-training institutions. Thus it will attempt to provide a clear conception of what is essential in a course of study for preparing qualified teachers.

OE STAFF

To cope with the quickening tempo of its cooperative research program, the Office of Education is now making two increases in its staff.

The first is J. William Asher, who came to the Office on September 17 to be a coordinator for the program. Dr. Asher, who was formerly research analyst with the Purdue-Calumet Development Foundation, a not-for-profit corporation in Indiana that brings together Purdue University (through its Research Foundation), 12 major industries of East Chicago, and the officials of that city to carry out a program of physical redevelopment for East Chicago.

The second is Walter Adamson, who is joining the staff on December 1. Dr. Adamson comes from Teachers College of Connecticut, where he has been director of admissions and where he has carried out research in terms of a selective admissions program.

Until such time as an assistant commissioner for research is appointed for the Office, Herbert S. Conrad will serve as acting assistant commissioner. Dr. Conrad, who is regularly the director of the Research and Statistical Services Branch, was assigned this added role on October 26, when John R. Rackley, acting commissioner of education and also acting assistant commissioner for research, left the Office to become dean of the College of Education at the Pennsylvania State University. Alice Y. Scates, who has assisted as research analyst during the past year, continues in that capacity under Dr. Conrad.

The Library Services Act

Representatives of State and Federal Governments work together to hasten the day of Federal payments

WHEELS are busily turning to put the Library Services Act into operation. The Service to Libraries Section of the Office of Education, working with library consultants and with the General Counsel of the Department of Health, Education, and Welfare, has drawn up a set of preliminary regulations; and these are now in the process of review and revision.

The Act was passed by the 84th Congress last spring to help the States bring library services to the 70 million Americans in rural communities who have been getting along without a library of any kind or, at best, have had only inadequate facilities to draw upon. For this purpose the Congress has authorized $7½ million to be appropriated in each of the next 5 years, beginning in 1956–57. For the first year of the Act, however, it has actually appropriated only $2,050,000; of this amount each State's share—and that of Hawaii, Alaska, and Puerto Rico—is $40,000; the Virgin Islands' is $10,000. Guam, too, will be a beneficiary of the Act, but not until next year.

Regional conferences

But before any payments can be made, final regulations must be set up by the Commissioner of Education, who is charged with responsibility for administering the Act. The preliminary regulations are now being scrutinized by the State library agencies that will be responsible for administration at the State level. Upon invitation from the Commissioner these agencies have sent their representatives to one of four regional conferences: In Washington, D. C., on September 20–22; Nashville, Tenn., on September 27–29; Sacramento, Calif., on Oct. 11–13; and Kansas City, Mo., on Oct. 29–31; and there, in session with staff members of the Office of Education and the Office of General Counsel in the Department of Health, Education, and Welfare, they have spoken their reactions and suggestions.

These meetings have given State representatives an opportunity to discuss the impact of the regulations upon their programs, and the Federal representatives a chance to see how the regulations might work out in practice.

Questions arise

Among the major questions that have come up during the conferences are these:

- What about the requirement that the Federal money must be considered, *not* as an amount that can be used to extend rural library service to any area of a State, but as the *"Federal share" of the total cost of a State plan?* Many States say that this requirement will prevent their using Federal money to maximum advantage: they protest that their State money is usually committed to definite regions of the State and cannot be moved to go along with the Federal money.
- Should the Federal regulations ask the State library agencies to assure that certain standards will be observed? Many States argue that at present no such requirement is explicit in the Act.
- Where local agencies are involved, what is implied in the provision that State library agencies should supervise administration of the plan? How far will this "supervision" go? To local libraries, which naturally wish to preserve their autonomy, this is a vital question.
- What evidence will a State need to show—as is required in the Act—that during any fiscal year the expenditures for all public libraries under its plan have not decreased below the expenditures for the year that ended June 30, 1956? Fiscal years for public libraries vary greatly from State to State and even within States; and the Act therefore is said to throw a burden on many States and individual libraries by asking them to obtain figures for a period that will correspond to the Federal fiscal year.

State plans and applications

Also discussed at the conferences has been the manner in which the States should submit their plans to the Commissioner. A proposed guide and a suggested form for use in making applications have been available as points of departure for discussion on this subject.

The Office prepares

To gear itself to administer the Act at the Federal level, the Office of Education is making some changes in its organization and staff:

- The Service to Libraries Section is being elevated to the status of a branch, to perform the double function of continuing the old-line services and discharging the new administrative responsibilities imposed by the Act. Director of the new branch will be Ralph Dunbar, formerly chief of the Service to Libraries Section. He will report directly to the Assistant Commissioner for Educational Services.
- Staff is being increased. The new branch will have an assistant director, three library extension specialists, and other professional assistants.

STATE SCHOOL INSURANCE

A study of experiences at the State level

ALTHOUGH few school officials have had the time or the opportunity to make extensive studies of school insurance, they must decide on the types and amount of insurance to buy and on many other matters requiring specialized information. State and local schoolmen have asked many questions about their problems, particularly about insurance costs—the makeup of rates, the relationship of rates and costs to losses, and the means of reducing costs.

To answer some of these questions and to help school officials evaluate their insurance programs, the Office of Education has recently published *School Property Insurance: Experiences at State Level*, by Nelson E. Viles, Associate Chief, School Housing Section.

Dr. Viles' 61-page factual and historical study is the first of its type on a national basis and makes available for the first time State-by-State data on schools separate from other types of risks. It deals specifically with fire insurance on all school property for the 5-year period 1948–53 in the 41 or 42 States that buy commercial insurance and with the 5 State-operated insurance programs applicable to elementary and secondary schools.

School Property Insurance is presented in three major sections.

Section I provides background information, including a review of other studies in the field.

Section II deals with the costs, losses, indemnities received, and loss ratios of commercial-type fire insurance on buildings of all types at all levels.

Tabular data on the commercial programs show relative cost and loss ratios by types of buildings and by location in or outside of protected areas. The United States totals shown in the table below are drawn from these data. Dr. Viles points out that rating is normally planned to cover actual and potential risks and cautions against the use of his data for estimating probable loss on a particular risk. He does not evaluate the loss ratios as high or low, or compare them with those of other types of insurance coverage.

Section III reports on the 5 State-operated programs, with details on income, costs, and losses.

Dr. Viles reminds his readers that the number of school fires and fire losses can be reduced by preventive design and construction of buildings and by good housekeeping practices. Each fire represents a loss, he says, whether or not insurance is carried, but he emphasizes that insurance, used properly on a protective basis, may represent a prudential investment of school funds.

School officials who want to provide economical fire-insurance protection for their schools will very likely be interested in *School Property Insurance, Experiences at State Level*, Office of Education Bulletin 1956, No. 7. Copies are available, at 25 cents each, from the Superintendent of Documents, Washington 25, D. C.

School Fire Insurance Costs, Losses, and Loss Ratios: United States Totals, 1948–52

TYPE OF BUILDING INSURED	STOCK COMPANY INSURANCE			MUTUAL AND INDEPENDENT COMPANY INSURANCE			TOTAL: STOCK AND MUTUAL INSURANCE		
	Overall Premiums	Overall Losses	Percent of Loss Ratio	Overall Premiums	Overall Losses	Percent of Loss Ratio	Overall Premiums	Overall Losses	Percent of Loss Ratio
Fire Resistive, in Protected Area	$16,255,855	$4,039,356	24.8	$1,570,562	$204,684	13.0	$18,307,800	$4,330,863	23.6
Fire Resistive, in Unprotected Area	2,348,333	680,773	29.0	913,301	221,756	24.3	3,295,661	944,272	28.6
Brick, in Protected Area	59,487,568	24,536,442	41.2	5,422,880	1,582,639	29.2	66,205,308	26,525,692	40.1
Brick, in Unprotected Area	17,462,685	6,595,709	37.8	2,185,014	635,524	29.1	20,963,337	7,679,918	36.6
Frame, in Protected Area	16,413,627	5,369,857	32.7	1,351,725	306,186	22.6	18,118,754	5,787,220	31.9
Frame, in Unprotected Area	14,926,224	5,038,648	33.7	1,377,128	380,609	27.6	16,979,091	5,706,441	33.6

Source: *School Property Insurance*, tables 2–7.

Specifically Named . . .

To extend and improve the training of practical nurses, the Congress has specified another category in vocational education legislation and authorized special grants

BY APPROPRIATING money for training practical nurses, the Congress has seized upon one of the quickest ways to help alleviate the severe shortage of nursing personnel. Well-trained practical nurses can ably perform the simple nursing functions and thus release registered nurses for professional services.

The legislation

It was to provide specifically for the training of practical nurses that the Congress this past summer inserted a new title—Title II, "Vocational Education in Practical Nurse Training"—in the Vocational Education Act of 1946, otherwise known as the George-Barden Act. Hitherto, practical nurse training has been taken to be included under Title I, "Vocational Education in Agriculture, Home Economics, Trades and Industry, and Distributive Education"; and most States have long provided some such training under the act.

Title II authorizes an appropriation of as much as $5 million a year for 5 years, beginning July 1, 1956, to be allotted to the States for use in "extending" and "improving" practical nurse training. This year's appropriation is $2 million.

Generally speaking, each State will share in the total Federal grant for practical nurse training in the same proportion as it shares in the George-Barden Federal grant for other vocational education. The minimum to be received by each State is $10,000; by the Virgin Islands, $5,000.

For the first 2 years of the program, each State will be required to contribute at least $1 for every $3 it receives from the Federal Government. Thereafter it must match the Federal funds on a dollar-for-dollar basis.

To receive Federal funds under this special grant, each State must prepare, for the approval of the United States Commissioner of Education, its plan for extending and improving practical nurse training. In it the State will go into such things as these:

- Who will administer and supervise the plan?
- What will the policies and procedures be, fiscal and other?
- What minimum qualifications will be asked of professional personnel including teachers, teacher-trainers, supervisors, and directors?

The Commissioner, on his part, in addition to formulating rules and regulations for the administration of Title II, will fulfill certain other responsibilities toward the practical nurse training program:

- Make studies, investigations, and reports.
- Disseminate information about those studies, investigations, and reports.
- Cooperate with the States and give them technical assistance.

What it will accomplish

This new legislation, with its added appropriation, should put the States in a much better position to help meet the nursing shortage. It means that many communities which have not yet had practical nurse training programs may now be able to have them; and that many which have had only limited programs may now be able to extend and improve them.

The training itself, as it is offered in the various communities across the country, in general will be available as follows:

1. In classes for out-of-school youth and adults in a full-time training program, ordinarily 1 year long. Usual pattern of the program is this: 16 weeks in school, for instruction in theory, techniques, etc.; and 32 weeks in an affiliating hospital, for clinical experience. The hospital has a nurse-instructor on the staff who works with the students in practising the techniques and procedures they learned in school; even during the hospital phase, students receive new instruction.

2. In service classes for employed practical nurses.

3. In daytime courses for high-school juniors and seniors who plan to make practical nursing their vocation.

Such courses are proving highly attractive everywhere. Practical nursing provides not only unusual opportunities for remunerative employment but also a satisfying way of giving humanitarian service.

Both men and women are being encouraged to take the courses. Persons who are trained in practical nursing find themselves in demand to work in hospitals, nursing homes, institutions for the mentally ill, and homes for the aging. Women find their training useful not only for a vocation but in the rearing of a family.

OE activities

Office of Education staff is being enlarged to give assistance to the States in developing the practical nurse training program.

Vera P. Hansel has already been employed as chief of practical nurse education. Mrs. Hansel, who is a registered nurse, has come from the Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, where she served as a nursing consultant. In that capacity, as well as in previous positions, she has had considerable experience with training programs.

Recruitment is under way for two program specialists with substantial backgrounds in both the school-instruction and clinical-practice phases of the program.

Already the States are submitting their plans to the Commissioner of Education. Apparently, within another month or two, the program will be in full swing.

A Handbook on Civil Defense Education

. . . written because knowledge is the key to survival in disaster . . . and because schools are the strategic places for disseminating knowledge

"CIVIL defense education should be a part of the experience of every school-age person. It prepares the student to survive physical disaster and enables him to protect himself and others, serve his community, and help strengthen the Nation in time of emergency."

Thus *Education for National Survival,* the new handbook on civil defense for the schools, states the basis for its being. For the past year we have watched this handbook develop—from its beginnings in three pilot centers sponsored by the State departments of education in California, Connecticut, and Michigan; through the rigorous going-over it got in January at a national meeting of coordinators of civil defense education; and right up to its coming off the press this fall.

Because its contents are based on the proposals and experiences of school administrators, curriculum coordinators, teachers, and experts in civil defense from many parts of the country, the handbook is in effect a distillation of many suggestions and recommendations on education for survival in disaster. It is a working handbook: it has been designed to foster the development of civil defense organizations in schools and the integration of civil defense education into ongoing classroom activities.

For greater awareness

By describing the devastation that could result from wholesale enemy attack or major national disaster, the handbook vividly presents the need for civilian preparedness. And by naming, for each disaster, the basic safety precautions, it gives these constructive suggestions a particular force. Thus it reflects the conviction that today, more than ever, emphasis needs to be placed on developing in our citizenry an acute awareness of national dangers and the means of combating them.

THIS handbook was developed by the staff of the Office of Education's Civil Defense Education Project, under a delegation of authority and responsibility by the Federal Civil Defense Administration to the Department of Health, Education, and Welfare. It was written by John J. Hurley under the direction of John R. Ludington, who until recently was director of the project.

The national structure

To give the school administrator and teacher insight into the national structure of civil defense, a chapter has been provided to (1) outline the history of civil defense and the role of the Federal Civil Defense Administration, (2) summarize the responsibilities of State and local governments, and (3) by means of charts give models for both State and local organization.

Everyone's responsibility

Cooperation of all personnel is prerequisite to the success of a school civil defense program. Running through the school organization, *Education for Survival* outlines in some detail the responsibilities at each level. In summary:

- The chief State school officer defines the role of the State school system and may develop a way of evaluating the progress of the school's program.
- The school board approves and coordinates policies for school activities in the community.
- The superintendent determines the needs of his schools and fosters the integration of civil defense education into the school curriculum and the community program.
- Principals and teachers implement the program, utilizing all school facilities and the services of nonteaching personnel and qualified students.

Close to home

In its second half the handbook turns from the broad aspects of the program to activities in community, school, and home. Here it focuses on such matters as these:

- Plans for evacuating people from danger zones and receiving them in safer areas.
- Specifications for the suitable school shelter.
- Services that large schools can give during disaster—medical, warden, rescue, transportation, radiological monitoring, and all the rest.
- How civil defense education can be brought into the school curriculum.
- Preparations the home can make for an emergency.

Appendixes

Not the least part of *Education for Survival* is its appendixes: (1) Checklists for evaluating the school program, (2) a list of films, (3) a bibliography of publications of interest to educators, (4) an outline for drafting a school plan, (5) a sample form for reporting an evacuation exercise, and (6) a glossary of terms.

Illustrations

More than two dozen line drawings and photographs are used in the handbook to emphasize the damage that disaster can do—whether it is hurricane, fire, flood, or the explosion of a hydrogen bomb—and to make more vivid the value and method of preparedness.

Education for National Survival, 88 pages, is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 65 cents a copy.

The ATLANTIC COMMUNITY

Schools have a role in solving international problems

MUTUAL understanding is not a panacea for all the ills of today's world, but it is a strong deterrent to international friction, and in times like these it must be fostered. It must be fostered not as a remedy for today's woe, but as a preventative of tomorrow's.

Countries of the North Atlantic Treaty Organization, recognizing that nothing would benefit the Atlantic Community more than mutual understanding among those who one day will be responsible for government, law, and administration in those countries, have sponsored a study conference on the role of the school in the Atlantic Community. It was held in Paris, at the Palais Chaillot, from September 3 to 7, under the chairmanship of Pierre Frieden, Luxembourg's minister of national education.

On the United States delegation were two members of the staff of the Office of Education: Ralph Flynt, acting director, Higher Education Programs Branch, and Howard E. Cummings, specialist for social science and geography. They were joined by C. J. Nuesse, dean of the School of Social Science, Catholic University of America; Paul Elicher, executive secretary of the Association of Secondary School Principals; and Crosby Hodgman, headmaster of the Beaver Country Day School, Chestnut Hill, Mass.

As part of the conference, delegates were briefed on the organization and program of NATO; the military situation as seen by SHAPE; and efforts in NATO to solve economic problems common to member states. Then, with their own understanding of NATO problems sharpened, they turned to defining the role of the schools in solving these problems.

One of their basic recommendations was that students in member nations be taught about their country's responsibilities and rights under the North Atlantic Treaty, within the context of the United Nations and with reference to other international institutions.

Though recognizing that wide liberty must be left to teachers of various nationalities and schools of thought, the conference held it important that senior pupils learn the definition of human rights given in the Declaration of the United Nations and the European Convention of Human Rights.

Far from dealing in generalities, the conference approved several specific recommendations.

Among its suggestions for the classroom teacher are these:

- *The North Atlantic Treaty Organization*, a handbook issued at Palais de Chaillot, is suitable as a text for teachers and senior students and might well be translated into the languages of member states.
- Each country should make available for classroom use pamphlets that give basic information on the history, geography, and social conditions in the various countries.
- Films and filmstrips on NATO and NATO countries should be accompanied by teaching aids.

To promote more exchange of teachers and pupils among countries, the conference made several recommendations. Among them were these:

- The awarding of NATO scholarships should be extended particularly to faculty members of teacher-training institutions and to authors of textbooks in history, geography, civics, and foreign languages.
- Student teachers and qualified teachers should have an opportunity to study or teach for 3 months in another NATO country.
- Sister towns should be established through mutual adoption to promote friendship between the schools of those towns.
- A study should be made of the possibility of establishing a NATO school information center to supplement the activities of UNESCO, the Council of Europe, and similar organizations.
- Exchange of visits between groups of young people who are training for public service should be encouraged.

It is indicative of the success of the conference that the delegates unanimously agreed that a similar meeting should be held every 2 years. They urged that an international panel of educators be named to advise NATO between conferences, and recommended attention to the possibility of establishing a post within NATO's Secretariat for an experienced educator.

OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

FOR SALE

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

EDUCATION IN MEXICO, by *Marjorie C. Johnston.* 1956. 135 p. 55 cents. (Bul. 1956, No. 1.)

EDUCATION IN TAIWAN, by *Abul H. K. Sassani.* 1956. 34 p. 20 cents. (Bul. 1956, No. 3.)

FEDERAL FUNDS FOR EDUCATION 1954–55 and 1955–56, by *Clayton D. Hutchins, Albert R. Munse,* and *Edna D. Booher.* 1956. 163 p. 60 cents. (Bul. 1956, No. 5.)

RADIO AND TELEVISION BIBLIOGRAPHY, prepared by *Gertrude G. Broderick.* 1956. 46 p. 25 cents. (Bul. 1956, No. 2.)

SCHOOL PROPERTY INSURANCE—EXPERIENCES AT STATE LEVEL, by *N. E. Viles, Sr.* 1956. 61 p. 25 cents. (Bul. 1956, No. 7.)

STATISTICS OF LAND-GRANT COLLEGES AND UNIVERSITIES, YEAR ENDED JUNE 30, 1955, prepared by *Neva A. Carlson, Mabel C. Rice,* and *Lloyd E. Blauch.* 1956. 83 p. 35 cents. (Bul. 1956, No. 10.)

TEACHERS OF CHILDREN WHO ARE PARTIALLY SEEING, prepared by *Romaine P. Mackie* and *Edith Cohoe* in collaboration with others. 1956. 71 p. 30 cents. (Bul. 1956, No. 4.)

TEACHING ABOUT THE UNITED NATIONS IN UNITED STATES EDUCATIONAL INSTITUTIONS, JANUARY 1, 1952, TO DECEMBER 31, 1955, A Report by the United States of America Under ECOSOC Resolution 446 (XIV), by *Frederika M. Tandler.* 1956. 40 p. 25 cents. (Bul. 1956, No. 8.)

FREE

(Request single copies from Publications Inquiry Unit, U. S. Office of Education, Washington 25, D. C.)

COORDINATORS OF CIVIL DEFENSE EDUCATION IN STATE DEPARTMENTS OF EDUCATION. October 30, 1956. 4 p. (Civil Defense Education Project Information Sheet No. 40.)

DIRECTORY OF PERSONS IN CHARGE OF GUIDANCE SERVICES IN THE VARIOUS STATES, compiled by *Royce E. Brewster.* September 1956. Revised. 6 p.

HOME ECONOMICS FOR BOYS AND GIRLS IN 7TH, 8TH, AND 9TH GRADES—SOME DESCRIPTIONS OF PROMISING PRACTICES, prepared by *Margaret Alexander, Beulah Coon,* and *Mary Laxson.* Reprinted September 1956. 49 p. (Misc. 3422.)

NONDEGREE HOME ECONOMICS OFFERINGS IN HIGHER INSTITUTIONS 1955–56, prepared by *Virginia F. Thomas.* 1956. 25 p. Revised 1956. (Misc. 3380.)

STATISTICS ON PUPIL TRANSPORTATION, 1955–56, by *E. Glenn Featherston.* September 1956. 1 p. (Cir. No. 484.)

SUMMARY OF 1953–54 FINANCIAL STATISTICS OF INSTITUTIONS OF HIGHER EDUCATION, prepared by *Doris Holladay* and *Mabel C. Rice.* August 1956. 7 p. (Cir. No. 488.)

U. S. GOVERNMENT FILMS FOR TELEVISION, by *Seerley Reid, Anita Carpenter,* and *Annie Rose Daugherty.* 7th Edition. July 1956. 172 p.

U. S. GOVERNMENT PRINTING OFFICE: 1956

SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

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January 1957

Salute

THE YEAR before us has special significance for all teachers, all pupils and students, and all citizens devoted to the cause of education. It is the centennial of the National Education Association.

Every great profession requires the advantages of strong organization. Particularly in the United States, with its spaciousness, its localisms, and its diversities, does a profession require organization to give it solidarity and morale, and a vision of common purpose.

All this the NEA has helped to do for teachers. It has led them to visualize for themselves the status, the competence, and the obligations of professional workers. It has helped to create in this Nation a new and unique profession, a profession independent enough to give creative leadership, yet responsible to the people's will that the Nation's schools be uniquely public. It has encouraged the specialist organizations, which bring so much of knowledge and inspiration to all teachers who take pride in the quality of their service.

Surely this is a year to salute the NEA as a great national professional organization, a year to appreciate it, to congratulate it.

Let it be also a year of stocktaking, for the work of teachers is enmeshed in the Nation's life and is on that account subject to a thousand challenges and restraints, beset by a thousand complexities and problems. No ivory tower can serve America's teachers today. Only an organization close to the day's necessities and possibilities can help to meet their needs.

Clear-eyed perception of things as they are is difficult enough to achieve. But among Americans hope is so strong that even the realism of today calls for some vision of the future. The teaching profession has unfinished tasks ahead. The NEA and many of its constituent State associations have been charting new courses—in developing standards for professional education, defining and enforcing codes of professional ethics, promoting school legislation, and recognizing new relationships in international cooperation.

There are many good ways to seek the well-being of education in the United States. One of the best is to support the challenging efforts of the NEA as it endeavors to strengthen the spirit and the performance of professionalism.

Lawrence G. Derthick

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . . MARION B. FOLSOM, *Secretary*

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Reports Office planning and action in research, services, and grants; presents statistical information of national interest; reports on legislation that affects education; summarizes publications of the Office; and sets forth the views of officials of the Department.

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A discount of 25 percent is allowed on orders for 100 copies or more sent to one address within the United States.

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Educational news

EVENTS AND DEVELOPMENTS

of national significance

A Basic Guide for Property Accounting

EVERYONE in the United States who uses data on school property has long been handicapped because there is no nationally accepted manual to set forth either standard definitions of terms referring to school buildings, sites, and equipment, or standard procedures for determining cost and value of school buildings, amount of floor space, and scores of similar important items.

But at last such a manual is on its way. On December 10, at the invitation of the Acting Commissioner of Education, a policy committee for a cooperative project held its first meeting in the Office of Education. Purpose of the project: To develop the basic property-accounting manual for local and State school systems in the United States, and to promote the acceptance and use of the manual throughout the Nation.

Five national organizations with a basic interest in the matter are represented on the committee: American Association of School Administrators, by Finis E. Engleman; Association of School Business Officials of the United States and Canada, by Charles W. Foster; Council of Chief State School Officers, by Edgar Fuller; National Council of School House Construction, by Edward Braun; and National School Boards Association, by William Shannon. Each representative is executive secretary of his organization except Mr. Braun, who is president.

Representing the Office are Fred F. Beach, chief, State School Systems, and secretary of the committee; Ray L. Hamon, chief, School Housing; and Paul L. Reason, specialist in educational records and reports.

At its December meeting the committee approved overall plans for the project, which will require about a year and a half for completion. The next step will be a 2-day meeting in Washington early in 1957, to decide on the scope and content of the manual; at this meeting the cooperating organizations will be represented by their technical experts.

After a preliminary draft has been prepared, it will undergo a series of revisions. Sharing in the developing and refining processes will be hundreds of key representatives of the five organizations from all parts of the country, who will work together in national and regional conferences.

No Two Alike

HOW VARIOUS are the purposes for which teams of foreign educators come to the United States to study and observe under the International Cooperation Administration technical-training program is demonstrated again by four groups currently at work here:

- Twelve Guatemalan elementary school teachers are taking a 10-week look at our elementary education system. First part of their visit is a special seminar at the University of Florida; second part is a tour of of schools and points of cultural interest that will include Baltimore, New York City, Philadelphia, Camden County, N. J., and Prince Georges County, Md. Evaluation sessions in Washington will finish their assignment.
- A group of Austrian specialists in industrial engineering and management are following a special 9-month program of academic work and practical observation at the Georgia Institute of Technology.
- Two members of the Cambodian ministry of education are studying the functions of our Federal agency for education, and the administration of elementary schools from the State to the local level. Because our State departments of education come closer than anything else in the United States to their concept of a central education agency, the Office of Education has planned for them to begin there, starting in Kentucky and Ohio and continuing later in Georgia and Florida. Between Ohio and Georgia, they will study the functions of the Office of Education; by that time they will have had enough introduction to the American system to enable them to understand the role of the Federal agency.
- Four members of the staff of the University of Costa Rica are finding out how our universities run their schools of education. What they learn will be used by their own university in establishing a new college of education. Their itinerary takes in Pennsylvania State, Syracuse, and Columbia Universities, the University of Florida, and, last, the University of Puerto Rico.

Training Mature Women To Teach

A NEW IDEA in action, that of training mature, college-educated women for teaching, is helping to solve one of the most pressing prob-

lems in American education. The idea was presented 2 years ago by the Committee on New Teachers for the Nation's Classrooms, in cooperation with the Office of Education and the Women's Bureau, U. S. Department of Labor.

Just how effective this idea is proving in practice, is indicated now in a progress report recently issued by the Department of Labor—*An Idea in Action: New Teachers for the Nation's Children.*

In summarizing the findings of the report, Alice K. Leopold, Director of the Women's Bureau, has this to say:

"We now know that the idea of accelerated teacher training for mature women graduates has taken hold and become firmly entrenched in a number of communities. The acceptance of this plan will help to solve our school problem and at the same time meet the needs of qualified women who have real talents to offer."

The report bears out Mrs. Leopold's conclusion. It shows that by June 1956—

- More than 100 colleges and universities in 27 States and the District of Columbia were offering accelerated programs.
- More than 5,500 college graduates were enrolled.
- At least 5,400 women had met certification requirements for teaching.

Copies of *An Idea for Action* (Women's Bureau Pamphlet Two, 1956) may be had for 20 cents each from the U. S. Government Printing Office, Washington 25, D. C.

President's Committee

So active is the President's Committee on Education Beyond the High School that it is difficult enough to keep up with its calendar alone, to say nothing of trying to measure the rousing effects it is having in the minds of men and women all over the Nation.

Early in November, scarcely 6 months after it was established, the committee published its first interim report to the President, which was written also to provoke discussion among the people. Before the year is up it will submit two more, the schedule says: A semifinal report in June or July to focus on a few central ideas as guideposts for planning; and a final report in December.

On December 7 it held its sixth meeting. At that time it set up three new subcommittees. One, under the chairmanship of A. Hollis Edens, president of Duke University, will study problems of higher education from the student's point of view; another, under Harold C. Case, president of Boston University, problems of institutional resources; and the third, under Kenneth E. Oberholtzer, superintendent of the Denver public schools, the diversity of educational opportunities beyond high school. All three will have reports ready when the whole committee meets again, on March 18 and 19.

Also at this meeting it heard reports from the chairmen of the five regional workshops held during October and November, and laid plans for five conferences to be held in the same regions between now and the first of June.

Far East Research

As it lays its plans to establish a desk on the Far East and to do special research on that part of the world, the International Educational Relations Branch of the Office of Education has sought the counsel of the very people who, in this country, would be among the first to use new information about education in the Far East.

Two conferences, on November 15 and 30, brought together several potential end-users: The first, officials from the United States Information Agency and the Department of State; the second, four eminently qualified educators—Ronald Stone Anderson, professor of education, University of Michigan, and secretary, Association for Far Eastern Studies; John Minor Echols, professor of linguistics, Cornell University; George Alexander Kennedy, professor of Chinese language and literature, Yale University; and Donald G. Tewksbury, professor of education and advisor to students from other lands, Columbia University.

Basic among the recommendations made to the Office was that attention be focused on areas now under Communist domination so that, for example, colleges and universities could be equipped with a better understanding of the needs of refugee students.

Office Staff Participates in National Workshop

Six representatives of the Office of Education spent the week of November 25–December 1 in Colorado Springs, Colo., with 43 members of State departments of education, studying 3 significant problems in State school administration: Responsibilities of the State departments of education for—

- Pupil transportation services,
- School building services,
- Improving the instructional program.

The occasion was the Eighth Annual Workshop of the Study Commission of the Council of Chief State School Officers. Grouped into three working committees, one for each problem, the Study Commission focused attention chiefly on the developing of basic policy statements that it will submit to the Council for consideration. When adopted by the Council, these statements, which are veritable blueprints of desirable policies and practices, will serve as guides to all State school systems.

Each committee had the consultive services of one or more of the Office staff members present:

On pupil transportation: E. Glenn Featherston, acting director, Division of State and Local School Systems;

On building services: N. E. Viles, associate chief, School Housing;

On instructional program: John Ludington, chief, Secondary Education; Helen K. Mackintosh, chief, Elementary Education; and Edith S. Greer, specialist for curriculum coordination.

The sixth Office representative, Fred F. Beach, chief, State School Systems, served as secretary to the workshop.

Lawrence G. Derthick

14*th* Commissioner of Education

JUST BEFORE noon on December 20, in a conference room of the Department of Health, Education, and Welfare, Lawrence Gridley Derthick took his oath of office as United States Commissioner of Education. Thus arrived the fourteenth in the procession of Federal leaders that began with Henry Barnard, exactly 16 weeks short of 90 years before.

Dr. Derthick comes to his new post under appointment by President Eisenhower on November 28, subject to confirmation by the United States Senate. By coming, he ends a vacancy that has existed since last September 1, when Samuel Miller Brownell left the Office of Education to become superintendent of schools in Detroit, Mich.

All his life Dr. Derthick has been close to schools and education. He was born in the dormitory of a Kentucky mission school. Both of his parents were educators; so are two of his brothers, his daughter, and his elder son.

He himself has made education his profession for nearly 30 years. He began, in 1927–29, as teacher and principal of the consolidated schools in Greene County, Tenn., and from there went to nearby Clarksville to be principal of Joint City-County High School. During 1935–39 he was State high school visitor for East Tennessee, and professor of education at East Tennessee State College.

From 1939 to 1942 he was assistant superintendent in charge of instruction for the public schools in Nashville; and since 1942 he has been superintendent of schools in Chattanooga, except for 15 months in 1948–49, when he was given leave to be chief of the education branch of the Office of Military Government for Bavaria.

Dr. Derthick has his bachelor's degree from Milligan College, which, like the University of Chattanooga, has also bestowed on him the honorary degree of doctor of laws. He has his master's degree from the University of Tennessee and has pursued further graduate studies both at George Peabody College for Teachers and at Teachers College, Columbia University.

Active participation in many national organizations concerned with education has introduced Dr. Derthick to educators all over the United States. For example, he served the American Association of School Administrators as its president in 1953–54 and is now the chairman of its committee for the advancement of school administration, which is cosponsored by four other national organizations for education.

Tennessee has sent the United States two commissioners of education. The first was Philander P. Claxton, who served during the administration of Woodrow Wilson. It was under Mr. Claxton that *School Life* had its beginning; and *School Life* now, for sentimental reasons that need no more explaining, extends herewith a special welcome to Dr. Derthick.

TEACHERS OF EXCEPTIONAL CHILDREN

Three most recent publications coming out of a nationwide study report on qualifications and preparation needed by teachers of children in three areas of exceptionality: The blind, the deaf, and the partially seeing

"Exceptional" children and youth are those who have unusual educational needs because of blindness, partial loss of vision, deafness, impaired hearing, crippling conditions, special health problems, speech defects, mental retardation, mental giftedness, or serious social and emotional maladjustments.

Who is competent to teach these exceptional children? What are the special knowledges, abilities, and understandings which make one teacher effective in his work with exceptional children while another falls short of the goal? What experiences in his professional preparation enable him to acquire the competencies that make him effective in working with children who have special educational needs?

Through the years, a good many forces have been at work to improve standards for all special education personnel. Public and private agencies have contributed significantly in recent years to the improvement of professional standards. However, programs have expanded so rapidly and technical knowledge has increased so substantially that many leaders have felt the need for basic examination of the distinctive knowledge and abilities required by special education personnel.

Because of the demand for a more precise understanding of distinctive qualities, the broad study *Qualification and Preparation of Teachers of Exceptional Children* was undertaken. This nationwide project was conducted by the Office of Education in collaboration with many leaders and organizations concerned with the education of exceptional children and with the special assistance of the Association for the Aid of Crippled Children of New York City. Thus the findings represent the opinions of approximately 2,000 people.

The study was directed by Romaine Mackie, Office of Education's chief of education of exceptional children and youth, who was counseled by two committees. One was an Office policy committee, whose function it was to assist the director in management and personnel aspects of the study. The other was a national committee of leaders in special education, whose function it was to help identify the problems, to assist in the development of the design of the study, and to otherwise facilitate the project. The study also had the benefit of advice from a number of consultants.

The Plan of the Study

The general purpose of the study was to learn more about the qualification, distinctive competencies, and specialized preparation needed by teachers of handicapped and gifted pupils. The term "teachers" was interpreted broadly to mean not only classroom instructors of the various types of exceptional children, but also directors and specialists in State and local school systems, and professors of special education in colleges and universities. Separate studies were made of the qualifications and preparation needed by teachers of children who are blind, crippled, deaf, gifted, hard of hearing, mentally retarded, partially seeing, socially and emotionally maladjusted, speech-handicapped, and handicapped by special health problems.

Study was also made of supervisory personnel for special education in State departments of education and central offices of local school systems; and of instructors in colleges preparing teachers of exceptional children. Thus, incorporated into the broad study, were 13 smaller studies.

Two techniques were used to gather data—the formation of committees to submit statements describing desirable competencies, and the use of a series of inquiry forms. The plan of the study also provided for conferences of specialists and committee members where practical. Through the series of inquiry forms, facts and opinions were collected from (1) successful teachers in each of the 10 areas of exceptionality, (2) directors and supervisors of special education in State and local school systems, and (3) staff members in colleges and universities with responsibility in one or more areas of exceptionality. The committees prepared reports on the distinctive competencies required by educators in areas paralleling those studied through the inquiry forms. Status information was also gathered, through the inquiry forms, on State certification requirements for teachers of exceptional children and on existing teacher-education programs for the preparation of these teachers.

Three major conferences on the study were called, including a week-long conference in Washington in October 1954.

Of the reports coming out of the study, five are available at this writing. Latest to appear are three that deal with teachers in specific areas of exceptionality: *Teachers of Children Who Are Deaf*, *Teachers of Children Who Are Blind*, and *Teachers of Children Who Are Partially Seeing*. As they combine to show, the teacher in each area of exceptionality needs many special competencies.

For Children Who Are Deaf

Educators have long been challenged by the problem of teaching the child for whom one of the main avenues of learning—the sense of hearing—is closed. The teacher of such a child, in addition to being responsible for the child's securing a well-rounded education, must be able to

help him develop and improve communication skills and aid him in overcoming problems resulting from his handicap. For such a task the teacher needs special skills and knowledge.

Teachers of Children Who Are Deaf contains a list of competencies needed that have been evaluated by teachers themselves. One hundred successful classroom teachers of the deaf were asked individually to judge each competency in the light of their own experience and to rate it as "very important," "important," "less important," or "not important." The evaluations are discussed in the report.

A report of the committee of experts in the area of the deaf, describing the competencies essential to a good teacher of the deaf, is another main section of the publication.

In the summary of opinions of the 100 teachers and the committee of experts it is brought out that both the committee members and the classroom teachers tend to set high goals for instructors.

Both groups emphasized the ability to develop speech and language in the deaf child, to develop a curriculum and teaching methods that are suited to the individual child, to aid the child in his personal adjustment to his handicap, and to maintain good home-school relations.

For Children Who Are Blind

Much learning for sighted children takes place through visual experiences. Such visual learning opportunities are not available to blind children and the teacher of these children has, therefore, a unique opportunity to enrich their lives.

At the core of the movement to secure qualified teachers of the blind is the need for increased understanding of the distinctive competencies required by these educators. The publication *Teachers of Children Who Are Blind* is a report of an effort to promote such understanding.

The publication specifically includes (1) a committee report on competencies needed by teachers of blind children; (2) a report of an evaluation of a list of competencies by 100 successful teachers of the blind; (3) a comparison of the two reports; (4) an appraisal of the effectiveness of some inservice teachers of the blind; (5) an evaluation of professional experiences needed by teachers of the blind; and (6) a summary statement of findings and some implications for planning and research.

The first 34 pages of the 109-page booklet are devoted to a presentation of the committee report and the opinions of the successful classroom teachers. The views of the two groups reinforce each other to a marked degree.

Both groups want the teacher of the blind to understand individual differences, general problems of the blind, eye defects and their causes, use of reports, and knowledge of special aids. The teacher, it is agreed, should provide a healthful atmosphere within which the child may grow socially and develop an understanding of his handicap. Both groups cite ability to provide a broad and adjusted curriculum which brings experiences close to the child and which utilizes all available resources.

Within this wide range of activities, the teacher should also possess certain specific skills, such as knowledge of teaching reading and writing, especially braille. Both groups indicate as important the ability to interpret problems of the blind to society, to work with parents, and to know about existing agencies and services for the

continued on page 10

OFFICE OF EDUCATION PUBLICATIONS ON EXCEPTIONAL CHILDREN AND YOUTH

Reports from the study "Qualification and Preparation of Teachers of Exceptional Children":

State Certification Requirements for Teachers of Exceptional Children. Bulletin 1954, No. 1, 25 cents

College and University Programs for the Preparation of Teachers of Exceptional Children. Bulletin 1954, No. 13, 35 cents

Teachers of Children Who Are Deaf. Bulletin 1955, No. 6, 35 cents

Teachers of Children Who Are Blind. Bulletin 1955, No. 10, 40 cents

Teachers of Children Who Are Partially Seeing. Bulletin 1956, No. 4, 30 cents

Teachers of Children Who Are Mentally Retarded. Bulletin 1956, No. 3, in press

Directors and Supervisors of Special Education in Local School Systems. Bulletin 1955, No. 13, in press

Special Education Personnel in State Departments of Education. Bulletin 1956, No. 6, in press

Other publications:

Creed for Exceptional Children (poster, suitable for framing). 1955, 5 cents

Crippled Children in School. Bulletin 1948, No. 5, 20 cents

Curriculum Adjustments for the Mentally Retarded. Bulletin 1950, No. 2, 45 cents

Education of Crippled Children in the United States. Leaflet No. 80, 1949, 10 cents

Forward Look: The Severely Retarded Child Goes to School. Bulletin 1952, No. 11, 25 cents

Helping the Handicapped—An Investment in the Nation's Future Manpower. Reprint from School Life, May 1951, 5 cents

School Housing for Physically Handicapped Children. Bulletin 1951, No. 17, 15 cents

School in the Hospital. Bulletin 1949, No. 3, 25 cents

Some Problems in the Education of Handicapped Children. Pamphlet No. 112, 1952, 15 cents

Statistics of Special Education for Exceptional Children, 1952–53. Chapter 5, *Biennial Survey of Education in the United States, 1952–54,* 30 cents

The above publications are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Legislative Indicators: STATE S

A capsul

HERE, in the same capsule form as it designed for legislation in 1955 (*School Life*, April 1956), the Laws and Legislation Branch of the Office of Education provides a ready gage of education enactments made by State legislatures during 1956.

The tabulation notes school legislation that was passed in 25 of the 26 States whose legislatures met in either regular or special session during the year. Although there were substantial and noteworthy enactments in a number of areas of State school law, a preliminary analysis indicates that teachers' salaries received more attention than most other areas. Minimum salary schedules were raised in several States, and general salary increases were made in others.

Subject of legislation	Ala.	Ariz.	Calif.	Colo.	Del.	Ga.	Kans.	Ky.	La.
FINANCIAL SUPPORT									
Taxes devoted wholly or in part to education (N=new, I=increased):									
Income								I	
Sales									
Excise								I	
Property				I					
Other								N	I
Levy limits increased (G=general, S=some local units)									
Tax study commission (N=new, E=extended)									
Foundation program (N=new, I=increased foundation, A=amended)						A		I, A	
State aid (I=increased)				I		I	I		
Property tax equalization (X=laws aimed at equalization of valuation and/or assessment)									
SCHOOL BUILDING CONSTRUCTION									
Building authority (A=amended)						A			
Bond issue (SD=submitted to voters but disapproved)	SD								
Loan fund (N=new, A=amended)			A						
State aid for construction (N=new, I=increased, A=amended)									I
TEACHER WELFARE									
Salaries (M=minimum increased, I=salary increase, *=for county superintendents)	I				M	I			M
Tenure and contracts (A=amended, S=legislation for county superintendents)	A					S			A
Retirement law (I=increased benefits, A=amended)	A		A			I			A
Certification (A=amended)									
Social Security enabling act (C=coordinated with retirement, S=separate)									
Insurance (H=group health and accident)	H								
Leave (S=sick, E=exchange, A=leave of absence)	AE	AE			S				
PUPIL WELFARE									
Attendance law (A=amended, R=repealed)									A
Free textbooks (A=amended)								A	
Safety and health regulations (N=new, A=amended)								N	
Segregation and desegration (X=legislative action)	X					X			X
Scholarship aid (N=new, I=increased funds)								N	I
Transportation (I=State aid increased, A=amended)	I			I					A

OOL ENACTMENTS in 1956

sentation

In using the tabulation the reader should bear in mind certain limitations that have been imposed by condensation:

- The tabulation is not an analysis of individual enactments and should not be considered as such. Symbols indicate only that some action was taken and, where possible, what the general nature of the action was. One symbol may stand for several individual acts or amendments to existing law.
- Not all enactments affecting education are included; nor are all subjects listed on which legislatures acted.
- The material presented, based largely on copies of the laws as they were passed, does not measure the effects of the laws on existing school programs.

Md.	Mass.	Mich.	Miss.	Mo.	Nev.	N. J.	N. Y.	N. C.	Ohio	Pa.	R. I.	S. C.	Va.	Wash.	W. Va.
										N					
						I								N	I
I															
I										N					I
										S			G		
	N						E								
		I A					N I		N						
		I					I								I
	X										X				
										A					
N		A										A			
						N	A		N	A				N	
	M		I				M		M	M M*			II*		I
	A					A									
IA	A	A		A		A	I A		I A	A			A	A I	
	A														
S										C					
		H													
			R												
	A	A					A			A		A			
			X					X				X	X		
N							N			I	N				
						A	A			A		A			

Continued

Subject of legislation	Ala.	Ariz.	Calif.	Colo.	Del.	Ga.	Kans.	Ky.	La.
SPECIAL EDUCATION									
Adult education (N=new programs, E=expanded programs)									
Driver training (E=expanded programs)									
Education of exceptional children (E=expanded programs, A=amended):									
General									
Mentally retarded									A
Physically handicapped		A						A	
Vocational education (E=expanded programs)									
HIGHER EDUCATION									
Increased funds for operation (U=university, T=teachers colleges, J=junior colleges, S=faculty salaries)	UTS					UTJ			U
Increased funds for construction (U=university, T=teachers colleges, J=junior colleges)				UT					UT
Local junior colleges (S=State aid)									
Administrative reorganization (C=single college or university)	C								C
Regional compact (X=ratified)									
Bond issue for construction (X=authorized)									
ADMINISTRATION AND ORGANIZATION									
District reorganization (E=extensive, M=minor)		M							M
State board of education (F=functions added)								F	
Codification of school law (N=new)									
Regulation of property transfers (R); bids and purchasing (P)						R		P	
Education study commission (X=established)								X	

TEACHERS OF EXCEPTIONAL CHILDREN

Continued from page 7

blind. These are but a few of the major competencies agreed on as important by both groups.

Though the two groups expressed marked similiarity of opinions, they did show a few minor points of difference.

For Children Who Are Partially Seeing

The partially seeing child cannot always be identified by his appearance alone; thus educators once were slow to recognize that he needs special educational provisions. Gradually it has been recognized that, since partially seeing children use their eyes as the chief channel to learning, they should not be educated as blind children; and that, since their vision is too limited to use many of the regular classroom aids, they cannot be educated as normally seeing children. Generally speaking, a child is considered partially seeing if his visual acuity in the better eye, with correction, is 20/70 or less and he uses sight as the chief channel of learning.

Growth in the program to serve partially seeing children has recently brought about a variety of procedures for their education. The development of the various types of programs and services has increased the need for competent teachers.

What should be required of the teacher of the partially seeing child? What distinctive knowledge and abilities should he have? The findings of the overall study that have a bearing on the qualifications of these teachers are reported in the bulletin, *Teachers of Children Who Are Partially Seeing*.

Specifically, the bulletin includes information on the following subjects: (1) Competencies needed by teachers, (2) opinions on the proficiencies of some teachers, (3) education and experience for acquiring specialized competencies, (4) summary and implications, and (5) projects for future study and research.

As in the other publications in this series, two techniques were used to gather information—the report of a committee of experts and the use of inquiry forms directed to teachers.

ENACTMENTS IN 1956—*Continued*

Md.	Mass.	Mich.	Miss.	Mo.	Nev.	N. J.	N. Y.	N. C.	Ohio	Pa.	R. I.	S. C.	Va.	Wash.	W. Va.
	N						E								
		E													
	A	A	E				A			A			A		
		A					A								
											E				
		UTJ	UTJ							S(T)					S
T		UTJ	UTJ	U						T					
		S													
		C													
															X
												X			X
			E				M			M		M		M	
					N										
	P	R					R			R					
	X										X				

Again, the opinions of the committee and the teachers on competencies for the most part tend to reinforce each other, although secured through different techniques. Both the committee and the teachers thought the scope of the work of the special teacher required not only certain personal characteristics and specialized teaching competencies, but also a working knowledge of closely related fields. This includes knowledge of medical conditions; ability to help the child with his personal adjustment; acquaintance with tests and methods used in evaluating the child; knowing how to provide an adequate curriculum, teaching techniques, and materials; knowledge of professional literature; good interpersonal relationships; and ability to take overall supervisory responsibilities. In all these fields some competencies were emphasized by both groups; other competencies were clearly emphasized by only one group.

EACH OF the three publications includes an appraisal of the proficiency of some teachers in the area of exceptionality, as well as a section on professional preparation.

The section on proficiency provides some clues to the effectiveness of the teacher; at the same time these impressions have implications for professional preparation. These opinions present a challenge to local school systems and teacher-education institutions to improve the caliber of their training, and to the teacher to improve his competence.

The section on professional preparation reports opinions on the kinds of practical experience the teacher should have: Student teaching of both normal and handicapped children, observation of other teachers at work, experience in making interpretations from professional reports.

WHAT are the implications of these findings?—for the teacher himself?—for the instructors in colleges?—for those organizations concerned with professional standards?—for the supervisor and administrator? What they are is set forth in the summary of each publication, along with suggestions for additional study.

Certainly the reports should be an effective contribution toward the goal of increasing the number of educators competent to teach our exceptional children.

FAIR EXCHANGE . . .

THOUSANDS of American communities that have opened their doors to foreign educators are discovering afresh that giving means receiving. By taking these visitors into their daily lives, Americans are not only contributing to the educational programs for which the visitors have come, but are themselves being educated; and foreigner and American alike are caught up in a mutual process of growth and understanding.

The swift developing of this process never ceases to amaze and encourage the staff of the Educational Exchange and Training Branch in the Office of Education. "In the 6 years we've been administering this program," says John W. Grissom, chief of the Technical Training Section, "we've seen this two-way educational process grow in countless ways. At first, the average American seemed diffident in the presence of the foreigner, wasn't sure what he ought to say or do, and was inclined to let responsibility for the visitor's social life fall entirely on the shoulders of the local educator who was professional advisor for his program.

"But that's not the way it is any more. Americans have come to recognize the opportunities that live for them in every newcomer from another country. Even while we in this office are planning the next year's program, we are getting letters of invitation and hospitality from citizen groups all over the country, requesting foreign visitors for their communities. Whole communities are coming to our aid in ways that once we didn't dare hope for."

Coming to our aid: that phrase was not lightly spoken. The visitors Mr. Grissom was speaking of are educators from countries participating in the technical assistance program of the International Cooperation Administration. To meet some special education needs at home they have been sent by their governments to study some aspect of education in the United States. The Office, which cooperates with ICA by planning for each visitor the program of study and observation that will help him most, finds itself facing a problem that it cannot effectively solve alone. The problem is this—how can the newcomer be convinced that in the United States the schools are run by the communities that support them, not by a central or Federal office handing down dictums? "The school is no better than the community makes it," the visitors are told; and this idea they must have an opportunity to grasp, for it is a concept with which not many are familiar and without which they can never understand American education. To provide this opportunity the Office urgently needs the aid of local communities.

INTRODUCTION to communities begins in the early months of the visitor's stay, which he usually spends as an "unclassified student" in a college, to get knowledge basic to his program objectives. The college, doing its part to orient him, sees that he has as many contacts as possible with the local community and its schools.

Thus, when his "college days" are over and he goes out to live for 1 to 3 weeks in each of several communities under the guidance of a local educator, he already has had intimations of the unique relationship that exists here between the people and their schools. Now continues, more intensively, his participation in American life. Fortunately, nearly every community has individuals or groups who are already interested in things international and can be counted on to open doors through which the visitor can enter the community. Within hours, people are extending to him the hospitality of their homes and taking him to their public meetings. Nearly every contact brings him closer to a realization of what the phrase "free public education" means in the United States.

All the while, as the ICA participant is widening *his* horizons, he is helping his American associates to widen *theirs*. Even during the weekdays, when the visitor is concentrating on gaining professional information, he is giving others the benefit of his own knowledge and experience in exchange. And in the evenings and on holidays, when he joins in the social circles of his new American friends, he becomes even more the giver. He shares his life and, with it, the lives of his people, their culture, their philosophy. He gives away mementos he has brought from home—a little boat carved from a water buffalo's horn, a coin, a strip of hand-loomed fabric, a miniature flag. He shares even his culinary skills, returning the hospitality of his host by cooking for him the favorite dishes of his own country.

To community gatherings he brings new liveliness, performing the dances of his country, singing its songs. To classrooms his visits are stimulating experiences. He brings first-hand information about his country; and students, grown swiftly curious about a country from which they have received a personal message, inaugurate their own research projects to learn more about it.

The extent to which Americans and foreigners are educating each other through the ICA training program can be estimated with the aid of a few figures. Last year, for example, 600 foreign participants went to 127 primary training centers in 38 States. From there, they fanned out into thousands of local communities. Multiply such an impact by the 6 years the program has been in action, and one may well conclude that the humanizing influence of the exchange is spreading like a leaven into every corner of the world.

Federal Funds for Education

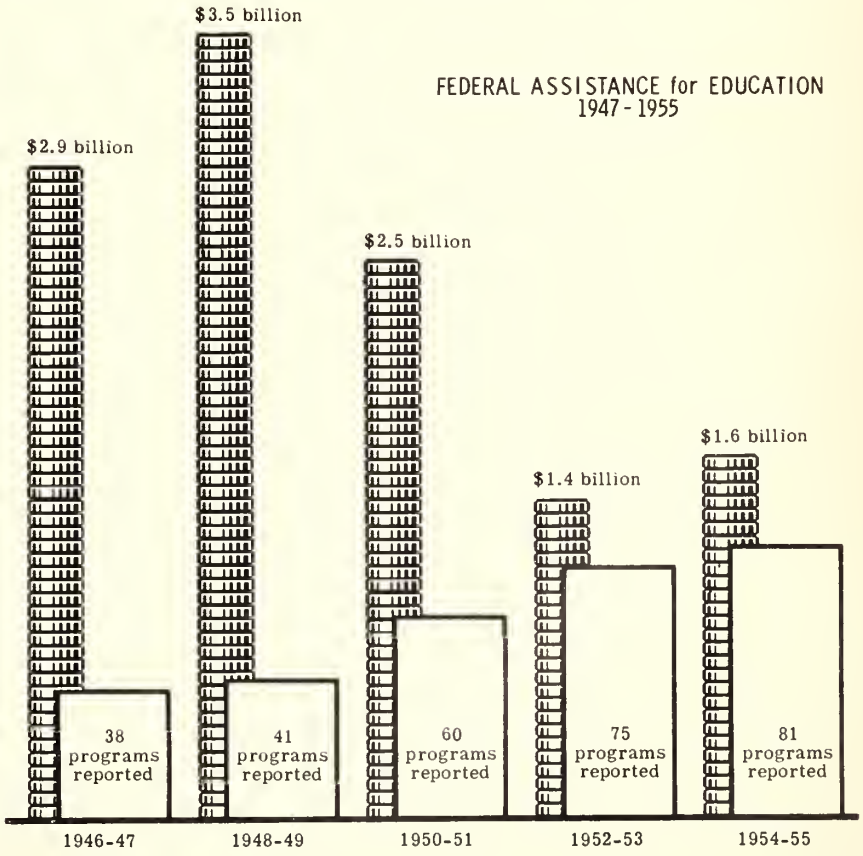
When emergency or temporary programs are excluded from consideration, Federal support for education shows a gradual rise that matches increases in State and local expenditures

In 1954–55 the Federal Government spent $1.6 billion to support 81 programs for educational services—less than half of what it spent for 41 such programs in 1948–49.

Half as much money and twice as many programs—that is what the totals show. But totals have a way of obscuring important developments and getting in the way of right interpretations. How they do so in this case is carefully pointed out by the authors of *Federal Funds for Education, 1954–55 and 1955–56*, the latest of Office of Education biennial bulletins on the subject. In a brief publication that summarizes *Federal Funds*,* they put the totals in proper perspective by examining the component parts, and help the reader to this conclusion: For the steady, continuing programs of aid to education—as distinguished from programs that might be classified as emergency or temporary—Federal funds have shown a general tendency to increase. What is more, they seem to be increasing at about the same rate as State and local expenditures for education and may therefore be considered as representing normal growth and demand patterns in educational support.

To put the totals in their proper perspective the authors point out that most of the biggest changes over the years have occurred because of what are usually thought of as emergency or temporary programs. Examples:

- Funds for providing veterans with education, training, and vocational rehabilitation were down $2.3 billion in 1954–55 from what they had been in 1948–49. During the same time, funds for an off-duty education extension program for servicemen rose by $9 million.
- Amounts for the surplus-property program for colleges and universities have varied widely from year to year; those for "personal" property have fluctuated between a low of $50 million and a high of $144 million; for "real" property, between $2 million and $232 million. If other Federal funds for colleges and universities were considered separately from the surplus-property funds, the new totals would show that Federal funds for colleges and universities have increased somewhat since 1946–47 instead of having been cut nearly in half, as the full totals show.
- Programs that (1) provide education for dependent children overseas, (2) assist in the building and operating of schools in federally affected areas, (3) operate public schools on sites of the Atomic Energy Commission, (4) survey school plant facilities, and (5) provide for State and national education conferences—these have combined to make substantial increases in Federal funds for elementary and secondary schools and are much responsible for the fact that Federal aid at that level increased from $129 million in 1946–47 to $537 million in 1954–55. Were it not for these, Federal funds for that category instead would show a lower rate of increase—from $124 million to $300 million—one that comes close to the rate of increase shown by the States and local districts during the same period. (*Continued, next page.*)



**Summary of Federal Funds for Education*, by Clayton D. Hutchins, Albert R. Munse, and Edna D. Booher, Circular No. 479, 10 pages, for sale (10 cents) by the U. S. Government Printing Office, Washington 25, D. C.

THE RATE of increase that Federal support shows after these temporary or emergency programs have been deleted does not of course manifest itself equally among the remaining programs.

Some programs account rather heavily for the general rise in Federal support:

- The program providing for use of surplus food commodities in school lunches rose from $8 million in 1946–47 to $79 million in 1954–55.
- The special school milk program, begun in September 1954, added $17 million for that year.

In contrast, some programs show only little change or have actually decreased:

- Funds distributed under the National School Lunch Act generally have stayed at the $69-million level.
- Land-grant colleges still get about $5 million a year.
- The program for training vocational teachers has consistently remained at something over $1 million.
- Programs for the Merchant Marine have had progressively less money. going from a total of $10 million in 1946–47 to less than $3 million in 1954–55.

FEDERAL Funds for Education does not claim comprehensive coverage of Federal activities in education. Other reports, especially one prepared for the 1949–50 school year by the Legislative Reference Service of the Library of Congress, have indicated that as many as 300 separate educational activities may be operating in all Federal departments, offices, and agencies.

Thus, it is not known just how close the Office of Education's total of $1.6 billion for 1954–55 comes to being the total amount spent by the Federal Government for educational services in that year; but it can generally be assumed that *Federal Funds for Education* covers those programs most frequently mentioned in discussions of Federal assistance to education.

***Federal Funds for Education 1954–55 and 1955–56,* thirteenth in its series, describes in considerable detail the various programs of educational services, grouping them under the Government agencies that administer them. Copies of the bulletin (163 pages, 93 tables) may be had from the Superintendent of Documents, U. S. Government Printing Office, at 60 cents each.**

In Recent OE Publications

CLUBS TO DEVELOP TALENT

CLUB sponsors, science and shop teachers, principals and counselors—anyone, in short, who is interested in helping pupils with a scientific bent to develop their natural abilities—will find in *Extraclass Activities in Aviation, Photography, and Radio for Secondary School Pupils* a ready ally. In it, Willis C. Brown, Office of Education specialist in secondary education, describes a number of good practices that he has found high schools using successfully to help them identify pupils with special interests and aptitudes.

Along with the descriptions Mr. Brown gives a good deal of other useful information and suggestion—about ways of organizing and conducting certain activities, what facilities might be desirable, and where to go for more information. At the end, in a separate section, he adds a classified bibliography of publications basic to school club activities.

The 48 pages of Bulletin 1956, No. 11, are illustrated with photographs of high school students participating in extraclass activities in each of the three fields. Copies of the publication are available from the U. S. Government Printing Office, Washington 25, D. C., at 25 cents each.

HELPING TEACHERS GROW

LOCAL school districts, realizing that nothing contributes more to a teacher's satisfaction with her job than the feeling that she is growing professionally, are paying a good deal of attention nowadays to the inservice education of their teachers.

What elementary schools are doing along this line for both new and experienced teachers is the subject of the Office of Education's *Education Brief No. 33.* In its 22 packed pages it sets forth dozens of devices, activities, and programs that have been used successfully in one place or another.

There's the attractive small handbook, *Good Morning, Teacher,* used in the Chicago schools; the month-long preschool orientation period in Rochester, Minn.; the "helping teachers" in Newton, Mass.; the "in-system" visiting days in Greenwich, Conn., and the observation program in Greenville, S. C.; the winter and summer workshops in Arlington, Va.; the cooperative enterprise between the Bank Street College of Education and the New York City Board of Education; the teacher-principal conferences in Peoria, Ill.; and the travel project plan in Los Angeles.

But these of course are only examples of what *Education Brief No. 33* has to tell. Despite the fact that they have had to compress a great many findings into a small booklet, the authors—Gertrude M. Lewis, specialist for the upper grades, and Elsa Schneider, specialist for health, physical education, recreation, and safety—have managed to make their presentation satisfyingly descriptive and explicit. For school administrators and supervisors it should prove a stimulating source of suggestion. (As long as the limited supply lasts, single copies are available from the Publications Inquiry Unit, Office of Education, Washington 25, D. C.

MORE TO COME . . .

OE publications you can expect between December and June

IN ANOTHER six months, by the close of the 1956–57 school year, Office of Education specialists will complete and the U. S. Government Printing Office will publish 17 more publications on a variety of educational topics. Watch *School Life's* pages for a brief announcement of each as it becomes available.

STATISTICS

Fall 1956, Enrollment, Teachers, and Schoolhousing in Full-Time Public Elementary and Secondary Day Schools.
Annual fall survey covers enrollment; teachers; teachers with substandard certificates; pupils in excess of normal capacity; and instruction rooms available, needed, and scheduled for completion during current fiscal year.

SCHOOL ADMINISTRATION

Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts.
A handbook prepared with the American Association of School Administrators, Association of School Business Officials of the United States and Canada, Council of Chief State School Officers, Department of Rural Education (National Education Association), and National School Boards Association. Will serve as the basic guide in financial accounting for local and State school systems.

School District Reorganization—Policies and Procedures.
Description and analysis of school district reorganization programs in 16 selected States, indicating factors that facilitate or impede successful operation. Of particular value for States and local communities having redistricting problems.

INSTRUCTION AND ORGANIZATION

Directors and Supervisors of Special Education in Local School Systems.
Reports opinions on the competencies and experiences that make supervisors effective in community-wide planning and in aiding teachers of exceptional children.

Special Education Personnel in State Departments of Education.
Contains status information on State staffs, opinions on competencies needed by such persons, experience and preparation believed to contribute to such competency, and a summary statement with implications of the findings for future planning.

Teachers of Children Who Are Mentally Retarded.
A report of distinctive competencies needed by such teachers, their professional preparation, and experiences which contribute to their success.

VOCATIONAL EDUCATION

Adventuring in Research To Improve School Practices in Homemaking Programs.
A series of leaflets designed to stimulate interest in individual, group, and Statewide approaches to the systematic study of current school practices in homemaking problems at the secondary level.

Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers.
Describes methods and techniques of promoting, organizing, and teaching short-unit intensive courses for young farmers not regularly enrolled in school.

Planning Space and Equipment for Home Economics in Colleges and Universities.
A compilation of—and supplement to—materials developed at a conference held in cooperation with the American Home Economics Association, bringing together information, experiences, and suggestions to assist those concerned with building or expanding space for home economics at the college and university level.

Research in Industrial Education: Summaries of Studies, 1930–55.
A bibliography of studies in industrial education, with annotations and summaries. Studies are classified by categories that reflect the areas of research most often mentioned in inquiries and discussions. Purpose: A wider dissemination of information on research being carried out in colleges and universities on industrial arts and trade and industrial and vocational-technical education.

INTERNATIONAL EDUCATION

Education for Community Living (1957 Yearbook on Education Around the World).
Selected studies from many countries showing the significant part that schools are playing in the development of better community life.

HIGHER EDUCATION

Accredited Higher Institutions, 1956.
Quadrennial bulletin reporting institutions accredited by nationally recognized accrediting associations, State departments of education, and State universities. Of particular value to college and university officials, college and high school students, and government agencies.

Bibliography of Scholarships and Fellowships.
An annotated bibliography of research studies and reports of institutional student financial assistance. Designed for the use of college personnel and administrative officers.

Education Directory, Part 3: Higher Education, 1956–57.
Annual directory of higher education listing institutions of higher education throughout the United States. Includes information on location, accreditation, control, composition of student body, classification by highest level of offering and by type of program, enrollment, and names and titles of principal administrative officers. New feature: Calendar system of each institution is indicated.

SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS

Administration of Public Laws 874 and 815: Sixth Annual Report of Commissioner of Education, June 30, 1956.
Gives textual and tabular data on extent of Federal financial aid for maintenance and operation and construction of school facilities in areas affected by Federal Government activity.

OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

FOR SALE

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

A Directory of 3,300 16mm Film Libraries, by *Seerley Reid* and *Anita Carpenter*. 1956. 198 p. 70 cents. (Bul. 1956, No. 12.)

Extraclass Activities in Aviation, Photography, and Radio for Secondary School Pupils, by *Willis C. Brown*. 1956. 48 p. 25 cents. (Bul. 1956, No. 11.)

Federal Funds for Education, 1954–55 and 1955–56, by *Clayton D. Hutchins, Albert Munse,* and *Edna Booher*. 1956. 163 p. 60 cents. (Bul. 1956, No. 5.)

Statistics of City School Systems: Staff, Pupils, and Finances, 1953–54, by *Lester B. Herlihy*. 1956. 153 p. 60 cents. (Chap. 3, Biennial Survey of Education in U. S.—1952–54.)

Statistics of Higher Education: Faculty, Students, and Degrees, 1953–54, by *Henry G. Badger* and *Mabel C. Rice*. 1956. 142 p. 45 cents. (Chap. 4, Sec. 1, Biennial Survey of Education in U. S.—1952–54.)

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1955, prepared by *Neva A. Carlson, Mabel C. Rice,* and *Lloyd E. Blauch*. 1956. 83 p. 35 cents. (Bul. 1956, No. 10.)

Teachers of Children Who Are Blind, prepared by *Romaine P. Mackie* and *Lloyd M. Dunn*. 1955. 109 p. 40 cents. (Bul. 1955, No. 10.)

Teachers of Children Who Are Partially Seeing, prepared by *Romaine P. Mackie* and *Edith Cohoe*. 1956. 69 p. 30 cents. (Bul. 1956, No. 4.)

Technical Advances and Skilled Manpower: Implications for Trade and Industrial Education—An Annotated Selected Bibliography, by *Howard K. Hogan*. 71 p. 45 cents. (Misc. 3509, Revised Nov. 1, 1956.)

FREE

(Request single copies from Publications Inquiry Unit, U. S. Office of Education, Washington 25, D. C.)

Directory of Persons in Charge of Guidance Services in the Various States, compiled by *Royce E. Brewster*. September 1956. 6 p.

Liability and Property Damage Insurance on School Buses, by *E. Glenn Featherston*. September 1956. 4 p. (Cir. No. 486.)

Selected References on Guidance in the Elementary School, compiled by *Royce E. Brewster*. July 1956. 3 p.

Selected References on Organization and Administration of Guidance and Student Personnel Programs, compiled by *Royce E. Brewster*. July 1956. 3 p.

Selected References on Specialized Facilities and Equipment for Secondary Schools, by *W. Edgar Martin*. October 1956. 8 p.

Statistics on Pupil Transportation, 1954–55, by *E. Glenn Featherston*. September 1956. 1 p. (Cir. No. 484.)

U. S. GOVERNMENT PRINTING OFFICE: 1956

SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

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February 1957

Tools for the TEACHER

THE SHOEMAKER is worthy of his last. This old adage has been adopted by most of the industrial companies whose products serve the high standard of living in America today. They have developed for their workers the multitude of complex tools they need in order to make the necessities and luxuries of our everyday lives.

In our attempts to improve education we might well ask ourselves this: When are we going to adopt that adage and follow the example set by successful industrialists? What are we doing to provide our classroom teachers—the molders of the lives and characters of our children—with the tools they need to do the job?

The last few years have seen many improvements in school furniture and equipment—contributions to the comfort, health, and functional effectiveness of pupils. Old lines of school seating have been redesigned and new lines have been produced, all with dimensions proportioned to the body sizes of children now in school. Special seats and desks have been built for left-handed pupils, who make up 11 percent of the school population.

Furniture for school laboratories has been designed that can be installed on the perimeter of a room, leaving the center free for discussion and demonstration. New types of movable cabinets, benches, and storage units, with modular dimensions and interchangeable components, are available to accommodate children of different ages and sizes engaged in many different learning activities.

Many of these items have been developed in cooperation between manufacturers and school officials and have been put on the market after extended tryout in classroom situations. The initiative for developing and experimenting with these items has come largely from the manufacturers and their representatives.

As members of the educational profession, we have an obligation and a responsibility to give serious consideration to improvements in school equipment, and to offer unstintingly of our services in the initial planning stages and experimental tryouts. By participating in this way, we can help manufacturers give due consideration to educational features so that those which prove desirable can be designed and built into the equipment.

Thus we can insure that the needs of children and the unique requirements of varied teaching methods are satisfied, and that teachers and children are provided with the most effective tools of learning that the combined ingenuity of educators and design engineers can devise.

W. Edgar Martin

W. Edgar Martin
Specialist for School Equipment

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . . MARION B. FOLSOM, *Secretary*

OFFICE OF EDUCATION

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SCHOOL LIFE, Official Journal of the Office of Education
Vol. 39 FEBRUARY 1957 No. 5

Reports Office planning and action in research, services, and grants; presents statistical information of national interest; reports on legislation that affects education; summarizes publications of the Office; and sets forth the views of officials of the Department.

Published monthly, October through June. To order, send check or money order, with subscription request, to Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscriptions, $1 per year; single copies, 15 cents; foreign subscriptions, $1.25.

A discount of 25 percent is allowed on orders for 100 copies or more sent to one address within the United States.

Printing has been approved by the Bureau of the Budget (Aug. 16, 1955).

PROVIDING FOR EDUCATION

In two messages to the Eighty-fifth Congress, first session, the President of the United States makes his legislative recommendations

STATE-OF-THE-UNION MESSAGE, January 10

HIGH PRIORITY should be given the school construction bill. This will benefit children of all races throughout the country—and children of all races need schools now. A program designed to meet emergency needs for more classrooms should be enacted without delay. I am hopeful that this program can be enacted on its own merits, uncomplicated by provisions dealing with the complex problems of integration. I urge the people in all sections of the country to approach these problems with calm and reason, with mutual understanding and good will and in the American tradition of deep respect for the orderly processes of law and justice.

I should say here that we have much reason to be proud of the progress our people are making in mutual understanding—the chief buttress of human and civil rights. Steadily we are moving closer to the goal of fair and equal treatment of citizens without regard to race or color. But unhappily much remains to be done.

BUDGET MESSAGE, January 16

Excerpts given here apply to Federal services to education that would be administered by the Office of Education. Italicized paragraphs are interpolations by the editor

IN THE immediate future, I shall forward a message emphasizing the urgency of enactment of an adequate program of Federal aid for school construction . . .

This separate message on education, which was transmitted to the Congress on January 28, will be printed in full in the March issue of SCHOOL LIFE.

SINCE THE White House Conference on Education was held a year ago, the States and communities have made greater efforts to overcome their educational problems. Sixty-nine thousand classrooms, 10 percent more than last year, are expected to be built in the school year 1956–57. The number of teachers and their average salaries have also been increasing. Despite these gains, growing enrollments are straining the financial capacities of school districts in many areas of the country. Today, 31.5 million children crowd the public schools beyond their normal capacity, and enrollments are increasing by well over 1 million per year.

LEGISLATION is recommended to complete in 4 years the general school construction assistance program which was proposed as a 5-year program last year. This budget includes new obligational authority of $451 million for the first year under this proposed legislation.

For a 4-year program beginning in 1957–58 the President requests authorization of the following:

- *$1.3 billion for matching grants to States for school construction,*
- *$750 million for Federal purchase of school-construction bonds of districts that cannot market them at reasonable rates,*
- *$20 million in grants for State planning to strengthen school-construction programs, and*
- *A maximum of $150 million for support of bonds issued by State school-financing agencies.*

The $451 million proposed for the first year of the program includes $325 million for construction grants, $100 million for bond purchases, $5 million to the States for planning, $20 million for support of bonds of State school-financing agencies, and $1 million for administration.

LAST APRIL the President's Committee on Education Beyond the High School was appointed to consider problems created by the record enrollments in colleges and universities. The budget anticipates a supplemental appropriation for the fiscal year 1957 to finance the State and regional conferences which the Committee plans to hold before it prepares its final report. It also provides in 1958 for assistance under proposed new legislation to encourage States to undertake specific planning action to meet their needs in higher education.

The supplemental appropriation recommended for fiscal year 1957 to finance the conferences planned by the Committee on Education Beyond the High School is $650,000. For encouraging the States "to undertake specific planning action," the President recommends $2.5 million for fiscal year 1958.

EXPENDITURES for other activities of the Office of Education are primarily to carry out the 2-year extension of assistance to areas where school enrollments are seriously affected by Federal activities and to provide for educational research and for grants for vocational education.

For both the operations to the Office of Education and the grant programs it would administer, the President proposes larger amounts for fiscal year 1958 than have been appropriated in preceding years:

Fiscal year	*Operations*	*Grant programs*
1958, estimated	*$7,500,000*	*$671,239,912*
1957, estimated	*5,270,000*	*267,881,912*
1956, actual	*3,240,000*	*162,299,831*

Of the $7.5 million recommended for operations in fiscal year 1958, $2.3 million would be for research on pressing educational problems—$1 million more than was appropriated for the current fiscal year. The budget also would provide for further expansion of statistical and advisory educational services.

The figure for grant programs includes appropriation requests for general school-construction assistance, training assistance for teachers of the mentally retarded, and grants to States for further planning to meet the expanding needs for education beyond the high school, all dependent upon the enactment of enabling legislation. It also includes increases for extending library services to rural areas, training practical nurses, and operating schools in areas that feel the impact of Federal activity.

THE PROBLEMS . . . THE OPPORTUNITIES

Lawrence G. Derthick made this statement to the press on December 20, 1956, the day after his induction as U. S. Commissioner of Education

I HAVE BEEN honored by the President's appointment as Commissioner of Education. I deeply appreciate the confidence placed in me by the President and by Secretary Folsom.

I assume these new duties with a feeling of humility, recognizing the problems and opportunities confronting American education today.

These problems and opportunities include, among many, increasing enrollments in schools and colleges, the shortage of classrooms, the shortage of qualified teachers, problems of teacher compensation, the problems of integration, and research into the problems of education itself.

With respect to integration, my views can be stated quite simply. I am committed to the principle that this is a country of law, and that law must be respected and supported. I therefore support the Supreme Court's decisions. The Court, however, wisely recognized the difficulties in desegregation and provided time and a judicial method for resolving them. I am sensitive to these difficulties—difficulties which command patience, good will, mutual respect, and good faith from all parties concerned. I therefore deplore extremes. They destroy reason and the spirit of brotherhood—the agents upon which we must depend to help solve the problems of integration with dignity to each person and the Nation.

I am hopeful that Federal aid for school construction will be enacted quickly and harmoniously by Congress, to help erase the classroom deficit. Federal grants will be most effective, I believe, if allotments among the States take into account both school-age population and relative financial need, as proposed by the President. The program should be designed to encourage increased financial effort by local communities and States.

I am deeply mindful of the crucial role of teachers. In my visits to schools throughout the country I have seen teachers not only imparting knowledge and skills but also patiently and devotedly helping to build character and good citizenship. In today's world, the teacher's role is increasingly important—because the peace we seek can be achieved only through understanding among men, and education fosters this understanding. I am hopeful, therefore, that States and communities will give increased support to teachers—in salaries, in facilities, in community esteem. It is also my hope that the Office of Education will be able to improve its services to the teacher in the classroom.

With unprecedented enrollments expected in colleges and universities, higher education must have extra attention. A commendable start already has been made by the President's Committee on Education Beyond the High School, which recently made its first interim report.

It is significant that this Committee's title is not restricted to colleges and universities but encompasses all education beyond the high school. More attention is being directed to adult education than ever before.

It pleases me that I come to the Office of Education when it is undertaking new programs to better serve the local communities and States in these days of educational challenge.

I would like especially to mention the research, survey, and demonstration program that the Office of Education now is pursuing in cooperation with colleges, universities, and State departments of education. I am confident that research on educational problems can guide us toward an even better system of education.

To meet our educational needs today and tomorrow calls for sustained vision and action by parents, teachers, school officials, and governments at all levels. Our vision and efforts, I believe, are growing, as is so well demonstrated by the notable increase of general citizen interest and support of education. The Federal contribution in the total endeavor for education should be leadership without domination and assistance without interference. Control of education rests with the States and communities, and should remain there.

I hope that in my new position I can make some small contribution to the cause of better education in America.

AMERICAN EDUCATION WEEK, 1957

THE ROLE of education in making a free world is at the center of this year's theme for American Education Week, November 10–16: *An Educated People Moves Freedom Forward.*

Each day of the Week has its own topic, besides, beginning with Sunday, November 10:

10 Education for Moral Values
11 Education for Responsible Citizenship
12 What Our Schools Should Achieve
13 Ways To Provide Better Education
14 Our Community's Teachers
15 Our School-Community Relationships
16 Our Own Responsibility for Better Schools

THE "CONTINUING EFFORT"

"We are hopeful that the program of educational conferences will be the real beginning of an intense and *continuing effort* to acquaint millions of citizens with the needs of their schools and to inspire them to meet these needs."

—*Neil McElroy*, in his letter to President Eisenhower transmitting the report of the Committee for the White House Conference on Education, April 6, 1956

IN OCTOBER 1956, as the first anniversary of the White House Conference on Education was approaching, a questionnaire went out from the Office of Education to the 283 persons who had represented national organizations at that conference—organizations broadly representative of education, labor, business, and citizen groups in this country, all of them interested in education.

The questionnaire, which was prepared and sent by Mrs. Henry Grattan Doyle, member of the Office staff and secretary of the Office's Advisory Committee of National Organizations, sought the answers to three questions.

1

What is the current program of your organization for each of the six problems discussed at the White House Conference on Education?

This first question, as well as the second, was devised to help the Office of Education maintain a clearinghouse of information about the educational programs of various national organizations. Answers to it have revealed that these organizations are making notable contributions to our educational advances. Through their programs and projects they are helping the public take a positive, purposeful approach to the serious problems that beset our schools.

A few examples will illustrate the point. But for every activity that is cited here, a dozen others just as valuable must be omitted for lack of space. More complete coverage of reported activities will be found in current and forthcoming issues of *Education Fact Sheet*, publication of the Office of Education devoted specifically to bird's-eye views of what goes on in the national organizations and in the States for the benefit of education.

For example, then—

Association for Childhood Education International is concentrating on this theme: "That all children may learn." On this theme it is building not only the 1956–57 issues of its magazine, *Childhood Education*, but also its study conference in April and its 1957–59 plan of action. For the theme and for ideas for carrying it out, ACEI credits the influence of the White House Conference.

National School Boards Association has in its 1957 convention program, discussions on the gifted child, guidance, safety education, youth defense movements, the junior college, and physical fitness. "The White House Conference," it says "contributed much to our feeling of inadequacy in these areas."

National Council of Jewish Women, which reports "noticeable increases in activity that may be attributed to the stimulation of the White House Conference," cites these examples: A citizens' committee formed in Bayonne, N. J., as a direct result of the Council's study, *Education is Everybody's Business;* a county citizens' commission for the public schools initiated in Pittsburgh; a citywide institute sponsored in Indianapolis on the citizen's role in maintaining good schools.

National Association for Retarded Children is continuing its efforts to persuade people that the public schools are responsible for providing a special curriculum for the mentally retarded child. It has now undertaken a new project: The field consultancy and curriculum development for trainable retarded children. It acknowledges the assistance that has come to it through "the forthright statement of the White House Conference committee in support of the obligation of the public schools to provide for children who deviate in any direction from average or normal range."

National Education Association, which counts the theme of its Centennial—"An Educated People Moves Freedom Forward"—as one of its "followups" of the White House Conference, carries out its program on many fronts.

One of its departments, for example, the American Association of School Administrators, has established a National Commission on the Reorganization of School Districts to evaluate the present status of organization and to report on the problems. In its 1958 yearbook AASA will give major attention to the secondary school program, partly as a result of emphasis given the subject at the White House Conference. Among AASA's further activities are its cooperation with six other national organizations in an attempt to develop a nationwide coordinating agency for promoting school plant and services, and its cooperation with the National Council on Schoolhouse Construction to promote the improvement of school plant facilities.

Still other energies of the NEA are going into the effort to get and keep good teachers. At both high school and college levels it is expanding and improving the Future Teachers of America program.

American Association for the Advancement of Science, although it defined its program and objectives before the days of the White House Conference, has felt its activities stimulated by the conference. In September 1956, as part of its program for improving the teaching of science, it issued a pamphlet, *Study on the Use of Science Counselors*, which outlines the objectives and plans for a study now being carried out in cooperation with four universities, one each in the West, the South, the Midwest, and

the East. Actual evaluation of the study will be made this summer.

Secondary Education Board had as a theme for its 1956 conference "The Gifted Student" and will focus its 1957 conference on "Interrelation of Learning." The Board is developing a leaflet to encourage prospective teachers to apply for positions in independent schools.

Some organizations answer that they already have vigorous programs under way to support legislation for Federal aid for school construction. Among them are the *American Federation of Labor and the Congress for Industrial Organizations*, which also has formed a committee of national organizations to work for such legislation; and the National Education Association.

Other organizations feel that State and local governments have adequate financial resources for their schools. The Chamber of Commerce is now making a study of returns to a public-school-system questionnaire, sent to all its local chambers to solicit their "best judgment" as to whether school building needs can be adequately met with State and local funds.

2

Did the White House Conference stimulate any of your activities?

In general, this second question has elicited replies that seem to narrow down to five. Most of them are either the first or the second; only a few are the fifth:

1. Definitely yes. It stimulated our activities and led to specific projects.

2. Although the conference did not stimulate us into any particular projects, it did encourage us and gave us a better climate of public interest in which to operate. As a result, we have been able to carry on our regular programs more effectively.

3. We don't feel that we were "stimulated" to any appreciable extent: we already had a strong educational program and were in no particular need of stimulation.

4. Because we are interested mainly in higher education, with which the conference did not specifically concern itself, we find ourselves more effectively served by the President's Committee on Education Beyond the High School.*

5. The conference would have been more useful to us if it had made recommendations on certain subjects in which we are specifically interested—safety programs, for example, and the importance of motion pictures in education.

Despite diverse opinions, however, the national organizations have reached one conclusion on which they are all agreed, about the White House Conference in particular and education in general:

"The inspiration of the Conference is still felt, to make us believe that the American people, through democratic processes, can take care of this and other problems which may arise."

3

What kind of services does your organization want from the Office of Education to help it work toward the goals set up by the White House Conference?

Replies to this, the third, question seem to merit a separate report; and that we will reserve for the March issue of *School Life*.

* In effect, the President's Committee on Education Beyond the High School is also one of the results of the conference. That such a committee be appointed was recommended to the President by the Committee for the White House Conference.

What to read about

TECHNOLOGICAL ADVANCES

TODAY much attention is being given to trends in technological advances—automation, automatic electronic computers, solar energy, and peaceful uses of nuclear energy—and their implications for our future way of life. The inevitable changes that these advances will bring about in education and training of future manpower, as well as in education for changing concepts in sociology, economics, employment requirements, adult workers, and increased leisure time, are of tremendous importance to educators.

No one can accurately predict the full extent of these implications to our future society. Even the word "automation" has not been clearly defined. Perhaps it cannot be—some claim that it is an "open-ended issue."

To assist educators, guidance counselors, school boards, industrial training officers, as well as laymen, in exploring this subject, the Office of Education has recently published *Annotated Bibliography of Technological Advances and Skilled Manpower Implications for Trade and Industrial Education* (Misc. 3509, revised Nov. 1956).

This timely bibliography, which was prepared by Howard K. Hogan, Office of Education consultant in employee-employer relations, lists and annotates more than 160 nontechnical articles from national publications, motion picture films, and publications by management and labor spokesmen, together with sources from which these materials may be obtained, many of them without cost.

Important to educators is a section on manpower data and requirements, training of technicians, and employment opportunities. The multilithed bibliography is available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 45 cents each. Copies have been sent to libraries in colleges of education and to many public school superintendents.

The spotlight of statistical inquiry turns on a long-neglected subject . . .

RURAL SCHOOL STATISTICS—W

by Walter Gaumnitz, *Specialist in Rural School Statistics*

One of the most clearly defined services of the Office of Education to the people of the United States, and one which the Office has assiduously performed, has been the collecting and disseminating of statistics and facts on the development and condition of the public education system. A major vehicle for carrying out this service has been the *Biennial Survey of Education in the United States*. From time to time the *Survey* has changed both in format and in content, but it has always remained essentially statistical. For many years now it has regularly contained chapters on State school systems, city school systems, secondary day schools, and higher education.

From time to time, efforts have been made in the *Survey* to assay also the condition of the rural schools and to point out some of the salient facts about them. Even at best, however, the statistics of rural education have been fragmentary and have consisted chiefly of central tendencies and estimates that have often hidden more than they have revealed. Not until this year has the Office assigned specialists to the particular task of studying the whole ramified problem of rural education with a view to developing a long-range, nationwide program of statistics and research.

Why so long delayed?

Some may ask why statistical attention to the rural schools has been so long delayed. The question is well taken, especially since it is generally known that until recent decades the Nation as a whole was agricultural. Some reflection on the point suggests that the extreme decentralization and smallness of our public school districts, which have long been baffling problems to school officials of the several States, stem from (1) the sparsity of rural population, (2) the determination of the people to extend opportunities for public education to all children regardless of the isolation of their homes, and (3) the efforts of farm folks to control their own schools.

As we think about it, therefore, it becomes clear that the rural schools have been so long left out of the statistical program primarily because there have been so many of them, because each has served a relatively independent school district, and because the rural school leaders able and willing to supply regularly the needed statistical information have been few and already overloaded with duties. Truly the difficulties of gathering data from sources so large in number and various in type as the rural schools have seemed insurmountable!

Many factors that in the past have deterred those who would gather rural school data will no doubt continue to complicate and hamper the development of a complete and nationwide program of statistics in this field. Indeed, it appears that some of the fundamental conditions involved, along with modern developments, tend to become more complicated rather than more simple.

For example, the rapid industrialization not only of American life generally, but of farming itself, makes it increasingly difficult to say precisely whether a selected community or school is chiefly "urban" or "rural." Persistent efforts of school authorities to consolidate rural school districts with neighboring communities—village, town, or city—or to dissolve them entirely, also complicate the question.

Clearly, the effort to develop a nationwide and continuous program of rural school statistics, like most statistical efforts, must accept some compromises. More or less arbitrary definitions must be adopted, and some assumptions must be made which, at times, may seem of questionable validity.

Many guidelines

In attempting to make wise decisions on these matters, Office specialists have found that a great many guidelines can be obtained from the work of the Bureau of the Census, the Department of Agriculture, the Public Health Service, and similar national agencies regularly compiling social and economic facts relating to rural life. The methods used by these agencies, and the statistics they have compiled, have been studied to determine their applicability to rural education. The specialists employed in these agencies have been consulted; and their data, when found suitable for the Office's purposes, have been drafted into service.

Degree of ruralness

Out of these efforts the Office specialists not only have come by their decision to adopt the Census Bureau's widely used definition of a "rural" place—one with a population of less than 2,500—but also have developed many factors by which they can determine the "degree of ruralness" for every county in the United States. Among these factors are the number of urban places, the density of the population, and the proportion of people living "on farms." A highly rural county, for example, would be one with no urban places, a low population density, and most of its people on farms.

By using these factors the Office will be able not only to locate the "most rural" counties in each State but to

y? What? How?

group them into categories showing the various degrees to which the people living in them are likely to be served by schools that can generally be considered as rural.

Concurrently with its effort to apply to each of the more than 3,000 counties in the United States certain statistical criteria for determining ruralness, the Office of Education has found it necessary to study the type and form of the data contained in reports which county superintendents of schools make regularly to the State departments of education. If the Office is to gather the basic rural school statistics needed from selected rural counties, the questionnaire to be devised for collecting such information must be geared to the records kept by such counties and by the schools supplying the original data. To bring about the desired coordination, the Office has collected copies of the essential forms from every State, tabulated the items contained in those forms, and analyzed the findings.

To study further the problems involved, Office specialists have made field trips to seven selected States and numerous counties. Prior to these visits they have held conferences with leaders in the State education departments, in the colleges of education, and in the college and university sociology departments, to discuss the problems of rural school statistics in each State. Then, in visits to various counties, they have tested the proposed solutions in "grass roots" settings. This type of field work is continuing, both through trips to various States and by correspondence.

Thus far no scheme has been devised that will include all schools everywhere—whether in towns or in open country—that are basically rural. Nor has a scheme presented itself that will exclude all schools—consolidated, joint, or union—that are basically urban.

Two lines of attack

It seems clear, however, that much light can be shed upon the problems and conditions of rural education by two major lines of attack.

First, certain counties—at least 1,000 scattered throughout the United States—can be identified as being so rural in socio-economic composition that all of their schools can be regarded as primarily serving rural people and rural communities. That is to say, the people live on farms, in the open country, or in small villages and carry on most of their occupations there. Their schools are small rather than large and possess other characteristics primarily associated with rural education. When the criteria of ruralness are applied, the rural counties selected can be further grouped into several categories and survey data can be compiled for each. Thus, significant indices of school conditions can be arrayed for analysis and comparison for various types of rural counties.

The second line of attack that promises productive results would gather data directly from the local school districts rather than from the county superintendents. This approach has the virtue of being simple and direct. It does not need to confine itself to data regularly gathered by complicated systems or forms of statistics kept by local, county, and State school systems. It can concern itself with many or few aspects of education, depending on the immediate objective set for a given study. The questionnaires used can be of the simple post-card variety, which can be filled in quickly and returned with a minimum of trouble for the respondents.

This second approach also entails difficulties and limitations. There are now about 54,000 local school districts in the United States. More than four-fifths of these districts enroll fewer than 300 pupils each, and it may be assumed that these are located almost exclusively in rural areas. Such large numbers argue that plans for gathering data from direct sources should resort to sampling processes. Such sampling would involve many problems, among them the problems of completeness and continuity of response. Respondents, even when readily reached by inquiry forms, may or may not provide the information desired, and those supplying information for one survey may not do so for the next. Careful analysis of the problem, however, leads to the conclusion that such sample studies of rural school statistics not only are feasible but should be used for certain purposes.

Fortunately, the Bureau of the Census is now gathering certain descriptive data from each of the 54,000 school districts: (1) Location by State and county, (2) number of pupils, (3) type of area served—urban or rural—and (4) grade levels of instruction offered. From this study the following facts emerge:

(1) There is now available a complete universe of school districts.

(2) Enough descriptive data are supplied to establish a subuniverse of rural school districts.

(3) The descriptive data will make possible further stratification on the basis of such factors as enrollment and grade levels of instruction offered.

The emerging plan

The program of rural school statistics now taking form will probably use both approaches described here. Insofar as it is desirable to produce rural school statistics comparable in form and periodicity to those regularly presented in the *Biennial Survey*, the data probably can best be supplied by county superintendents in selected rural counties. Special studies of selected problems of rural education, on the other hand, can probably be made more quickly and effectively through direct contacts with rural school districts and through sampling techniques.

MIDYEAR REPORT

Halfway through its first fiscal year, the Office of Education's cooperative research program shows substantial proportions: If everything goes according to plan, 83 recommended projects will benefit from Federal aid in 1956–57

EIGHTY-THREE projects recommended to the Commissioner of Education as deserving Federal support, and 36 of these signed into contract—that was the way the score stood in the Office of Education's cooperative research program on Dec. 31, 1956.

Since its meeting last October (*School Life*, December 1956) the Research Advisory Committee had recommended 49 more projects: 42 at its meeting on Dec. 13–14, and 7 by special arrangement in the interim between the two meetings. Of these 49, 35 would be concerned with education of the *mentally retarded*, bringing the total estimated Federal expenditure for that particular area in this fiscal year to $621,410, more than 92 percent of the $675,000 Congress had set aside for it.

Projects for research in *other areas* would require an estimated $380,332 in Federal money, considerably more than the $345,000 appropriated for such projects. This overcommitment, however, is not expected to remain so in fact. It is merely an advance bow to reality: experience has led the Office to expect some projects to be delayed by difficulties arising after the projects have been proposed.

Of the 83 projects recommended to the Commissioner, 18 were at first recommended with qualifications; but 8 of these have subsequently met the qualifications, bringing the number of fully recommended projects to 73. What those 73 projects are, where they will be carried out, how long they will take, and who will direct them—these facts are presented here. Proposals that had actually become signed contracts on or before Dec. 31 are shown in some detail in the accompanying table, but they are also included, marked with an asterisk, in the textual summary below.

EDUCATION OF THE MENTALLY RETARDED

Arizona State College at Tempe

EDUCATION OF mentally retarded children in integrated and segregated classrooms (1½ years). G. D. McGrath.

Boston University

*LANGUAGE ACHIEVEMENTS of mentally retarded children. Donald D. Durrell and Helen Blair Sullivan.

*NONVERBAL GROUP measure of delinquency proneness for nonreaders, slow learners, and mentally retarded children. William C. Kvaraceus.

Brooklyn College

INSTRUMENT TO assess social maturity of mentally retarded in the age range 12–15 years (2 years). Louis Heil.

California State Department of Education

CONCERNS AND rewards of rearing mentally retarded children (2½ years). N. S. Leichman.

Cleveland Hearing and Speech Center, Western Reserve University

COMMUNICATIONS PROBLEMS and their effect on the learning potential of the mentally retarded child (5 years). Nancy E. Wood.

Columbia University

EFFECT OF group training of 4- and 5-year-old children who are mentally retarded (4½ years). Maurice H. Fouracre.

TERMINOLOGY AND concepts in appraising the mentally retarded (8 months). Irving Lorge.

George Peabody College for Teachers

*DISCRIMINATION LEARNING ability in mongoloid and normal children of comparable mental age. Gordon N. Cantor.

*EFFECTIVENESS OF special day-class and residential-school training programs for severely mentally retarded (trainable) children. Lloyd M. Dunn.

METHODS FOR teaching severely mentally retarded children (1½ years). Margaret Hudson.

Kansas State Department of Public Instruction and the University of Kansas

EDUCATION OF educable mentally retarded children in sparsely populated rural areas (3 years). John E. Jacobs.

Nebraska State Department of Education

POSTSCHOOL ADJUSTMENT of regular and special class mentally retarded individuals served in public schools of Lincoln, Nebr. (6 months). Vernon E. Hungate.

New York State Education Department and Board of Education of the City of New York

EDUCTIONAL OUTCOMES under single- and two-track plans for educable mentally retarded children (3 years). J. Wayne Wrightstone.

The Ohio State University

*VARIOUS FACTORS in the educational placement of mentally retarded children. Viola M. Cassidy.

Purdue University

APPLICATION OF Mowrer's Autistic Theory to the speech habilitation of mentally retarded pupils (1 year). M. D. Steer.

San Francisco State College

EFFECTIVENESS OF special day school training classes for the severely retarded (2 years). Leo F. Cain.

RELATIVE EFFECTIVENESS of different approaches in speech training for mentally retarded children (3 years). Leon Lassers.

Southern Illinois University

PERCEPTUAL AND response abilities of mentally retarded children (2 years). John O. Anderson.

**Contract has been signed with the Office of Education. For details, see table.*

Syracuse University

*Performance of intellectually retarded and normal boys on selected tasks involving learning and transfer of learning. William M. Cruickshank.

*Quantitive and qualitative analysis of endogenous and exogenous children in some reading processes. R. J. Capobianco.

*Reasoning methods and reasoning ability in mentally retarded children. R. J. Capobianco.

*Relationships between articulatory development and development of phonetic discrimination and word synthesis abilities in young mentally retarded and normal children. C. V. Mange.

*Social behavior of mentally retarded children in public school and institution environments. R. J. Capobianco.

*Some characteristics in better and poorer learners among children with retarded mental development. L. M. DiCarlo.

*Some learning characteristics in mentally retarded and normal children of the same mental age: (1) Learning, recognition, recall, and savings; (2) proactive and retroactive inhibition; (3) generalization; and (4) reasoning. G. O. Johnson.

*Specialized methodology with hyperactive mentally retarded children. William M. Cruickshank.

*Structure of attitudes of parents of mentally retarded children and a study of change in attitude structure. William M. Cruickshank.

University of Georgia

Educational, social, and emotional factors in the education of retarded children in Georgia public schools (2 years). Stanley Ainsworth.

University of North Carolina

Education mentally handicapped children in special classes and regular classes (3 years). Thelma Gwinn Thurstone.

University of Texas

*Learning abilities and adjustment of trainable mentally retarded children in public school facilities, local segregated facilities, and State residential centers. L. D. Haskew.

Methods of testing auditory and visual acuity of trainable mentally retarded children (2 years). William G. Wolfe.

University of Wisconsin

*Conditions influencing insight and problem-solving behavior in the mentally retarded. Kai Jensen.

*Emotional reactions to learning situations as related to the learning efficiency of mentally retarded children. Thoms A. Ringness.

*Learning efficiency in arithmetic of mentally retarded children in comparison with children of average and high intelligence. Herbert J. Klausmeier.

*Motor characteristics of the mentally retarded. Robert J. Francis.

*Past research on psychological and educational factors in mental retardation. Julian C. Stanley.

*Perception of symbols in skill learning by mentally retarded children. Virgil E. Herrick.

Virginia State Department of Education

Readiness of young severely retarded children for participation in group educational experiences in special classes (2½ years). W. Kuhn Barnett.

Wayne State University

Social adequacy and social failure of mentally retarded youth in Wayne County, Mich. (2 years). John J. Lee, Thorleif G. Hegge, and Paul H. Voelker.

Wayne State University, Wayne County Training School, and Detroit schools

Social guidance and reading materials for adolescent mentally and educationally retarded boys and girls based on a study of danger and problem situations and of incidents leading to community failure (2 years). John J. Lee, Thorleif G. Hegge, and Paul H. Voelker.

DEVELOPMENT OF SPECIAL ABILITIES OF STUDENTS

****Puerto Rico, Department of Education**

Clerical aptitude test for Spanish-speaking students (2 years). Roberto E. Morán.

Regis College (Massachusetts)

*Effectiveness of a modified counseling procedure in promoting learning among bright underachieving adolescents. Sister Mary Viterbo.

University of Chicago

The gifted adolescent in the classroom (2½ years). J. W. Getzels.

University of Illinois

Ways of teaching knowledge and skills of critical thinking to high-ability students (1 year). Kenneth B. Henderson.

University of Michigan

Social adaptation of the highly intelligent pupil (1 year). Alvin Zander.

EDUCATIONAL ASPECTS OF JUVENILE DELINQUENCY

Syracuse University

Behavior processes involved in acts of vandalism in schools (2 years). Nathan Goldman.

Sociological and educational factors in the etiology of juvenile delinquency (2 years). George G. Stern.

Vanderbilt University

*Conformity and deviation among adolescents. Albert J. Reiss, Jr.

RETENTION AND CONTINUATION OF STUDENTS IN SCHOOLS AND COLLEGES

Indiana University

*The capable high school student who does not continue to college. Wendell W. Wright and Christian W. Jung.

Iowa State Department of Public Instruction

Holding power of public secondary schools in Iowa (3 years). L. A. VanDyke and K. B. Hoyt.

Office of Education

Factors related to application, admission, registration, and persistence in college (1½ years). Ernest V. Hollis.

Southern State College (Arkansas)

*Factors related to educational discontinuance of college-ability high school seniors. Dean C. Andrew.

University of Texas

*Factors associated with educational utilization of human talent. L. D. Haskew.

STAFFING THE NATION'S SCHOOLS AND COLLEGES

Indiana University

*Professional preparation and performance of students graduating from

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**At this writing, decision is being awaited from the General Counsel as to the eligibility for approval, under terms of P. L. 531, of projects proposed by agencies or institutions in outlying parts of USA.

teacher training institutions in Indiana. Lloyd S. Standlee.

The Pennsylvania State University

*Role of the public school teacher in the American community. Roy C. Buck.

Syracuse University

*Career development in the public school teaching profession with special reference to changing motivations, pressures, satisfactions, and dissatisfactions. Raymond G. Kuhlen.

*Motivation and personality factors in the selection of elementary and secondary school teaching as a career. Raymond G. Kuhlen.

Unconscious factors in career motivation for teaching (2 years). George G. Stern.

IN HIS budget message to the Congress on January 16, the President recommended that $2.3 million be appropriated for the Office of Education's cooperative research program in 1957–58—an increase of $1.3 million over this year's funds.

University of Florida

Preservice program of teacher education in Florida (1 year). J. B. White and J. T. Kelly.

University of Minnesota

*Admissions interview in teacher education for predicting success in teaching. William H. Edson.

*Factors influencing choice of college teaching as a career. Ruth E. Eckert and John E. Stecklein.

*Factors operative in the selective retention of students in teacher education. Walter W. Cook.

EDUCATIONAL PROBLEMS RESULTING FROM POPULATION MOBILITY

Western Michigan College of Education

*Educational problems of migrant children. Jerome Manis.

OTHER

Harvard University

Teaching of phonemically and orthographically analyzed spelling materials by

Funds to be spent for educational research under contracts of Education and various

FIELD AND INSTITUTION	FEDERAL FUNDS 1956–56[1]	1957–58[2]	1958–59[2]	1959–60[2]	Total	INSTITUTION'S FUNDS, TOTAL	TOTAL COST
Mentally Retarded							
Boston University:							
Language achievements	$6,430	.....	.....	.....	$6,430	$2,200	$8,630
Delinquency proneness	7,000	$6,000	$6,000	$1,500	20,500	11,450	31,950
George Peabody College:							
Discrimination learning ability	4,625	4,000	.....	.....	8,625	1,200	9,825
Effectiveness of programs	20,269	23,487	.....	.....	43,756	3,650	47,406
The Ohio State University	8,797	18,802	4,830	.....	32,429	8,550	40,979
Syracuse University:							
Learning and transfer	4,907	3,500	.....	.....	8,407	2,173	10,580
Reading processes	7,728	5,514	.....	.....	13,242	3,807	17,049
Reasoning methods	5,726	4,095	.....	.....	9,821	2,379	12,200
Articulatory development	8,800	14,159	5,768	.....	28,727	5,563	34,290
Social behavior	10,766	7,692	.....	.....	18,458	5,245	23,703
Better and poorer learners	16,618	11,873	.....	.....	28,491	8,118	36,609
Learning characteristics	15,865	21,903	.....	.....	37,768	8,967	46,735
Specialized methodology	39,537	46,874	21,597	.....	108,008	63,712	171,720
Attitudes of parents	21,750	23,750	11,500	2,055	59,055	22,305	81,360
University of Texas	5,175	16,680	16,680	4,176	42,711	18,200	60,911
University of Wisconsin:							
Conditions influencing insight	5,606	8,508	8,512	.....	22,626	7,931	30,557
Emotional reactions	2,702	7,848	7,850	.....	18,400	7,296	25,696
Learning arithmetic	13,685	18,308	18,313	.....	50,306	12,235	62,541
Motor characteristics	7,877	.....	.....	.....	7,877	1,786	9,663
Past research	6,765	.....	.....	.....	6,765	1,457	8,222
Perception of symbols	6,555	.....	.....	.....	6,555	12,001	18,556
Total, mentally retarded	**227,183**	**242,993**	**101,050**	**7,731**	**578,957**	**210,225**	**789,182**

[1] Total Federal money appropriated for this fiscal year is $1,020,190. Nearly two-thirds of it ($675,000) has been specifically earmarked for research on the education of mentally retarded children.

an automatic mechanical teaching device (15 months). Douglas Porter.

Office of Education

TYPES OF facilities provided in new elementary and secondary school buildings, total building costs, and total and proportional costs of furniture, equipment, instructional media, and supplies provided in these facilities (1 year). W. Edgar Martin.

****Puerto Rico, Department of Education**

BODY MEASUREMENTS of Puerto Rican Children (1½ years). Hilda Grana Oritz.

GENERAL ABILITY test for Puerto Rican students (1 year). Pablo Roca.

Southern Oregon College of Education

BLOCK TEACHING project, integrating humanities and social science (1 year). Arthur Kreisman.

University of Alaska

*PROGRAM OF education for Alaskan natives. William K. Keller.

University of Chicago

SOCIAL CLIMATES in high schools (1½ years). James S. Coleman.

University of Michigan

*LONGITUDINAL GROWTH and learning among elementary school children at Ferndale, Mich. Warren A. Ketcham.

TWO APPROACHES to the teaching of arithmetic at intermediate and/or junior high school levels: Standard materials and conventional methods *vs.* adding machines and special methods (1 year). H. Glenn Ludlow.

EDITOR'S NOTE: Several of the 37 fully recommended proposals not yet in contract form are rapidly moving toward that status. Subsequent issues of School Life *will report developments. Sometime after June 30, 1957, a report under separate cover will be published on the Office of Education's cooperative research program as it has operated during its first fiscal year.*

**At this writing, decision is being awaited from the General Counsel as to the eligibility for approval, under terms of P. L. 531, of projects proposed by agencies or institutions in outlying parts of USA.

negotiated on or before Dec. 31, 1956, between the Office educational institutions

FIELD AND INSTITUTION	FEDERAL FUNDS 1956–57[1]	1957–58[2]	1958–59[2]	1959–60[2]	Total	INSTITUTION'S FUNDS, TOTAL	TOTAL COST
Special Abilities							
Regis College (Massachusetts)	$4,370	$630	.....	.....	$5,000	$1,000	$6,000
Juvenile Delinquency							
Vanderbilt University	15,100	14,600	$16,800	$2,560	49,060	25,600	74,660
Retention of Students							
Indiana University	9,600	6,300	.....	.....	15,900	7,900	23,800
Southern State College (Arkansas)	10,500	16,000	3,000	.....	29,500	5,800	35,300
University of Texas	8,000	35,010	33,612	[3] 39,214	115,836	45,220	161,056
Staffing							
Indiana University	6,825	3,035	.....	.....	9,860	3,200	13,060
The Pennsylvania State University	2,250	10,775	6,190	1,785	21,000	17,000	38,000
Syracuse University:							
Career development	750	20,000	11,710	.....	32,460	8,500	40,960
Motivation, personality factors	13,080	8,720	.....	.....	21,800	7,780	29,580
University of Minnesota:							
Admissions interview	2,579	5,931	.....	.....	8,510	4,800	13,310
Choice of college teaching	2,369	5,526	.....	.....	7,895	2,200	10,095
Selective retention	5,917	11,835	14,793	.....	32,545	20,500	53,045
Population Mobility							
Western Michigan College	700	1,100	155	.....	1,955	1,955	3,910
Other							
University of Alaska	10,800	11,900	8,300	.....	31,000	14,400	45,400
University of Michigan	6,207	8,693	.....	.....	14,900	10,200	25,100
Total, other than mentally retarded	**99,047**	**160,055**	**94,560**	**[3] 43,559**	**397,221**	**176,055**	**573,276**
Grand total, all contracts	**326,230**	**403,048**	**195,610**	**[3] 51,290**	**976,178**	**386,280**	**1,362,458**

[2] Payment of Federal funds after 1956–57 is contingent upon Congress' appropriating funds for the purpose.

[3] Includes some funds for completing work in 1960–61.

Pupil Transportation

The Office publishes an up-to-date summary of responsibilities and services of State departments of education

PUPIL transportation has become a school service of major proportions almost wholly within the last 35 years. In 1925–26 about 1.1 million elementary and secondary pupils in the United States were transported to and from school at a cost of about $35.6 million. By 1954–55 the number of children had grown to 9.5 million and the estimated cost to more than $329 million.

Since school transportation is so different in many respects from most programs with which schools have had prior experience, a program of such magnitude has offered opportunity for much variation and experimentation—variation and experimentation in which State departments of education have become rather extensively involved.

Transportation is one of several aspects of administration now getting special attention from the Study Commission of the Council of Chief State School Officers with a view to making recommendations on what the Council believes to be the logical responsibilities and services of State departments of education.

Before undertaking the development of these recommendations on transportation, the Study Commission and the Council felt that it was necessary to have an up-to-date summary of what State departments of education are now doing in this field. At the request of the Council, the Office has undertaken to provide such a summary.

Pupil Transportation: Responsibilities and Services of State Departments of Education,[1] a summary of present activities of State departments of education in this field, has been prepared by E. Glenn Featherston, director, Administration of State and Local School Systems; and Robert F. Will, research assistant, State School Administration.

The report points out that although a specific reason for the first activities of State departments of education in pupil transportation would be difficult to find, most of those activities probably arose in connection with the administration of some law. In other cases, State departments began certain activities in transportation simply because they saw the need for them.

Similarly, it probably would be impossible in most States to set any specific year in which the department began to give transportation service. However, it is clear that the notable expansion both in staff and in activities was accelerated by the need for careful planning to insure minimum service during World War II. This impetus has never been lost, and the expansion has steadily increased. Pupil transportation has become big business.

Legal basis

The Featherston-Will study has found the legal bases for the present transportation activities of State departments of education, by and large, to be of three major types:

1. Specific authorization or mandate to do a specific job. For example, a State department may be directed specifically by law to set standards for school buses or to approve all school bus routes in the State.

2. Authority to allocate funds for approved transportation programs.

3. Authority that is general in nature but that may be applied to transportation. For example, the State department may be given certain responsibilities for setting up educational programs for handicapped children. One element of such a program probably is transportation, and under this general authorization the State department may set up standards to govern the conditions under which the handicapped children are to be transported.

Of course these categories of authority are not mutually exclusive. A State department may operate under all three.

Responsibilities and services

Present responsibilities and services of State departments vary widely both in character and extent. These the authors have summarized, for each State, in the first of the 13 tables that make up the bulk of the report; and in the last of the 13 they have made a similar summary for State agencies other than the State departments of education. These two tables of general information have been compiled from State laws and from transportation or administration manuals of State departments of education and other State agencies. Both tables have been checked by a representative of each State department of education.

Information on specific responsibilities and services of State departments, and on the amount of time spent on them by departmental personnel, was obtained from a questionnaire returned to the Office by all of the 48 State departments of education. This questionnaire had been developed in the Office, with assistance from a number of its staff members, and had been criticized by several State transportation specialists and revised before it was finally mailed to all State departments of education.

Since the responsibilities and services are stated in narrow terms, they are summarized by item for all of the 48 States, in tables 2 to 11. Information on the number of people spending

[1] Designated as Misc. No. 27, the 39-page report is for sale (35 cents) by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

time on transportation and the amount of time they spent is summarized, State by State, in table 12.

Placement of responsibilities

Since transportation is primarily a service and is only incidentally related to the education of the child, the question arises as to what agencies should be responsible for the service. There has been no widespread acceptance of any set of criteria that would be of value in deciding whether a specific activity in pupil transportation should be carried on by the State department of education, by some other agency of the State government, or by the local school unit.

For reasons given in *Pupil Transportation*, there has been no attempt in the study to do more in defining criteria than to point up certain considerations that have been revealed as entering into the determining of the work of State departments. However, the report concludes with the statement that both responsibilities and services will evolve in terms of State and local needs in pupil transportation.

WHAT BOOKS FOR TEEN-AGERS?

EVERY year hundreds of new books for teen-agers pour off the presses and make it harder for the English teacher, the librarian, the curriculum committee to keep abreast. None of these people have time to skim all the books; yet they must carry out extensive reading programs, select books with high appeal and literary quality, and know which ones are suitable for resource units.

For them, one answer: The reading lists. Dozens are available; and to guide the teacher to some of the best, the Office of Education offers its Circular No. 450, *Aids for Knowing Books for Teen-Agers*, prepared by Arno Jewett, specialist for language arts, and Esther V. Burrin, who at the time of writing was acting specialist for school and children's libraries. It can be had for the asking, from the Publications Inquiry Unit, Office of Education, Washington 25, D. C.

OE EXHIBITS

WHEN THE Office of Education sets up its exhibit at the annual convention of the American Association of School Administrators in Atlantic City, Feb. 15–20, it will be close to the halfway mark of its exhibits program for this fiscal year.

Since July 1, 1956, the Office has made seven presentations of this kind, displaying its publications, outlining its services, and telling facts about education in the United States. Occasions have been conventions of the National Education Association, Association of School Business Officials of the United States and Canada, National Society for Crippled Children and Adults, Iowa State Education Association, Adult Education Association of the USA, Public Relations Society of America, and American Vocational Association, Inc.

After Atlantic City, and before the year ends, it will make eight more, during conventions of—

National Association of Secondary School Principals, Washington, February 23–27;

NEA Department of Audio-Visual Instruction, Washington, March 3–6;

Association for Supervision and Curriculum Development, St. Louis, March 17–21;

NEA Department of Elementary School Principals, Cincinnati, March 24–27;

National Catholic Education Association, Milwaukee, April 23–26;

International Council for Exceptional Children, Pittsburgh, April 23–27;

American Library Association, Kansas City, June 23–29; and

National Education Association, Philadelphia, June 30–July 6.

Three additional conventions may expand the second half of the schedule, according to William H. Martin, visual information officer in charge; but at this writing their inclusion is not definitely decided.

WORLD HEALTH DAY

FOOD AND HEALTH is the theme that the United States and 87 other member nations of the World Health Organization will ponder together on April 7. For then is World Health Day, when WHO, one of the specialized agencies of the United Nations, will celebrate the ninth anniversary of its constitution. Cosponsor of the day this year is the Food and Agriculture Organization, another UN agency.

Both day and theme offer endless opportunities for teachers—not only in the facts of nutrition but in the geography of foods, in vocational guidance, and above all in international cooperation, especially as it works through WHO.

Federal Government is preparing for the day through a committee of representatives from the Departments of State, Agriculture, and Health, Education, and Welfare. It has kits of information ready; write to *School Life* for yours.

OFFICE OF EDUCATION PUBLICATIONS IN 1956

(For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

1956 Bulletins

1. Education in Mexico, 55¢.
2. Radio and Television Bibliography, 25¢.
3. Education in Taiwan (Formosa), 20¢.
4. Teachers of Children Who Are Partially Seeing, 30¢.
5. Federal Funds for Education, 1954–55 and 1955–56, 60¢.
6. Not yet issued.
7. School Property Insurance: Experiences at State Level, 25¢.
8. Teaching About the United Nations in United States Educational Institutions, 25¢.
9. Not yet issued.
10. Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1955, 35¢.
11. Extraclass Activities in Aviation, Photography, and Radio for Secondary School Pupils, 25¢.
12. A Directory of 3,300 16mm Film Libraries, 70¢.

Miscellany Bulletins

24. The State and Publicly Supported Libraries, 55¢.
25. Not yet issued.
26. State School Plant Services, 55¢.
27. Pupil Transportation Responsibilities and Services of State Departments of Education, 35¢.

Vocational Division Bulletins

258. Distributive Education for Adults: Selection and Training of Part-Time Instructors, 25¢.
259. Distributive Education for Adults: Guide for Part-Time Instructors, 15¢.
260. Distributive Education for Youth: Work-Experience Laboratories, 15¢.
261. Training for Quantity Food Preparation, 20¢.
262. Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers, 45¢.
263. Summaries of Studies in Agricultural Education, 35¢.

Biennial Survey of Education in the United States, 1952–54

Chapter 3. Statistics of City School Systems, 60¢.
Chapter 4. Section 1, Statistics of Higher Education: Faculty, Students, and Degrees, 45¢.
Chapter 5. Statistics of Special Education for Exceptional Children, 30¢.

Circulars

460. Opening (Fall) Enrollment in Higher Educational Institutions, 1955, 35¢.
461. Earned Degrees Conferred by Higher Educational Institutions, 1954–55, $1.
462. Selected References on School Finance, 35¢.
467. Fall 1955 Enrollment, Teachers, and Schoolhousing in Full-Time Public Elementary and Secondary Day Schools, 15¢.
468. Engineering Enrollments and Degrees, 1955, 30¢.
472. Current Expenditures per Pupil in Public School Systems: Large Cities, 1954–55, 30¢.
473. Current Expenditures per Pupil in Public School Systems: Small and Medium-Sized Cities, 1954–55, 30¢.
476. Course Offerings in Guidance and Student Personnel Work, Summer 1956 and Academic Year 1956–57, 55¢.
477. National Leadership Development Conference in Trade and Industrial Education, 60¢.

Pamphlets

117. Public Vocational Education Program, 15¢.
118. Offerings and Enrollments in Science and Mathematics in Public High Schools, 1956, 15¢.

Other Series

The Secondary School Plant: An Approach for Planning Functional Facilities, Spec. Pub. 5, 45¢.

Miscellaneous

Administration of Public Laws 874 and 815, 5th Annual Report of the Commissioner of Education, June 30, 1955, 65¢.

Education for National Survival: A Handbook on Civil Defense for Schools, 65¢.

Report of the Long-Range Planning Phase of the School Facilities Survey, 55¢.

U. S. GOVERNMENT PRINTING OFFICE: 1957

SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

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March 1957

It is necessary to know

It has now been widely recognized that to learn about the United Nations should be an essential part of civic education not only in the widest cultural sense but also, more formally, as part of the school curriculum of the growing generation.

Both the concept of a world forum to which the family of nations could turn for peace, justice, and order, as well as the institution embodying such a concept and giving it concrete shape and movement are important elements in our modern political thinking and in international political structure.

For a student of today, they constitute the very climate in which he is born. It is necessary for him to know the community in which he is maturing; for as a citizen he will receive stability from it and in turn will be required to serve it. for the common good.

In particular a student should find the United Nations an exhilarating study, for such an organization is founded on the noblest dreams and the highest aspirations of man to which youth can bring purity, vitality, and courage.

His teacher will welcome the mission, too. For in lending his own enthusiasm to the principles and the purposes of the United Nations he will find a new opportunity for giving his student will to peace, faith in justice, and pride in tolerance.

SECRETARY-GENERAL OF THE UNITED NATIONS

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . . Marion B. Folsom, *Secretary*

OFFICE OF EDUCATION

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Printing has been approved by the Bureau of the Budget (Aug. 16, 1955).

Educational news

EVENTS AND DEVELOPMENTS

of national significance

Encouragement from UNESCO

IN THESE days when education is being dealt heavy blows in many parts of the world, it is reassuring to know that UNESCO (United Nations Educational, Scientific and Cultural Organization) is working to make its program more effective, pruning out a number of its small projects so that its major ones may flourish more.

At its ninth general conference, held in New Delhi, India, from November 5 to December 5, UNESCO voted about half of a $2-million budget increase for 1957–58 to its three chief projects:

Extension of primary education in Latin America;

Scientific research on arid-land problems; and

Development of mutual appreciation and understanding between East and West.

It also increased by $90,000 the funds for a project that is basic to virtually any advance the Organization hopes to make—*preparing reading materials for new literates*—a project that is developing techniques usable in many languages and should eventually do much to raise literacy levels in all parts of the world.

Beginning Teacher

CONCERN over the problem of recruiting and keeping qualified teachers in our schools has led the Office of Education to begin a survey of beginning teachers, a survey that it plans to repeat every few years.

A national sample of school districts has supplied the Office with names and addresses of its new staff members, and to these a questionnaire is now going out. It seeks information about the economic status of these teachers, as well as information about such matters as their qualifications, their work load, and their satisfactions in their work. It will also explore the factors in that inevitable decision—whether to stay in teaching or to leave it.

Standards

ANOTHER step has been taken in the development of a basic manual on school-property accounting.

On January 14–15, twenty representatives of five national organizations (American Association of School Administrators, Association of School Business Officials of the United States and Canada, Council of Chief State School Officers, National Council of School House Construction, and National School Boards Association) and the Office of Education met to plan the contents of such a manual. When it is completed, the conferees say, it will establish for the entire Nation these basic standards for school-property accounting: (1) Definitions of terms and accounts, (2) definitions of units of measure, (3) procedures for determining values, and (4) ways of arriving at costs. For the first time in history the foundations will be laid for gathering from the four corners of the United States comparable information about school buildings, sites, and equipment.

Commissioner Derthick, speaking at an early session of the planning conference, emphasized the urgency of the matter under consideration: "The tremendous school-building program we have ahead of us sharpens the need for standards and definitions. The handbook you propose will serve two purposes. It will be a guide to all who are responsible for constructing and managing our schools, and it will be the basis for giving the people accurate information about the progress of their schoolhousing programs."

Now the staff of the Office of Education turns to the next step of the project—preparing a preliminary draft of the manual, in line with recommendations of the conference.

Opening Doors

HOW TO get the word across to young people in minority groups that more and better opportunities are opening for them in jobs calling for technical knowledge and skills, and then to stimulate them and other young people to prepare themselves for these jobs—that was what 200 leaders in education, business, and labor from 16 cities met to consider in Washington on February 4.

The conference was called by Vice President Nixon, who is chairman of the President's Committee on Government Contracts, a committee set up to work toward ending, in all work done under such contracts, discrimination because of race, religion, or

national origin. Cosponsoring the conference was the American Personnel and Guidance Association.

The very fact that the conference brought together representatives from institutions responsible for getting information to young people, training them, and directing them to employment; and then gave these representatives a day of intensive interchange of ideas with the people closest to the job opportunities, gives us high hope that the conference will have far-reaching effects, both for developing the rich potential of minority youth and for solving the problems of discrimination.

Fall Facts

DATA from State departments of Education for our public schools in the fall of 1956 add up to these totals:

- 31.5 million pupils were enrolled—22.2 million in elementary schools and 9.3 million in secondary.
- 2.3 million of these were in excess of the normal capacity of publicly owned school plants. They were being crowded in somehow, or housed in makeshift facilities; or they were being "accommodated" through half-day sessions.
- 159,000 more classrooms were needed—80,000 to take care of the enrollment in excess of normal capacity, and 79,000 to replace obsolete facilities still in use.
- 69,000 classrooms are scheduled for completion during this year—10 percent more than last year's record 61,868.
- 1.2 million teachers, full-time and part-time, were employed. Of these, 89,000 held substandard certificates.

These totals, together with some others, have grown out of the Office of Education's third annual collection of data on eight basic items for public schools in the State and Territories. Full report of the findings is now available in Office Circular No. 490, *Fall 1956 Statistics on Enrollment, Teachers, and Schoolhousing in Full-Time Public Elementary and Secondary Day Schools*, by Samuel Schloss and Carol Joy Hobson. Copies are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 15 cents each.

For the Record

THE STORY of how Americans in 1956 celebrated the 100th anniversary of the birth of Woodrow Wilson will be told to posterity. It will be told in a record that is now being compiled by the Woodrow Wilson Centennial Commission and in a collection of materials that will be placed in the Library of Congress as a permanent memorial to a great American.

The celebration was stimulated by a joint resolution of the Congress, and the Nation responded with enthusiasm and pride. Children put on programs; scholars wrote books; citizens from every State in the Union made pilgrimages to Wilson's birthplace. Groups representing every facet of American life took part. Even foreign countries joined to honor the year.

To make sure that each commemorative activity gets into the record, the Centennial Commission is appealing to participants for information. It wants these details: Date and place, what group arranged it, what it included, who took part, how many persons saw and heard it. It wants, too, copies of any 1956 or 1957 article, paper, address, sermon, or book on Wilson—or information on where such copies can be obtained. All *School Life* readers who have such information or materials are invited to send them directly to the Woodrow Wilson Centennial Celebration Commission, Department of Interior, Washington 25, D. C.

Loss

SCHOOL LIFE notes with sadness the passing of two distinguished educators who by their very association with the Office of Education enhanced its stature and worth.

PHILANDER PRIESTLEY CLAXTON, who was Commissioner of Education for the United States from 1911 to 1921, died on January 12 in Knoxville, Tenn., at the age of 94 years.

ALINA LINDEGREN, who for 25 years served the Office as an authority on European education systems, died on January 25. Her death resulted from a fall she suffered that day on her way to work, just a week before she was to have entered on her retirement.

Campaign against Polio

WHY ARE there so many young people in the United States who have not yet had even a single shot of the Salk vaccine? Latest reports say there are 63 million under 40 years—a startling number in the light of these facts—

- Persons under 40 are the ones most susceptible to poliomyelitis.
- The vaccine that would protect them is readily available.
- Even one shot in the series of three would give them a good deal of immunity. Experience thus far shows that the vaccine is 75 to 80 percent effective in one- or two-shot cases, and 90 percent effective for persons who have had all three shots.

Plainly, education is now the major weapon in the battle against polio. The Office of Education urges school officials and teachers to direct their most persuasive efforts toward this goal: Vaccination of all persons under 40 *now*. Especially do students, teachers, and all other school personnel need the protection afforded by vaccine; for their frequent and prolonged group contacts make them particularly vulnerable.

The national campaign against polio, of which this statement is a part, is spearheaded by the medical profession, public health authorities, and the National Foundation for Infantile Paralysis.

Status of American Education

MESSAGE FROM THE PRESIDENT TO THE CONGRESS

JANUARY 28, 1957

IN several previous messages to the Congress I have called attention to the status of American education—to accomplishments of the past and to certain problems which deeply involve the national interest and welfare.

Today more Americans are receiving a higher level of education than ever before. Progress has been made in building more and better schools and in providing more and better teachers. And yet problems in education still persist, and time has more clearly defined their scope and nature.

The educational task in this country is basically a State and local responsibility. Looking ahead, that task is unprecedented in its sheer magnitude. Elementary and secondary schools already are overflowing under the impact of the greatest enrollment increase in our history. The number of pupils in public schools has increased by 5½ million in the past 5 years, and will further increase by about 6 million in the next 5 years.

We have already reached an alltime peak in enrollment in colleges and universities. Yet, in the next 10 to 15 years the number of young people seeking higher education will double, perhaps even triple.

Increasing enrollments, however, by no means represent the whole problem. Advances in science and technology, the urgency and difficulty of our quest for stable world peace, the increasing complexity of social problems—all these factors compound our educational needs.

One fact is clear. For the States, localities, and public and private educational institutions to provide the teachers and buildings and equipment needed from kindergarten to college, to provide the quality and diversity of training needed for all our young people, will require of them in the next decade the greatest expansion of educational opportunity in our history. It is a challenge they must meet.

State and local responsibility in education nurtures freedom in education, and encourages a rich diversity of initiative and enterprise as well as actions best suited to local conditions. There are, however, certain underlying problems where States and communities, acting independently, cannot solve the full problem or solve it rapidly enough, and where Federal assistance is needed. But the Federal role should be merely to facilitate, never to control, education.

TEACHERS

Solutions to all the other problems in education will be empty achievements indeed if good teaching is not available. It is my earnest hope that the State and communities will continue and expand their efforts to strengthen the teaching profession.

Their efforts already have accomplished much. Progress has been made in reducing the teacher shortage. There are encouraging increases in the number of persons training to teach and the proportion of those so trained who enter the profession. Still, this year thousands of emergency teachers with substandard certificates had to be employed. Far more needs to be done in our various communities to enhance the status of the teacher—in salary, in community esteem and support—and thereby attract more people to the profession and, equally important, retain those who bear so well the trust of instructing our youth.

OFFICE OF EDUCATION

By providing statistics and analyses on trends in education, and by administering other services, the United States Office of Education performs a valuable role in helping public and private educational institutions better to perform their tasks.

A significant first step was taken last year toward strengthening the Office of Education. The appropriation for the Office was increased to implement a cooperative research program, and to expand statistical and professional advisory services and studies.

This year I am asking for increases in funds for these activities, because they hold such promise for real progress toward solving some of the basic and long-standing problems in education.

EDUCATION BEYOND THE HIGH SCHOOL

If the States, localities, and public and private educational institutions are successfully to meet, in the next decade, the increasing needs for education beyond the high school, their effort must begin now. The Federal Government, however, can take certain appropriate steps to encourage such action.

Already the Congress has enacted legislation for long-term loans by the Housing and Home Finance Agency to help colleges and universities expand their dormitory and other self-liquidating facilities.

Last year I appointed a Committee on Education Beyond the High School, composed of distinguished educational and lay leaders, to study and make recommendations in this field. The Committee's interim report of last November delineates issues that should have the most careful attention.

It pointed out that much more planning is needed at the State level to meet current and future needs in education beyond the high school. The Congress at the past session enacted Public Law 813, which authorized Federal funds to help the States establish State committees on education beyond the high school. The funds, however, were not appropriated. I recommend that the Congress now appropriate the full amount authorized under this legislation.

The State committees can do much to promote discussion, define problems, and develop recommendations. Their recommendations, however, must be supplemented by detailed plans to meet specific needs for expansion of physical facilities, enlargement of faculties, and other adjustments which may provide new or different institutions. Such detailed planning requires the coordinated effort of both public and private education in each State—and time, personnel, and funds.

I recommend that the Congress amend Public Law 813 so as to authorize grants to the States of $2.5 million a year for 3 years for these purposes.

FEDERAL AID FOR SCHOOL CONSTRUCTION

Of all the problems in education, one is most critical. In 1955, and again last year, I called attention to the critical shortage of classrooms in many communities across the country. The lack of physical facilities is a temporary emergency situation in which Federal assistance is appropriate. Unquestionably, a very considerable portion of the shortage is due to World War II restrictions on all types of civil construction, including schools. With Federal help the States and communities can provide the bricks and mortar for school buildings, and there will be no Federal interference with local control of education.

I again urge the Congress to act quickly upon this pressing problem.

Today there are enrolled in our public schools about 2¼ million children in excess of the normal capacity of the buildings in use. These children are forced to prepare for the future under the handicap of half-day sessions, makeshift facilities, grossly overcrowded conditions. Further, many classrooms which may not be overcrowded are too old or otherwise inadequate. They should be promptly replaced.

The need for Federal assistance in eliminating this shortage is not theory, but demonstrated fact. It cannot now be said, realistically, that the States and communities will meet the need. The classroom shortage has been apparent for a number of years, and the States and communities have notably increased their school-building efforts. Each year, for several years, they have set a new record in school construction. And yet, in the face of a vast expansion in enrollments each year, many areas are making inadequate progress in reducing the shortage accumulated over many past years. The rate of State and local construction is spotty, with noticeable lags in areas where needs are expanding most rapidly.

I propose, therefore, a comprehensive program of Federal assistance. The program is designed to accomplish in 4 years what last year's proposal would have done in 5, since 1 year has already been lost. I urge the Congress to authorize—

(1) Federal grants to the States for school construction, at the rate of $325 million a year for 4 years, a total of $1.3 billion.

(2) The authorization of $750 million over the 4-year period for Federal purchase of local school-construction bonds when school districts cannot market them at reasonable interest rates. These loan funds would be made available to the States on the basis of school-age population. the State educational agency would determine the priority of local school districts for Federal loans based on their relative need for financial aid in the construction of needed school facilities.

(3) Advances to help provide reserves for bonds issued by State school-financing agencies. This would facilitate the issuance of these bonds to finance schools which would be rented and eventually owned by local school districts.

(4) The expenditure of $20 million in matching grants to States for planning to strengthen State and local school-construction programs.

As I indicated in my message on the state of the Union, I hope that this school-construction legislation can be enacted on its own merits, uncomplicated by provisions dealing with the complex problems of integration.

Basic Principles

Certain basic principles must govern legislation on Federal grants for school construction, if they are to

continued on page 15

TEACHING INTERNATIONAL UNDERSTANDING

This statement on the philosophy and practices in our schools is underlined by this month's editorial, written for *School Life* by the Secretary-General of the United Nations.

THE CHILDREN who entered the first grade in our schools during that memorable autumn when the United Nations was born are seniors in high school now—close to the threshold of their maturity and the full status of their citizenship.

What they know about the UN, how ready they are to live in a world that daily calls for increments of international understanding in everyone—all this depends much on how well they have been taught for the past twelve years.

Something about the fact that they will be the first high-school graduates to have spent every one of their school years in a world that includes the United Nations gives us self-searching pause. In what ways have we gone about our task of constructing in their minds the defenses of peace? What have we found to be the best ways? What principles have we developed to guide us with the classes that will follow them?

Written in consultation with Office of Education Staff

HOWARD H. CUMMINGS
Specialist for social studies and geography, secondary schools

WILHELMINA HILL
Specialist for social studies, elementary schools

FREDRIKA TANDLER
Specialist for international educational relations

The principles are basic

As for the principles, we discover that we cannot claim them as new: they have long been basic to good teaching in every subject:

▸ We have known that we cannot afford to be haphazard, drifting aimlessly from one occasional, casual lesson to another. We have therefore set up broad aims to give our teaching focus and to make our emphasis sound. We have phrased these aims variously, but beneath the different words we have all said pretty much the same thing—

1. Give each child some understanding of the other peoples in the world, and some appreciation of their cultures.

2. Help him develop a clear concept of the United Nations as an international body working for justice and peace.

3. By a study of the specialized agencies of the United Nations, foster his awareness of the interdependence of all countries and a feeling of every man's responsibility for his brother's welfare.

We have known that before we can understand others we must first understand ourselves, and that only as we feel securely rooted in our own culture can we turn easily to people of other cultures and blithely accept them. Thus much of our early teaching of international understanding has been foundational—about our local communities, the dignity of labor, the rights and contributions of individuals, the obligations of citizens, the heritage of Americans. We have considered no child too young to learn the lessons of cooperation that await him in his personal environment.

▸ We have known that learning about the UN is basically a growth process, a developing of attitudes—the sort of learning that can't begin too early, the sort that should never end. For that reason we have conceived of education for international understanding as an uninterrupted spiral, beginning with the everyday child-with-child and child-with-teacher relationships in the nursery school and, as the years pass, steadily rising and swelling, moving from the known to the unknown, from the near to the far, from the local to the international, from the concrete to the abstract—until the young person has acquired sound understanding of that highly complex matter: The social, economic, and political interrelationships of the world.

▸ We have known, too, that friendliness and appreciation are not the only sides to international understanding—that it has its sterner side, named *judgment*. In order to make our children's approach to others a sturdy thing, based on the evaluating mind as well as on the sympathizing heart, we have faced up in our classrooms to disturbing facts: That the UN has often been less than successful and that not all the will in the world is good will. And for these facts we have tried to help our pupils to discover the true reasons, so that, when they are grown, they will be equipped to deal with the forces that raise barriers between men.

▸ And we have known how strangely powerful is the influence of the teacher. For that reason we have striven to keep our ideals high, our minds open and curious, our approaches objective, our judgment fair and well-considered. We have tried to remember that even in the slightest ways—by a word, a gesture, a smile—we can tip the balance in favor of peace.

The means are many

Against this background of aim and conviction we have worked to find the best means of accomplishing our

goals. Our methods have varied from teacher to teacher, school to school, State to State. Some of our efforts have succeeded exceptionally well, and we have passed the word along. The UN, together with UNESCO and other of the specialized agencies, has encouraged us and supplied us with teaching materials of many kinds; so have our own Government agencies, and the scores of private organizations in this country that are aiding in the work of interpreting the UN to the people.

As a result of the concerted effort that has gone on to develop methods and materials for effectively teaching international understanding, we are now in a much better position to do a good job than we were a dozen years ago, although elementary school teachers are still handicapped by a lack of materials appropriate to the interests and understanding of their pupils. And because we ourselves have gradually grown more perceptive to what international cooperation really means, we are more alert to the opportunities for teaching it that daily present themselves in countless and sometimes unexpected ways.

As part of the curriculum . . .

Most of those opportunities come to us right in the classroom, in the various subject areas of the curriculum.

We go at it gradually, however. In the primary grades, direct formal teaching of the UN would be just as inappropriate as an effort to force the children into consciousness of specific intergroup problems.

Enough, in the nursery school, if the children happily sail their toy boats across tiny oceans and along the shores of miniature continents, receiving thus their first faint intimations of the world beyond themselves.

Enough, in the kindergarten, if through songs and games and stories they learn something of how children in other countries sing, play, and live. For even such small experiences will make them know that they have much in common with children everywhere, a knowledge that as long as they live will help to make them receptive to the thoughts of other people.

But on the whole the teaching of world understanding begins earlier in the elementary school nowadays than it used to. Children are more prepared for it, for they live in a world that has suddenly become more accessible. Many have parents who have worked abroad, and some children have even lived abroad themselves. Visitors from other countries come often to their homes and communities. Television brings the world—and the UN—right before their eyes.

Third-graders studying community life now look beyond Hometown, USA—only in a general sense, it's true, but in a sense that begins to make them aware of the overwhelming economic interdependence of peoples. When they have a unit on foods, for instance, they brush against facts that carry their minds far away, to the world's rice bowl, to coffee orchards in Brazil, banana plantations in Ecuador. This is casual knowledge; they will not be tested on it. But not for a moment is it pointless: it is part of the upward, outward direction of a spiral of growing experience and understanding.

In the third grade, too, many children begin to get some introduction to foreign languages. It's always conversational, usually brief—"hello" and "goodbye" and "thank you"—but it's enough to make them feel a little closer to others.

Fourth-graders, studying type lands and type peoples, begin to realize that peoples must fit their ways of living to their land and to their climate. Here, at the same time that they are taught the logic lying behind the differences between themselves and people who live, for example, in hot rainy lands, they learn also to see the similarities between them. For it is the similarities between us and others that bind us together; and in the classroom there is no room for irresponsible emphasis on foreign oddities, unless they have an intrinsic loveliness that charms and attracts.

Fifth-graders, who begin to go systematically into American geography and history, move much closer to an understanding of the UN as an entity. Pausing in New York as part of their study of the "Changing Northeast," they see the UN headquarters towering above East River in Manhattan. Fresh as they are from learning that people of many backgrounds have enriched this country, and that shorter routes and faster transportation have opened wide the world, they are more than ready to take in the concept of a center where nations meet to work together.

Sixth-graders look farther beyond our borders. In several States they concentrate on the Latin American countries, where they find stimulating parallels to our own country—parallels in national heroes, in struggles for independence, in ways of life. Latin America also offers children some opportunities to see the specialized agencies of the UN at work—UNESCO in a literacy program, WHO in the campaign against malaria, FAO in the effort to produce more food. And in the milk-distribution programs of several countries they come across UNICEF, which appeals especially to children and is itself an opportunity for them to share personally in the work of the UN. For sixth

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Helen K. Mackintos

graders who study instead the peoples and lands of the Eastern Hemisphere, the same avenues open.

Thus we see the spiral of learning constantly widening. By the time the American child has reached the seventh grade he already feels himself part of the world, though perhaps he cannot yet say exactly why he feels so. About this matter he gradually becomes more conscious and articulate in the next four years, as he turns his mind to further study of the histories of Europe, Asia, and America, and world geography. During that time his awareness of his world heritage sharpens, and he sees how even today it influences every phase of his life.

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By now the student is able to think in more abstract terms. More or less, he can organize the concrete experiences of his earlier years into the broad general insights that he needs for comprehending an idea as complex as "United Nations." He is at last ready for the studies available to him in his junior and senior years, where he sees his country growing ever more of a leader in world affairs and himself becoming correspondingly responsible as a citizen. He learns to think about such complicated problems as the uses of atomic energy and ways of keeping the peace. And with the feeling of personal responsibility in group ventures that has been fostered in him all through his school years, he now finds it impossible to approach these studies as mere academic exercises.

. . . in every subject

But though we naturally have looked first to the social studies as vehicles for teaching international understanding, we have not confined ourselves to them. So permeating is the influence of the UN and the specialized agencies, which together reach out to touch every aspect of human endeavor, that we cannot imagine a subject that cannot be used to contribute something to sound international concepts.

Courses in literature, foreign languages, and science—courses in music and art—courses in homemaking and agriculture: just to name them calls possibilities to our minds, possibilities already utilized in many schools across the country.

But no matter what the origin of the teaching and learning processes, they lead to classroom activities of many kinds, most of them appropriate at every level, varying only in degree of complexity: Reporting and discussing current events, writing and acting plays and pageants, taking field trips, listening to radio and TV programs, looking at slides and films, holding exhibits, making scrapbooks and stamp collections, writing to pen pals.

One activity that senior high school students are finding meaningful and stimulating is participation in a model international assembly—a model Security Council, perhaps, or a Trusteeship Council—in which each participating school represents the nation of its choice. Not only do these sessions arouse the students' interest in the organization of the UN and impart a better knowledge of its work, but they give the students also an insight into the cultures of the peoples they "represent."

One word of caution: Without careful advance preparation, a model meeting can be worse than no meeting at all. But this is not a drawback. The period of preparation has real educational value in itself, particularly since it calls for much cooperation within the school. Teachers of history, geography, languages, government, and current events are drawn into it; librarians cooperate; and even families of the students catch the spirit of the thing.

Outside the curriculum

Outside the curriculum we have found scores of other opportunities for giving children and young people rewarding experiences in international thinking and communication.

We have welcomed the special international days, which afford the school a chance to join hands with the community in observance: United Nations Day, on October 24; Human Rights Day, December 10; World Health Day, April 7; Pan American Day, April 14.

We have taken advantage of the special projects provided by various organizations as means of awakening sympathetic and friendly feelings toward others: The Bookshelf Project sponsored by CARE; Magazines for Friendship; UNESCO's Gift Coupon Plan; UNICEF's Christmas cards and its wholesome variation of tricks-or-treats on Hallowe'en; the international art exchange of the Junior Red Cross.

For the future

In many ways we feel that in the past 12 years we have come far in our knowledge of how to teach international understanding. At the same time that we have learned much from each other, we have also learned from concurrent efforts in the schools of other countries, and for that we are grateful.

But we look eagerly forward to a wiser future. We are heartened to know that the UN is itself renewing efforts to find better ways of teaching and better materials; and in these efforts we now join, together with teachers in many other parts of the world.

19 NEW RESEARCH CONTRACTS

OF THE 83 projects that have been recommended for support under the Office of Education's cooperative research program, 55 had been signed into contract by mid-February, the time of this writing. For most of the others, negotiations were under way.

Last month *School Life* reported details of the first 36 contracts: now it reports, in the table below, on the 19 that were signed between January 1 and February 15. For titles of the projects, the reader is referred to February's *School Life*.

Federal funds to be spent for educational research under 19 contracts negotiated between the Office of Education and various educational agencies and institutions during January 1–February 15, 1957, together with totals for 36 contracts signed before January 1

FIELD, INSTITUTION, AND NAME OF DIRECTOR	FEDERAL FUNDS				
	1956–57 [1]	1957–58 [2]	1958–59 [2]	1959–60 [2]	Total
Mentally Retarded					
Columbia University:					
Maurice H. Fouracre, Irving Lorge, Frances Connor	$58,182	$109,863	$119,043	[3]$313,364	$600,452
Irving Lorge	40,000	.....	.....	.....	40,000
George Peabody College: *Margaret Hudson*	7,261	19,861	4,205	.....	31,327
Iowa State Department of Public Instruction: *James B. Stroud, Lloyd L. Smith, Drexel Lange*	11,730	60,605	60,605	.....	132,940
Kansas State Department of Public Instruction: *Marguerite Thorsell*	4,611	6,867	6,867	3,105	21,450
Nebraska State Department of Education: *William R. Carriker*	4,650	.....	.....	.....	4,650
University of North Carolina: *Thelma Gwinn Thurstone*	24,096	52,624	52,624	.....	129,344
University of Texas: *William G. Wolfe*	5,000	14,000	14,000	4,565	37,565
Wayne State University: *John J. Lee, Thorlief G. Hegge, Paul H. Voelker*	15,239	52,943	18,736	.....	86,918
Special Abilities					
University of Chicago: *J. W. Getzels* and *P. W. Jackson*	7,763	20,930	21,965	.....	50,658
University of Michigan: *Alvin Zander*	6,900	3,450	.....	.....	10,350
Juvenile Delinquency					
Syracuse University:					
Nathan Goldman	8,917	21,402	12,485	.....	42,804
George G. Stern	8,060	19,025	10,968	.....	38,053
Retention of Students					
Iowa State Department of Public Instruction: *L. A. Van Dyke and K. B. Hoyt*	6,900	9,200	.....	.....	16,100
Office of Education: *E. V. Hollis*	38,750	43,750	.....	.....	82,500
Staffing					
Syracuse University: *George G. Stern*	7,513	10,519	.....	.....	18,032
School Construction					
Office of Education: *W. Edgar Martin*	22,500	.....	.....	.....	22,500
Other					
New York State Education Department: *Donald H. Ross*	117,000	.....	.....	.....	117,000
University of Chicago: *James S. Coleman*	7,500	15,812	8,313	.....	31,625
Total, 19 projects listed above	**402,572**	**460,851**	**329,811**	**[3] 321,034**	**1,514,268**
Total, 36 projects signed before Jan. 1	**326,230**	**403,048**	**195,610**	**[3] 51,290**	**976,178**
Grand total, 55 projects	**728,802**	**863,899**	**525,421**	**[3] 372,324**	**[4] 2,490,446**

[1] Total Federal money appropriated for this fiscal year is $1,020,190. Nearly two-thirds of it ($675,000) has been specifically earmarked for research on education of mentally retarded children. In the 55 contracts signed by mid-February, $397,952 had been committed for the mentally retarded; $330,850, for other fields.

[2] Payment of Federal funds after 1956–57 is contingent upon Congress' appropriating funds for the purpose.

[3] Includes funds for 1960–61 and 1961–62.

[4] Total to be contributed by institutions and agencies under the 55 contracts is $892,371, making a grand total of $3,382,817.

Role of the Special Teacher

Specialists in art, music, and physical education explore the subject with classroom teachers, supervisors, and school administrators

WHEN a special teacher comes into a classroom to teach a lesson in art, music, or physical education, his or her arrival is not a signal to the classroom teacher to leave the room and take a little rest. Rather, it is a signal for the two teachers to continue a partnership of effort that began when they planned the lesson together—a partnership that will continue into tomorrow and next week and the rest of the school year, as they work together to make experiences meaningful in the lives of children.

Partnership of effort between the special teacher and the classroom teacher—this idea ran like a persistent thread through the discussions at a conference held in the Office of Education during January 16–18. It was expressed not only by special teachers themselves and classroom teachers, but by supervisors and school administrators, too; for all were represented at the sessions, which explored the role of special teachers of art, music, and physical education in the elementary schools.*

The conferees choose

The committee that planned the conference, feeling unable to anticipate which questions the visitors would prefer to discuss, and wishing to build a program that was flexible, named a panel to conduct an exploratory discussion at the first session of the conference. Out of this discussion came the four basic questions on which the ensuing sessions centered:

What are our common goals?

What are the relations of the special teacher, the classroom teacher, and the supervisor to each other?

What seem to be the current trends and practices?

How can we have good cooperative planning?

To explore ideas, the conference broke up into small discussion groups, usually into groups that were cross sections of the conference, but also into groups made up of specialists in each area. What these groups thought and what they recommended became matters for consideration at the general sessions.

Points of agreement

Consensus was especially strong on many points. Among them, these—

Children need the services of specialists in music, art, and physical education.

Classroom teachers present were emphatic about this. They felt that the special teacher had ways of enriching the curriculum and helping the child develop that they themselves were not equipped to provide without help; and they mentioned, as evidence of similar feeling among parents and school administrators, the fact that a number of schools which once discontinued use of special teachers are now employing special teachers again.

Aims of the special teacher are essentially the same as the general aims of education.

Some of the conferees felt that one of the brightest benefits accruing from the conference was the assurance that special teachers in all fields have the same broad aims. "Until I came," said one, "I didn't know that physical education teachers knew so much about children." Thus he added edge to yet another thought—that a good deal of understanding between groups can go begging simply because they do not communicate enough with each other.

The specialist must put the child first, the subject second.

Participants conceded that the specialist's deep interest in his own field is both natural and desirable. But the specialists themselves were the first to insist that they must submerge their feeling for their fields in a respect for the developing child.

Special teachers in the elementary schools should serve all grades.

Conferees disapproved of confining the services of special teachers to the upper grades. Primary grades, too, they said, need enrichment of their curriculum, and for some reasons need it particularly.

Each school has to work out its own best way of using the special teacher.

No one pattern of work for the special teacher has shown itself to be better than others. After all, the conferees said, local circumstances alter cases—the local philosophy of education, for one thing—the ratio of special teachers to classroom teachers—the teacher turnover—the type of curriculum. Only one answer to all the variables comes clear: Cooperative planning by the special teacher, the classroom teacher, the supervisor, and the administrator; together they can arrive at the plan most effective for their school.

The role of the special teacher is complex.

The special teacher has responsibility to consult and cooperate with other members of the staff, to teach when necessary, and to help interpret the school and its program to the community.

Inservice education is essential and should be a continuous process.

In discussing inservice education, the conferees spoke mostly of the

*The conference was held under the sponsorship of the Elementary Schools Section, Office of Education. Cochairmen were Ralph G. Beelke, specialist for art education, and Elsa Schneider, specialist for health, physical education, recreation, and safety.

classroom teacher as the recipient, though they implied that such training was equally needed by the special teacher, who, as one group put it, "not only must know his own field well but must also know children, be interested in the experiences of the child throughout the whole day, and know how to work effectively with other teachers."

The classroom teacher, most of the conferees said, is the one to see that the child gets maximum benefits from the help specialists can give. For that reason, the classroom teacher must understand the goals and techniques and programs of special teachers, observe them at work with her class, and use all available resources to assure the child rich experiences in art, music, and physical education. Workshops, scheduled on school time whenever possible and held at regular intervals, were recommended as one of the most effective ways of helping classroom teachers to improve their own skills in these areas and to understand how services of specialists can supplement their own work, thus improving the teaching of both.

No day should pass in any class without some emphasis on art, music, and physical education.

No attempt was made to say how much school time should be spent on each of the three special areas. But until such time as some agreement could be reached on the question, the conferees said, they would be content to rely on the sense of responsibility in the teacher, *provided* the importance of these areas to the child was well established in her consciousness. *If* it were so established, they thought, children would receive daily experiences in these areas.

The rounding up

As the conference drew to a close, the participants began a concerted and earnest effort to compose a statement that for them would summarize the place of the special teacher in the elementary school.

It proved not easy to do. The making of the first draft drew out some differences of philosophy, chiefly over the question as to *who*—the classroom teacher or the special teacher?—was basically responsible for success of the teaching in special areas. Both were championed in the warmly exciting session that ensued; and, at the end of it, all the differences of opinion were entrusted to a special committee to consider in preparing a second draft.

The statement that was finally accepted was not without dissenters. Some wanted it to take a stronger position for the place of the classroom teacher, who, they said, was first and last responsible for the effectiveness of the teaching in her class. A few wanted it to hold the special teachers responsible for the effectiveness of their own programs. But for the large majority of conferees, it expressed what they thought:

Art, music, and physical education are essential to the education of children. Experiences in these areas are best provided with the classroom teacher and the specialist working cooperatively, each making his unique contribution. Specialists in these areas provide direction to and enrichment for these experiences. Through such services as cooperative planning, working with children, participating in inservice education activities and interpreting the contributions which can be made by these areas, the specialist promotes a better understanding, develops individual potentialities, and encourages a greater use of art, music, and physical education.

DON'T ASK

To all our readers who are about to sit down and write to New York University for one of its *Career Service* pamphlets: Read this notice first.

The *Career Service* pamphlets have long been out of print, and no copies are available. The University has appealed to the Office of Education to help stem the flood of requests it has been receiving lately for those pamphlets; and we are glad to comply, for in a way we feel responsible. Ten years ago we mentioned those pamphlets in a publication of our own, *Guide to Occupational Choice and Training*, which, being yet for sale by the Government Printing Office, continues to move about the country, encouraging people to ask NYU for something it no longer has.

Thus you are advised: *Please don't ask.*

Some recommendations

Looking to what could be done in the future to improve teaching in the three areas under consideration, the conferees made a few recommendations:

1. That State and national organizations be encouraged to set up study groups to explore further how specialists in music, art, and physical education can work to insure the best education for children.

2. That teacher educators—deans of schools of education, professors of education, directors of elementary education, State supervisors, State commissioners, and public-school administrators—hold a national conference to consider how they might better prepare both the classroom teacher and the special teacher for their cooperative venture. (So strongly did the conferees feel that many of their problems could be solved through better teacher education that they put this particular recommendation in the form of a resolution.)

3. That research be encouraged in a number of aspects of the three areas of special education. For instance, more facts are needed to determine such matters as how much of the school day should be devoted to music, art, physical education, and other special areas; what is the comparative effectiveness of various consultant-to-teacher ratios; and what are the comparative advantages of the self-contained classroom and the use of special teachers.

Letters that have come back to Washington since the conference are heartening to the Office of Education staff. Several of the participants have written that they were "stimulated enough" to want similar conferences in their own States; and for such conferences, both State and local, a number are already making definite plans.

SERVICES WANTED

National organizations look to the Office of Education

THIS IS THE SECOND of two reports on a questionnaire sent out by the Office of Education last fall to the 283 national organizations that the year before were represented at the White House Conference on Education. The first report, published in February's *School Life*, concentrated on the replies to these questions: (1) What is the current program of your organization for each of the six problems discussed at the Conference? (2) Did the Conference stimulate any of your activities? Now these pages focus on replies to the last part of the questionnaire: In what ways can the Office of Education help you to work toward the goals set up by the Conference, or to carry out your general education program?

WHEN the national organizations concerned about education describe the kinds of services they want from the Office of Education, they reflect their several different interests: The arts; social studies; scouting; the education of teachers, scientists, engineers, or just plain adults; school building needs and costs; gifted and handicapped children; scholarships; school-district reorganization; school health services; religious education; community centers; prevention of blindness; and a dozen others. At the same time, however, they show exceptional unanimity in their requests, probably because their specific interests have grown out of their devotion to education generally.

1

Collect and report official school statistics on a more up-to-date basis

Almost with one voice the organizations call for statistics, promptly published. Thus they echo in part the basic purpose of the Office, as the Congress spoke it 90 years ago this month, when it established a Federal "department of education."*

Stating that the facts gathered in the national school-facilities survey in the early 1950's are already out of date, they ask for fresh figures on school-construction needs. They specify, too, their wish for the latest data on school-construction costs and spending throughout the country, on school-district reorganization, on rural education, on enrollment trends at all levels. They remind the Office of the usefulness of the financial data prepared for the White House Conference and request that at least some of that information be kept constantly up to date.

Organizations with a special interest in higher education, many of whom call the Office's statistical services in their area "almost indispensable," urge that these services be given more promptly in the future. They set high goals, asking the Office to maintain "the Nation's best possible unified set of statistics on higher education." They ask particularly for statistical information projecting the future demand for college admissions and scholarships; and for facts about college students enrolling in the sciences—facts similar to those the Office regularly collects and publishes about engineering students.

In general, most of the organizations say that the American public is trying to approach its major educational problems without adequate data; and they turn to the Office with this broad request: "Publish and distribute to the widest audience, current statistical information on education from the nursery school through adult-education levels." A few point out that many conflicting statistical reports are circulating on many subjects, and that the people of the United States need an authoritative source of information to which they can turn with confidence. Current and accurate reports from the Office, they say, will "pave the way for cooperation of all groups toward sucessful solution of our problem."

According to some organizations, however, the data alone are not enough. They want also a service that coordinates data with data, that analyzes and interprets, that "helps us to see and understand the dimensions of the problems."

2

Give us the benefit of your position as a "conning tower" for all education in the United States and tell us what you see

"Keep us continually informed of what is going on and what others are doing," is a request that occurs among the replies almost as persistently as the request for statistical data; and, in making it, the organizations are just as specific. "Feed us information about these matters," they say—

Current issues in education at the Federal level

Concerns that educators and laymen feel over efficient and economical organization of schools

New laws, both State and Federal, that affect our educational programs

Efforts of public schools to develop moral and spiritual values

Activities and programs of other national organizations to promote education

Kinds of questionnaires used for collecting data in research projects

Grass-roots thinking about needs and problems in teaching language arts

*". . . 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." 39th Cong., 2d sess., March 2, 1867.

Constructive cooperation between schools and voluntary agencies

Activities such as institutes, conferences, and workshops that stress education for good group relations

3

Extend research into critical areas to define more clearly the current school conditions

One organization prefaces its request for research by speaking of "the unknowns we now face in the realms of schoolhousing, teacher training and certification, scholarships, adult education—to mention only a few," and expressing its conviction that within these unknowns lie buried many clues that business organizations—the American people, in fact—would find invaluable in developing their educational programs. For that reason, it says, promoting and carrying out research would be one of the greatest contributions the Office could make.

Many of the organizations specify areas in which they want the Office to stimulate, support, or carry out research. Among them, these—

Curriculum and administration for retarded children

Neglected areas in schools where children attend on a part-time schedule

Effect of class size on teaching techniques

Followup for children on the move from school to school

4

Participate in our conferences and share in our planning and programs

The call for consultative services from Office specialists is sounded in a large number of the replies. "Assistance from the Office should be a mutual sharing and planning," says one organization. "We consider this to be a necessary function between government and private organizations."

Particularly frequent are requests that the Office staff participate in the educational conferences sponsored by the various organizations. Many organizations cite benefits they have received from such participation in the past and ask to have it increased in the future; a few say that such participation has not always been available and that on occasion they have had to turn elsewhere for consultation.

They also want the Office to be represented on certain of their committees, to take part in their activities, to help them in their planning, their workshops, their projects. Such sharing, they feel, not only would enrich their own programs but would develop mutual understanding of the goals shared by the schools and the organizations.

Now and then we find these requests for cooperative planning being phrased in the opposite way, too: For example, the Office is asked to continue to consult the organizations, "in order to obtain their support and cooperation for its own various projects"; and to invite representatives of the various organizations to its own conferences and workshops.

5

Provide us with materials that we can use to stimulate public interest and to develop our own educational programs

"Give us the facts in layman's language," is the underlying theme of a great many requests for educational materials—particularly in requests for information about current research programs and school legislation.

Simple discussion guides are wanted, with factual material put up in attractive, easy-to-use charts and pictures; and up-to-the-minute flyers which point up educational needs that citizens can work on.

Specifically requested are materials "that will sharpen the function of public education in terms of the human beings involved." Also mentioned are bibliographies, resource materials of all kinds and directories of resource materials, discussion guides, and monographs or books on such subjects as "The Arts in General Education in the United States."

6

Give us leadership

It is a little difficult to separate this particular request from the foregoing ones, for it is closely interwoven with each of them.

Thus, the Office is asked not only to provide statistical data, but to take the leadership in improving practices of reporting educational statistics. The breakdown of student enrollments into full-time and part-time, in *Statistics of Higher Education*, is cited as an example of how helpful the Office can be in this area.

It is asked not only to disseminate information about what others are doing to solve educational problems, but to point out the problems in the first place, and itself to suggest solutions.

And it is asked not only to carry out research but to direct others to places where research is most needed. It is asked to hold conferences among research educators on critical areas of education and to publish findings. It is asked to coordinate information about research projects across the country and to discourage unnecessary duplication.

Other replies call for the Office's taking the lead in stimulating a national conference on adult education, suggesting specific projects for action within the social welfare field, advising with school architects and their associations to assure the development of adequate school facilities, encouraging more general community use of public school buildings, and sponsoring regional and State meetings on a number of educational problems.

7

Continue the good work

Almost throughout, the replies are generously warmed with appreciative references to services the organizations have received from the Office in the past. More than any other word, *continue* occurs—a gratifying word to a professional staff that has long spent its knowledge and experience in service to education.

It is interesting to note that the most enthusiastic praise of Office services comes from those organizations that have worked closely with individual members of the Office staff. These organizations, in describing the services they want continued, usually identify them with the staff members who provide them. Their answers are dramatic evidence that Office specialists are strong links between education and the public—sources of information that sustains citizen interest. Again and again the organizations refer to "valuable assistance" from individual staff members, on such matters as education of exceptional children, adult education, education in social studies, in fine arts. They speak of "excellent cooperation" from specialists in school finance and housing, and from those who have supplied statistics and other information on training science and mathematics teachers. They commend the services of the Guidance and Student Personnel Section. They ask specialists in State and local school administration for further studies of State organization of education, further research into problems and programs of school-district reorganization.

Also asked for is a continuation of the *Education Fact Sheet*, which is unanimously praised for its factual and objective treatment of developments that move education closer to the goals set up by the White House Conference; and of *School Life*, which presents a picture of education at the Federal level and announces Office studies and publications.

"Continue to give us moral support," the organizations say. "Continue to participate in our conferences, help us with our research, and write articles for our magazines. Continue to make studies and carry out research, and to provide us with statistics and other information. Continue to supply us with your reports and publications. Continue to call conferences to consider the problems in elementary education, and to invite us to send representatives. In short, continue your good work."

The President's Message

Continued from page 6

serve the cause of education most effectively.

First, the program must be recognized as an emergency measure designed to assist and encourage the States and communities in catching up with their needs. Once the accumulated shortage is overcome, if State and local autonomy in education is to be maintained, the States and communities must meet their future needs with their own resources and the Federal grant program must terminate. The States and communities already are building schools at a rate which clearly shows their ability to do this.

Second, Federal aid must not infringe upon the American precept that responsibility for control of education rests with the States and communities. School-construction legislation should state this policy in no uncertain terms.

Third, Federal aid should stimulate greater State and local efforts for school construction. Many States now make no contribution to school construction, and in some States which do contribute the amount is relatively small. Further, to increase total funds for school construction, Federal grants should be matched by State-appropriated funds after the first year of the program.

Fourth, the allocation of Federal funds among the States should take into account school-age population, relative financial ability to meet school needs, and the total effort within the States to provide funds for public schools. An allocation system based solely on school-age population would tend to concentrate Federal aid in wealthy States most able to provide for their own needs. An allocation system which provides more assistance to States with the greatest financial need will help reduce the shortage more quickly and more effectively.

Fifth, in distributing grants under this program within each State, priority should be given to local districts with the greatest need for school facilities and the least local financial ability to meet the need.

* * *

In a nation which holds sacred the dignity and worth of the individual, education is first and foremost an instrument for serving the aspirations of each person. It is not only the means for earning a living, but for enlarging life—for maintaining and improving liberty of the mind, for exercising both the rights and obligations of freedom, for understanding the world in which we live.

Collectively, the educational equipment of the whole population contributes to our national character—our freedom as a nation, our national security, our expanding economy, our cultural attainments, our unremitting efforts for a durable peace.

The policies I have recommended in education are designed to further these ends.

PAN AMERICAN DAY
April 14

The Pan American story is a continued story of cooperation that began 67 years ago; and on each April 14 we proudly review another installment.

To help schools mark the day the Pan American Union has prepared a packet of materials. It is free. Write to the Union, Washington, D. C.

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NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE IN TRADE AND INDUSTRIAL EDUCATION: CONFERENCE REPORT, JULY 30 TO AUGUST 10, 1956. 85 p. (Cir. No. 492.)

REFERENCES ON FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL, prepared by *Marjorie C. Johnston*. January 1957. 11 p. (Cir. No. 495.)

REPORTING PUPIL PROGRESS TO PARENTS, prepared by *Hazel Gabbard* and *Gertrude M. Lewis*. December 1956. 23 p. (Ed. Brief No. 34.)

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VETERINARY MEDICINE, by *Royce E. Brewster*. January 1957. 3 p. (Guidelines.)

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SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

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April 1957

A Common Ground

AS CHAIRMAN of the President's Committee on Education Beyond the High School I have had an excellent opportunity to observe the many currents of thought which are now flowing through the whole aggregate of education.

It is good there are so many different views and attitudes. It would be a bad day for the nation if we all thought alike about our educational opportunities, objectives, and procedures. There are, however, common denominators that stand out amid the large total of ideas. They form a common ground upon which we can stand.

Without attempting to name them all, for there are many, let me put down a few that seem to me to be fundamental:

1. As our society becomes more complicated, we have more need for training and education so that we may fit into the community, contribute to its progress, and enjoy the product of its ingenuity.

2. Every individual, regardless of race, creed, color, or national origin, should have the opportunity for his or her optimum cultural development.

3. There are many ways, formal and informal, to acquire learning. A diploma, certificate, or degree "is but the guinea's stamp." The educational process need not follow a fixed time schedule. It continues from birth to death.

4. There must be recognition of both quality and quantity—the one provides the direction and the other determines the rate of our development. Therefore there must be ample variety and accessibility.

5. Teaching is one of the most honorable of all professions and the least rewarded. The requirements of the future cannot be filled unless we make the conditions more attractive. We must improve the salaries and lighten the burdens of the men and women whom we need to teach our youth.

6. Citizens, individually or as taxpayers, should provide sufficient buildings and equipment. Present deficiencies in each will grow worse with the increase of the school and college age population.

7. As a first step, citizens, educators, and legislators must join in making plans to meet the rising demand for much more education for many more persons, young and old.

Devereux C. Josephs

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . Marion B. Folsom, *Secretary*

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Educational news

EVENTS AND DEVELOPMENTS

of national significance

Advice from the States

STATE superintendents of education are coming to Washington in the second week of May for a 3-day conference called by the United States Commissioner of Education. Together with him and his staff they will discuss the program of the Office of Education in the light of the problems and needs of their own school systems.

Invitations have been sent not only to the 48 States but to Alaska, the Canal Zone, Guam, Hawaii, Puerto Rico, and the Virgin Islands.

Degrees Conferred, 1955–56

DEGREE conferring in the United States has taken its first upward turn in 6 years. Last year, between July 1, 1955, and June 30, 1956, some 1,300 institutions of higher education conferred 379,483 earned degrees at the bachelor's level or above. Thus ended the persistent series of annual decreases that had brought the number down from an all-time high of 498,586 in 1949–50 to 354,445 in 1954–55—decreases that reflected the gradual passing of the war veteran as a predominant figure in graduating classes.

But this change of direction for the total is not all that's different about the latest Office of Education report on earned degrees, now being readied for publication.

The report has a new air of detail, with good reason: The questionnaire that brought in the data had 160 line entries instead of the 69 of the year before, and the result is a more precise recording of the fields of study in which the degrees were earned.

Now emerge degrees in biophysics, in genetics, and in pathology—all formerly absorbed by "Biological sciences not elsewhere classified." Degrees in soils and horticulture and 10 other fields escape from the generalization of "Agriculture other than animal husbandry and forestry"; and breaking out from "Education" are 25 fields instead of 3.

A summary table from the report got advance publication in the March issue of *Higher Education*, to announce the number of degrees not only by field of study but by level of degree and sex of conferee. Thanks to the new refinements, it gives such details as these: That 5 men earned a doctorate in Chinese, and 1 man and 1 woman did so in Japanese; that 77 men and 300 women earned bachelor's-level degrees in speech correction; that 2 men and 2 women earned master's-level degrees in occupational therapy.

The full report, ninth in the annual series entitled *Earned Degrees Conferred by Higher Educational Institutions*, by Mabel C. Rice and Hazel Poole, will be published soon.

Courses in Highway Safety

COOPERATING with the National Commission on Safety Education (National Education Association), the Research and Statistical Services Branch of the Office of Education is asking institutions of higher education to report what courses or activities they provide for training people to work in highway safety.

The inquiry is going out, not as a questionnaire in the usual sense, but as a request for copies of materials the institutions have already prepared for announcing and describing their offerings. Respondents are asked to add marginal notes where the descriptions may need amplifying.

These materials will be analyzed by specialists of the NEA Safety Commission and the Office of Education, and the findings will be published in a classified directory. Although intended primarily to show counselors and students where to turn for training, the directory is likely to prove useful also to the institutions themselves and to employers, safety councils, auto clubs, and insurance groups.

Big-City Supervisors

THE biggest cities in each State have been invited by the Office of Education to send at least one of their elementary-school supervisors to participate in a conference in Washington on April 1–4. By mid-March, a little too early for a final report, the Office had received acceptances from 48 cities, and the roster of expected visitors included 67 names representing States as far apart as Maine and California, Minnesota and Louisiana, and at least 23 others and the District of Columbia.

Helen K. Makintosh, chief, Elementary Schools, Office of Education, says that it will be a "working conference," and that the participants are suggesting in advance the problems they want to work on. When they all get together at the first ses-

sion, they will choose those that are most pressing and decide on a manner of attack. Three members of the Office staff will serve as cochairmen: Gertrude M. Lewis, specialist for the upper grades; Myrtle Imhoff, specialist for early elementary education; and Paul E. Blackwood, specialist for elementary education.

This is the third national conference that the Office has sponsored for elementary supervisors in large city school systems. The first was in 1954; the second, in 1955. As before, the Office will prepare a full report of what is said and recommended, and copies will be available in due time.

Commissioner's Staff

TWO appointments complete the immediate staff of the U. S. Commissioner of Education. Wayne O. Reed was named deputy commissioner on March 22; Charles M. Holloway, assistant to the Commissioner on April 5.

Dr. Reed was formerly assistant commissioner for educational services in the Office of Education. He came to the Office in 1951 from Nebraska, where he had been State superintendent of public instruction from 1943 to 1949 and, subsequently, the president of the State Teachers College at Peru. In his new position he succeeds John R. Rackley, who resigned last October to become dean of the college of education at The Pennsylvania State University. During the time between Dr. Rackley's leaving and the coming of Commissioner Derthick, Dr. Reed was the acting commissioner of education.

Mr. Holloway for the past 5 years has been on the Staff of the National Education Association, as assistant director of the Division of Legislation and Federal Relations. In 1951–52 he was personnel officer with the Central Intelligence Agency, and in the preceding year he was instructor in English at the State College of Washington. He now succeeeds Homer D. Babbidge, Jr., who resigned last August to return to Yale University, where he is on the faculty.

Foreign Language Conference

ANOTHER conference being called by the Office of Education this spring will face this question: How can we refashion the foreign language program in our high schools to make it better serve our national needs?

Meeting during May 8–10, the conference is well-timed, for it follows closely on the heels of a conference that worked to measure national needs at the Federal level (see page 14); and the participants, most of whom are school administrators, will be sharply aware of the challenge.

Six topics are scheduled for particular attention, according to Marjorie Johnston, specialist for foreign languages in the Secondary Schools Section:

1. New needs for foreign languages in American life.
2. Status of foreign languages in high school.
3. Changing character of foreign-language teaching.
4. Teacher preparation.
5. Problems and progress of the language-teaching profession.
6. Responsibilities of the States and the Office of Education for improving the teaching.

Higher Education

THIS spring's program of the President's Committee on Education Beyond the High School has several high points—two meetings of the full committee, a report to the President, and 5 regional conferences.

The full committee held its first meeting of the year at Arden House, Harriman, N. Y., on March 18–19, to hear reports from three subcommittees and to decide on the contents of its second interim report to the President. When it next convenes, on May 17 in Washington, it will find a draft of that report ready for study. The report will be sent to the President in June.

Already the series of five regional conferences planned last fall at a corresponding series of workshops has begun. Together, these conferences will draw upon the experience and judgment of lay and professional leaders in post-high-school education across the country, to find ways of giving American youth and adults the educational opportunities they need.

Following are the conference dates and places, together with names of cooperating agencies and addresses at which information may be obtained:

West. April 9–11, St. Francis Hotel, San Francisco, Calif. Western Interstate Commission for Higher Education, Norlin Library, University of Colorado, Boulder.

South. April 23–25, Hotel Sheraton-Seelbach, Louisville, Ky. Southern Regional Education Board, 881 Peachtree Street NE, Atlanta 9, Ga.

Middle Atlantic States. April 30–May 1, New York University, New York City. Middle States Association of Colleges and Secondary Schools. Conference Director, Room 413, Vanderbilt Hall, New York University, Washington Square, New York 3, N. Y.

Midwest. May 10–11, Chase Hotel, St. Louis, Mo. North Central Association of Colleges and Secondary Schools. Steering Committee Office, 1116 West Illinois Street, Urbana, Ill.

New England. May 13–14, Sheraton Plaza Hotel, Boston, Mass. New England Association of College and Secondary Schools. New England Board of Higher Education, 31 Church Street, Winchester, Mass.

Food and Health Kit

WORLD HEALTH DAY 1957 has come and gone, but its theme—*Food and Health*—bears repeating every day of the year.

To help schools give this theme its proper emphasis, the Public Health Service has prepared a kit of leaflets, booklets, and charts that concentrates on nutrition but includes also materials on the work of the World Health Organization and the Food and Agriculture Organization, cosponsors this year of World Health Day. The kit is available upon request from the Public Health Service, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

Back of the nationwide movement toward reorganization is this probing question: Can most districts, as they stand, economically provide good school programs?

Trends in School District Reorganization

by CHARLES O. FITZWATER, Chief, Local School Administration Section

SINCE 1945 the number of local school districts in the United States has been cut almost in half. In 1945–46 there were more than 103,000. At the beginning of the current year, according to a Bureau of the Census count, the number was down to approximately 54,000.

During this 11-year period only a small minority of the States made no changes in their local district organization. In a few, however, the number of districts was increased slightly. But almost three-fourths of the States had reductions. In some, both the number and the percentage of districts eliminated were small, but in others the change was little short of phenomenal.

Ten States have cut the number of their districts by more than 2,000 each; 4 of these, by more than 4,000. Missouri's reduction is more than 5,000; Illinois', more than 7,800. All except 2 of these States have reduced their districts by more than half; Illinois, by nearly 80 percent.

But in several other States which had fewer districts to begin with, the cut percentagewise has been even more striking. Thus, Arkansas has reduced its districts from 2,179 to 423 (80.6 percent); Idaho from 1,114 to 176 (84.2 percent); Nevada from 237 to 17 (92.8 percent); and South Carolina from 1,703 to 107 (93.8 percent).

Unfinished Business

Despite all that has been accomplished, much remains to be done. Even some of the States that have eliminated the most districts still have many that are small and inadequate. At the beginning of this school year only half the States had fewer than 500 districts each. Eleven States, each with more than 2,000, had two-thirds of the Nation's total.

But numbers alone do not reveal the true picture. The fundamental question is the ability of districts to provide modern educational programs. Most today are too small to do so. Striking evidence on this point lies in information collected for the White House Conference on Education.[1]

[1] *Statistical Survey of School District Organization in the United States, 1954–55*, prepared for the White House Conference on Education, by its subcommittee. Washington, October 1955. U. S. Government Printing Office.

► Less than one-eighth of all districts in 1954–55 employed as many as 40 teachers; almost two-thirds employed 9 or fewer.

► Well over one-half operated elementary schools only, and only one-fourth operated both elementary and secondary.

► Over one-eighth did not even operate a school.

The information also revealed that the problem of reorganization is by no means confined to States with the most districts:

► In 23 States more than half of the districts operated elementary schools only.

► In 22 States more than half of all districts employed 9 or fewer teachers.

► Only 4 States had no districts employing fewer than 40 teachers.

Legislative Approaches

Public education being a State rather than a local function, school district reorganization is a State responsibility. In this, State legislatures have complete power, except for whatever constitutional restrictions have been placed upon them.

In about half the States, however, the people have power to legislate directly through initiative and referendum. During the past several years this power has been used on reorganization legislation in two States, in one negatively. In 1951 a redistricting measure enacted by the Oregon legislature was rejected by the people in a referendum. In Arkansas in 1948 the people themselves initiated a proposal for new reorganization legislation and approved it by a large majority. Both types of action, however, are unusual.

Redistricting laws have varied greatly both in approach and in effectiveness in bringing about better districts. Some States have several redistricting laws, in some cases none of them effective; other States have completely reorganized or very largely so by means of a single statute.

Although varying greatly, redistricting legislation used during the past several years may be reclassified into the following general types.

Laws that directly reorganize

This type of legislation has been used in two ways: (1) To reorganize all districts within the State, or (2) to reorganize all those below a specified size.

Thus, in 1955 Nevada enacted a law abolishing all of its 176 districts and replacing them with 17 new county-unit districts. Before Nevada, the last State to effect such sweeping mandatory reorganization was West Virginia, in 1933.

A less comprehensive but equally mandatory reorganization was effected in Arkansas by the law already mentioned. It abolished all districts having fewer than 350 children of school age, either permitting their territory to become a part of another district of larger size within a specified time limit, or else directly making them a part of a county school district.

An approach similar to that used in Arkansas has also been used elsewhere, although on a more limited scale. Thus, in recent years several States have enacted laws that compel all districts not operating a school for a specified period to reorganize.

Laws that permit reorganization through local initiative

Many States have avoided reorganizing by legislative decree and instead have depended on laws prescribing procedures by which local people may take action. Some such laws do little more than countenance reorganization and many are unwieldly except as a piecemeal approach. They may be utilized or ignored as local people see fit. Many date from decades when the need for large districts was not so acute as it is today.

Despite their limitations, such laws have been used far more frequently in recent years than formerly. In several States, notably Kansas, Oregon, and Texas, significant progress has been made in eliminating small districts.

Laws that initiate programs providing for Statewide planning with local adoption for redistricting proposals

Although varying markedly in a number of respects, this general type of legislation has certain common features, including the following:

- ▶ Its approach is Statewide wherever reorganization is needed.
- ▶ It emphasizes systematic planning based upon local conditions and needs.
- ▶ It provides for county or other local committees to make studies of redistricting needs and to develop proposals for new districts, which are submitted to the voters for ratification.
- ▶ It provides for a State administrative agency (the State department of education or a special commission created by the legislation), which is empowered to develop policies and procedures for conducting the program and to provide professional assistance in conducting it.

Washington instituted such a program in 1941, which was so successful that by 1945 over 90 percent of its pupils were either in reorganized districts or in districts already adequate in size.

Since 1945 nearly one-third of the States have enacted legislation for programs more or less similar to Washington's. Some of these programs have been outstandingly successful—particularly in Idaho, Illinois, and New York—and several others have made notable progress. Not all, however, have achieved their goals; and some can show only meager results.

Space here does not permit discussion of various factors, most of them highly complex, facilitating or hindering the successful operation of these programs. That has been done in an Office of Education bulletin soon to be published.[2]

School Finance and Reorganization

One factor dealt with in the forthcoming bulletin merits emphasis at this point: The relationship that exists between methods of financing the schools and improving district organization.

The experience of many States amply demonstrates that a sound and equitable system of school finance requires a district structure capable of using funds effectively—capable, that is, of providing good educational programs at reasonable per pupil cost.

On the other hand, there has been abundant evidence that the establishment of such districts can be either facilitated or hindered by the school finance system. It is equally apparent, moreover, that this interrelatedness has been recognized more clearly and emphasized more strongly in the school-finance and district-reorganization laws of some States than in those of others.

Thus, some States have enacted laws for redistricting programs but have done little or nothing to create a favorable financial climate for reorganization. In fact, in some States the finance system has favored retention of the *status quo* rather than encourage desirable changes. Other States have provided limited financial incentives of one kind or another. Still others have provided incentives that have strongly encouraged reorganization.

South Carolina is a striking example of the last group of States. In 1951 it provided a program of State aid for school buildings, administered by a special commission with authority to set up criteria for districts qualifying for grants. Patently, the commission has fully accepted its responsibility for improving district organization. Probably no other State has accomplished so much

[2] C. O. Fitzwater, *School District Reorganization Policies and Procedures* (in press).

in so short a time, except by enacting legislation that reorganized the districts directly.

State aid for school buildings has served as a strong reorganization incentive in other instances, too, notably in New York and Pennsylvania.

Types of Reorganization

Redistricting covers a variety of activities and situations, and the end results are by no means uniform. Some general trends, however, may be seen by examining the following points.

Number of districts involved

In many instances, only a few districts have been involved in a given reorganization: Nonoperating units have been attached to adjoining operating units, themselves quite small; a city district has taken in more territory; boundary adjustments have been made between two contiguous units; or two or three small districts have consolidated with an adjoining large unit.

In States with the most outstanding accomplishments, however, the typical reorganization has involved a sizable number of districts. A 1953 study of 552 reorganized units showed that the number of component districts ranged from 2 to 83, with an average of 15.3.[3] Obviously, where districts are very small, a large number would be required to form a good-sized unit; but frequently the number involved per reorganization has been too small to do that.

Size of new units

Enrollments in reorganized districts have varied greatly, with a marked trend in many States toward relatively small units. In the 552 reorganized units already referred to, enrollments ranged from fewer than 100 pupils to more than 12,000; the median enrollment was only 626. Clearly, many new districts fall far below the standards of size advocated by many authorities as the minimum for providing good programs at reasonable per pupil cost.

There are also marked differences among States with respect to size of new districts. These differences have been due at least in part to variations in State policies and standards regarding district size, and perhaps even more to some State departments of education not having the power to disapprove reorganization proposals that were inadequate.

Extreme population sparsity also has influenced the size of new districts in some States. For example, 12 of Nevada's 17 new districts have fewer than 1,600 pupils; 5, fewer than 500; and 1, fewer than 100. But they are very large in area: 9 are each larger than the State of Connecticut, and 2 are larger than Connecticut and Massachusetts combined.

[3] C. O. Fitzwater, *Selected Characteristics of Reorganized School Districts*, Office of Education Bul. 1953, No. 3, p. 4.

Relation of boundaries to other units of local government

Practice has varied greatly in determining the area to be included in reorganized units. The following are illustrative of general trends:

▶ *County units:* All of Nevada's new districts are coterminous with counties. Half of South Carolina's counties constitute single school districts. A number of Idaho's large reorganized districts are the county-unit type though in some cases they are not completely coterminous with counties. Approximately 30 county-unit districts have been established in Texas. And it is likely that under Mississippi's current reorganization program the great majority of new districts will be county units.

▶ *Community-type districts:* In most States where reorganization has taken place since 1945, county boundaries have generally been disregarded in forming new districts. Of the 552 districts studied in 1953, only 11 included an entire county. Over half consisted of only part of a county, and nearly two-fifths contained parts of 2 or more counties.

Instead of county lines, patterns of association of the people in a given locality have been used. This practice typically results in a district consisting of a village, town, or city with its tributary trade and service area; and in rural areas, where many communities are small, it often results in small units.

More and more, however, reorganization leaders are recognizing that often the districts in two or more communities must be merged to create districts of adequate size. Especially is this true in the case of villages having very small high schools—a common situation in many States, especially in the Midwest. Significantly, the number of mergers of two or more districts operating small high schools, along with outlying elementary units, has been increasing in recent years. However, the problem of reorganizing districts operating small high schools that are unnecessary still looms large in a number of States.

▶ *Urban centers:* There has been a growing recognition that district reorganization is not exclusively a rural problem. Many reorganizations have involved cities, some of considerable size. This has been true not only in States where many county-unit districts have been organized, but also in those where the community-type district is prevalent. In such cases the city district, except for larger cities, is commonly merged with the outlying districts in its trade and service area.

New York State in 1952 enacted legislation providing for the merging of districts in cities between 10,000 and 125,000 with outlying districts. Several new districts of this type have been organized, and studies are under way in a number of other localities.

Continued on page 15

70 school systems tell the Office how they do it

REPORTING THE CHILD'S PROGRESS

SCHOOL people realize more and more that the education of children is a cooperative affair, calling for mutual understanding by parents and teachers of children's potentials and progress.

Over the years the emphasis has shifted from promotion to progress, from the text to the student, and the shift has stimulated educators to seek improved methods of reporting, of parent-teacher communication.

Early report cards, which were limited to grading the performance of a child, are now giving way to more comprehensive analyses of his total growth.

Because of the widespread interest in current reporting practices, the Elementary Schools Section of the Office of Education recently asked a number of school systems, large and small, rural and urban, in all of the 48 States to report on their procedures of keeping parents informed of their children's progress. The information received from 70 school systems has now been summarized by Hazel F. Gabbard, specialist for extended school services, and Gertrude M. Lewis, specialist for the upper grades, in *Reporting Pupil Progress to Parents* (Education Brief No. 34).

School administrators, teachers, parents, and parent-teacher groups should find many useful suggestions in the brief, for its four main sections answer four fundamental questions.

How Is a Plan Developed?

To show how some schools develop a reporting plan, section I describes the procedures followed in several communities. Most of them emphasize home-school cooperation. More than half of the 70 systems invite parents to take part in developing a plan. Those that do not, keep them informed of developments.

On the basis of experience reported, the authors list six steps that should contribute to broad local acceptance of a reporting procedure: Include as many parents and teachers as possible in the study; provide for exchange of views; develop a plan; try it out for a year; evaluate it; and provide for future evaluation and revision.

What Is the Philosophy?

Readers may find section II particularly interesting, for it reflects not only widespread uniformity of opinion on the philosophy underlying reporting practices but also much modern educational theory. A majority of the schools surveyed believe that the fundamental purpose of reporting is to "establish good communication among parents, pupils, and the school"; to bring parents and teachers together to secure mutual understanding and consistent home-school guidance. This conclusion is supported by brief quotations from educators in all parts of the country.

How Do Schools Communicate?

Section III, covering plans in use, indicates that parents and teachers are using many ways to communicate. Among the important means it describes are written reports, individual and group conferences, parent visits to the classroom, telephone calls, and the child himself.

The brief discusses the types of written reports being used, including student self-evaluation reports, students' letters to parents on class objectives and progress, teachers' messages to parents and parents' messages to teachers, report cards, narrative reports, and notes. It devotes considerable attention to the report card: Its appearance, its purpose, content, method of presenting information, and frequency of distribution.

The importance of face-to-face conferences as a way of communicating stands out in this survey of reporting methods. Every system responding encourages teachers to hold conferences with parents. The focus of current studies is therefore on how to improve such conferences.

With this fact in mind, the authors devote a large part of the brief to discussion of the conference as a method of communicating. They answer such questions as the following: When are conferences scheduled? How is the time arranged? Who is included? What is discussed? What makes a good conference? How can the conference be evaluated? (Questionnaires are commonly used to determine the success of the conference method. Various studies of parent reaction to the conference method show that between 90 and 96 percent of parents polled expressed approval.)

Section III also lists some of the methods teachers have used to gain experience in conducting conferences: Skits showing the right and wrong way, inventories of items describing the child's progress, and folders containing samples of the child's work.

What Do Current Practices Reveal?

In analyzing the findings of their survey, the authors list nine points of value to the school system interested in revising its home-school communication plan:

The child is affected by home-school communication.

A successful plan of communication coordinates guidance for children.

All parents are interested in the communication plan.

It takes time to develop a good plan.

There is much to be learned.

There are many ways to communicate.

Good parent-teacher conferences are rewarding.

Written reports invite two-way cooperation.

The child is a convincing reporter.

Copies of Education Brief No. 34, *Reporting Pupil Progress to Parents*, may be obtained free from the Publications Inquiry Unit or from the authors, Office of Education, Washington 25, D. C.

Word from the Research Program

The Advisory Committee recommends more projects and sets a cutoff date . . . signing of 5 new contracts brings the total to 60

EDUCATORS throughout the country are showing an increasing interest in the possibilities for research under the provisions of Public Law 531 (83d Cong.), which is administered by the Office of Education. At the meeting of the Office of Education's Research Advisory Committee on March 7–8 more than 60 proposals were presented for review. In keeping with the broad intent of the law, these proposals covered many aspects of American education.

For certain of the projects the committee made tentative recommendations. Because most of the studies were proposed for initiation after July 1, 1957, final approval

Federal funds to be spent for educational research under 5 contracts negotiated between the Office of Education and various educational agencies and institutions during February 16–March 15, 1957, together with totals for the 55 contracts previously signed

FIELD AND PROJECT	FEDERAL FUNDS				
	1956–57 [1]	1957–58 [2]	1958–59 [2]	1959–60 [2]	Total [2]
Mentally Retarded					
California State Department of Public Instruction (for and on behalf of San Francisco College): Effect of special day training classes for the severely retarded. Leo F. Cain, director	$6,144	$43,270			$49,414
Illinois State Department of Public Instruction: How mentally handicapped children learn under classroom conditions. Frances A. Mullen, director	53,084	183,494	$183,494	$171,114	591,186
Southern Illinois University: Perceptual and response abilities of mentally retarded children. John O. Anderson, director	10,484	41,938	31,454		83,876
University of Georgia: Educational, social, and emotional factors in the education of retarded children in Georgia public schools. Stanley Ainsworth, director		16,645	16,416		33,061
Total, 4 new projects for mentally retarded	69,712	285,347	231,364	171,114	757,537
Staffing					
University of Florida: Preservice program of teacher education in Florida. J. B. White and J. T. Kelly, directors	3,075				3,075
Previously Negotiated Contracts					
30, in education of the mentally retarded	397,952	559,756	377,130	[3] 328,765	1,663,603
25, in other fields	330,850	304,143	148,291	[3] 43,559	826,843
Total, 60 contracts	801,589	1,149,246	756,785	[3] 543,438	[4] 3,251,058

[1] Total Federal money appropriated for this fiscal year is $1,020,190. Nearly two-thirds of it ($675,000) has been specifically earmarked for research on education of mentally retarded children. In the 60 contracts signed by mid-March, $467,664 had been committed for the mentally retarded; $333,925, for other fields.

[2] Payment of Federal funds after 1956–57 is contingent upon Congress' appropriating funds for the purpose.

[3] Includes some funds for work to be completed in subsequent years.

[4] Total to be contributed by institutions and agencies under the 60 contracts is $1,865,166, making a grand total of $5,116,224.

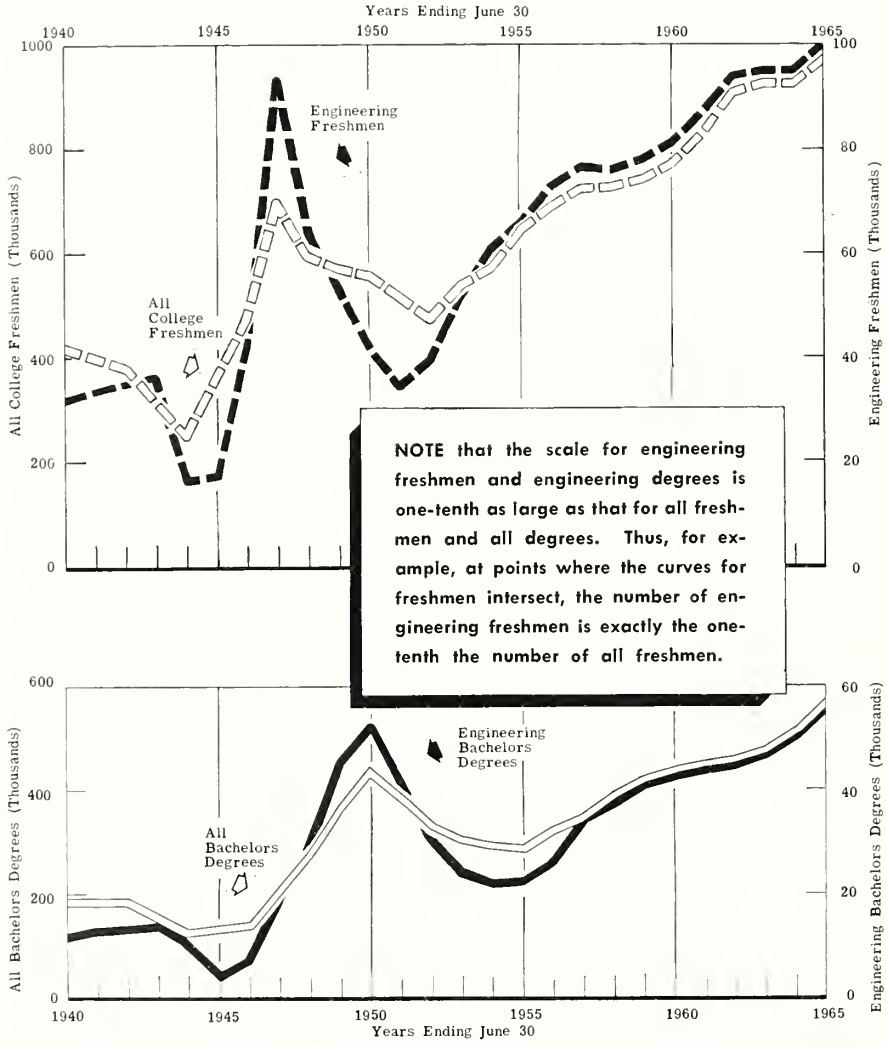
is dependent on the appropriation of funds by Congress for the next fiscal year. Another meeting of the Advisory Committee will be held in June, when additional proposals will be considered and a final priority ranking of projects will be established for 1957–58.

Also at the March meeting it was decided to establish a cutoff date for receiving proposals for consideration at any forthcoming meeting, to insure thorough review of each proposal. Thus, proposals to be considered at the June meeting must be postmarked no later than May 16.

By the time the committee meets again, it will have passed the first anniversary of its appointment. In the months it has served, it has recommended a total of 95 projects for approval under the program. Sixty of these projects have now been signed into contract, 5 having achieved that status since *School Life's* latest report, in March. The table on the preceding page presents details on these 5 and a summary of the others.

Engineers: Supply and Demand

If present trends continue, the supply will rise substantially in the next few years. But will it rise fast enough to pace demand? That question is considered in the text below—an excerpt from a talk by Henry H. Armsby, chief for engineering education, Office of Education, given at the Academy of Aeronautics, La Guardia Airport, New York, February 19, 1957



The number of engineering freshmen began to rise in 1951–52; and the number of engineering bachelor's degrees, in 1954–55. If both continue to rise at similar rates in the next decade, 100,000 freshmen will enroll in engineering in 1964–65, and 55,900 graduates will receive engineering bachelor's degrees (*chart, courtesy of Henry H. Armsby*).

WE can find some encouragement in the fact that the output of engineering colleges is now increasing.

The postwar low in engineering graduates occurred in June 1954, when 22,000 degrees were granted to the survivors of the smallest postwar freshman class of 34,000, which had entered in the fall of 1950.

Since that time the number of engineering freshmen has increased each year; last year it reached 78,000—10.7 percent of all college freshmen, in contrast to 6.6 percent in 1954. This freshman class should, according to past trends, produce about 43,000 engineering graduates in 1960, nearly double the 22,000 in 1954. Projections based on population and educational trends indicate that the number of engineering graduates may be expected to increase to something like 56,000 by 1965, about 5 percent more than in 1950, the previous peak.

However, I recently compared these projections of engineering graduates with projections made by the National Science Foundation of the total number of engineering jobs available in this country up to 1965. Making due allowances for deaths and retirements and for persons who qualify as engineers without receiving engineering degrees (as some do every year), my study indicates an average net deficit of approximately 8,000 per year during the 10-year period.

Another milestone along the road to uniform reporting about the Nation's schools

Financial Accounting Guide

THIS month the Office of Education publishes a handbook on financial accounting for State and local school systems, and the Nation thereby passes another milestone on the road to accurate recording, reporting, and interpreting of information about its schools.*

New though it is, *Financial Accounting for Local and State School Systems* is already well on the way to being put into general use in the United States. For it has been prepared with the cooperation of the very organizations whose members are responsible for maintaining the financial accounts of our public schools: The American Association of School Administrators, the Association of School Business Officials of the United States and Canada, the Council of Chief State School Officers, the Department of Rural Education in the National Education Association, and the National School Boards Association.

During the more than 2 years that the handbook has been in preparation, hundreds of representatives of these organizations have shared in determining its contents. Despite the absence of Federal or other project funds for travel and expenses, they have come from every State in the Union to join in national, regional, and State conferences for planning and revising.

The final draft was officially approved some months ago by the membership of the cooperating organizations as "the basic guide for financial accounting for local and State school systems in the United States." The organizations also have urged that "Federal, State, and local agencies effect its use promptly and completely."

That the organizations have taken such a stand is highly important, for only through voluntary action of school officials can the basic purposes of the handbook be achieved. No Federal or central agency in the United States may require school officials to use standard accounts or terminology, even though such use is indispensable to sound accounting and reporting.

Significant Features

The handbook was designed as a day-to-day reference for those engaged in financial accounting for the schools. Considering its broad scope, we present here only a few highlights of its accomplishments:

1. Standard definitions of receipt and expenditure accounts

It establishes standard definitions for the basic items of financial information, known in accounting circles as receipt and expenditure accounts. Of all the accomplishments of *Financial Accounting*, this is perhaps its most important: only when items of financial information have the same meaning in every school district in the country can they be used profitably for all purposes.

Among the hundreds of standard accounts defined are salaries of teachers, of school librarians, of guidance personnel: expenditures for textbooks, for supplies for health services, for teaching supplies; nonresident tuition; interest on current loans; pension payments; expenditures for improving sites; and rent for school facilities.

2. Standard definitions for accounting terms

Establishment of standard definitions for accounting terms is a corollary to the establishment of standard accounts. Obviously it is essential that the terms used in accounting have the same meaning everywhere.

In a glossary, essential terms like these are given standard definitions: Average daily membership, bond discount, encumbrance, delinquent tax, current expense, debt service, deferred charges, and capital outlay.

3. New major account classifications

In keeping with modern requirements, the handbook establishes a new system of major classifications of accounts. These classifications differ considerably from those used heretofore and represent a significant advance: not only will they result in more information, but they will make information more precise.

Accounts have been coded for convenience and optional use. Since these classifications will be used extensively in educational literature in the future, we name the major ones here, with their code numbers:

THESE representatives of the cooperating organizations made up the policy committee for *Financial Accounting for State and Local School Systems*—

Shirley Cooper, *associate secretary, AASA*

Joseph P. McElligott, *chairman, Accounting and Finance Research Committee, ASBO*

Edgar Fuller, *executive secretary, CCSSO*

Edward M. Tuttle, *executive secretary, NSBA*

Howard A. Dawson, *executive secretary, Department of Rural Education, NEA*

Representing *OE*, Fred F. Beach, *chief, State School Administration*, was project director and secretary to the committee and Paul L. Reason, *specialist for educational records and reports*, compiled the handbook.

**Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts* is the second in a series of four handbooks in the State Educational Records and Reports Series. The first, *The Common Core of State Educational Information*, was published in 1953; handbooks on property and personnel accounting will complete the series.

Financial Accounting, Office of Education Bul. 1957, No. 4, 235 pp., is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, 25, D. C., for $1 a copy.

RECEIPT ACCOUNTS	
10–40	Revenue receipts
50–70	Nonrevenue receipts
80–90	Incoming transfer accounts
EXPENDITURE ACCOUNTS	
100	Administration
200	Instruction
300–400	Attendance and health services
500	Pupil transportation services
600	Operation of plant
700	Maintenance of plant
800	Fixed charges
900–1000	Food services and student-body activities
1100	Community services
1200	Capital outlay
1300	Debt service from current funds
1400	Outgoing transfer accounts
CLEARING ACCOUNTS	
1500	Asset accounts
1600	Liability accounts
1700	Food services operation accounts
1800	Other operation accounts
1900	Miscellaneous accounts

Significantly, there are four new expenditure classifications.

Community services was added because communities have greatly increased their use of school facilities in recent years. When expenditures for community services are included in the costs of elementary and secondary education, true cost figures are not available. But when they are segregated in a classification of their own, a serious defect is corrected.

Pupil transportation services was added because of the tremendous expansion of an activity that is now taking nearly 5 percent of the school budget.

Attendance and health services and *Food services and student-body activities* were formerly recorded under auxiliary services. Placing them under separate classifications provides a suitable means for identifying them and separating expenditures for them.

4. Standard procedures for determining per pupil expenditures

Recognizing the need for having standard measuring rods to insure the comparability of expenditure figures, *Financial Accounting* establishes standard procedures for determining expenditures per pupil. It sets forth these factors: (1) Pupil unit of measure to be used, (2) expenditure accounts to be included, (3) period of time for which the expenditure is to be computed, and (4) program areas to be included. Using these factors, it carefully delincates a number of measures.

Persons responsible for developing the handbook agree that *average daily membership* is a better figure than *average daily attendance* for computing per pupil expenditures. It is a truer measure of the load the schools are carrying and therefore provides a more realistic count of the number of pupils for whom expenditures are being made. In years to come it is likely to be the measure most commonly used.

5. Standard procedures for prorating

Just as it is important to establish standard units for measuring expenditures, it is essential to devise standard procedures for prorating expenditures.

When an expenditure is for a single purpose, prorating is no problem. Salary paid to a full-time elementary teacher, for example, is simply recorded in the instruction account. But every expenditure for two or more purposes involves prorating. The salary of the person who does custodial work and also drives a school bus, for example—what part of it should be charged to *operation of plant* and what part to *pupil transportation?* Such problems are common; most school districts expend funds on many services and materials that need to be divided between two or more accounts.

Financial Accounting identifies seven prorating methods—based on time, average daily membership, time-floor-area, hour consumption, number of pupils, mileage, and quantity — and describes standard procedures for each. Besides, it recommends a method for each kind of expenditure.

6. Standard minimum and optional accounts

The handbook recommends a minimum set of basic accounts that every school district in the Nation should keep. Accounts beyond these, called optional accounts, are provided for districts that desire to expand their accounting systems.

7. Criteria for distinguishing between supplies and equipment

An old problem in financial accounting has been the absence of a clearcut distinction between supplies and equipment. To clarify matters, the handbook establishes criteria for each of the two and includes an alphabetical list of the usual items of equipment and supply.

Many Other Aids

The handbook contains also many suggestions and aids for school accountants. It has a special index to indicate the accounts into which each receipt and expenditure item should be placed; a section to show how to determine expenditures for particular school programs, such as elementary day schools and summer schools; and another section to set up needed clearing accounts.

Anticipated Results

Participants in the development of the handbook have high hopes that it will immeasurably improve accounting and reporting practices throughout the nation. As the Office of Education, State departments of education, and local school systems proceed to put its recommendations into practice, certain gains may reasonably be expected:

- More appropriate initial recording of financial data
- More precise accounting for public funds
- Better school budgeting
- Sounder basis for cost accounting
- Improved summaries of education at local, State, and national levels
- Greater comparability of financial information both for communities and for States
- More suitable information to guide local and State authorities in policy decisions
- More accurate research
- More reliable reporting to the public.

MORE YEARS IN SCHOOL

The latest *Biennial Survey* shows a further improvement in school retention rates

FOR many years now the schools of America have steadily increased their holding power over the Nation's youth. Evidence to this effect turns up each time the Office of Education gathers the data for its *Biennial Survey of Education.*

The Biennial Survey now in the process of publication—the one for 1952–54—records the highest retention rates ever.

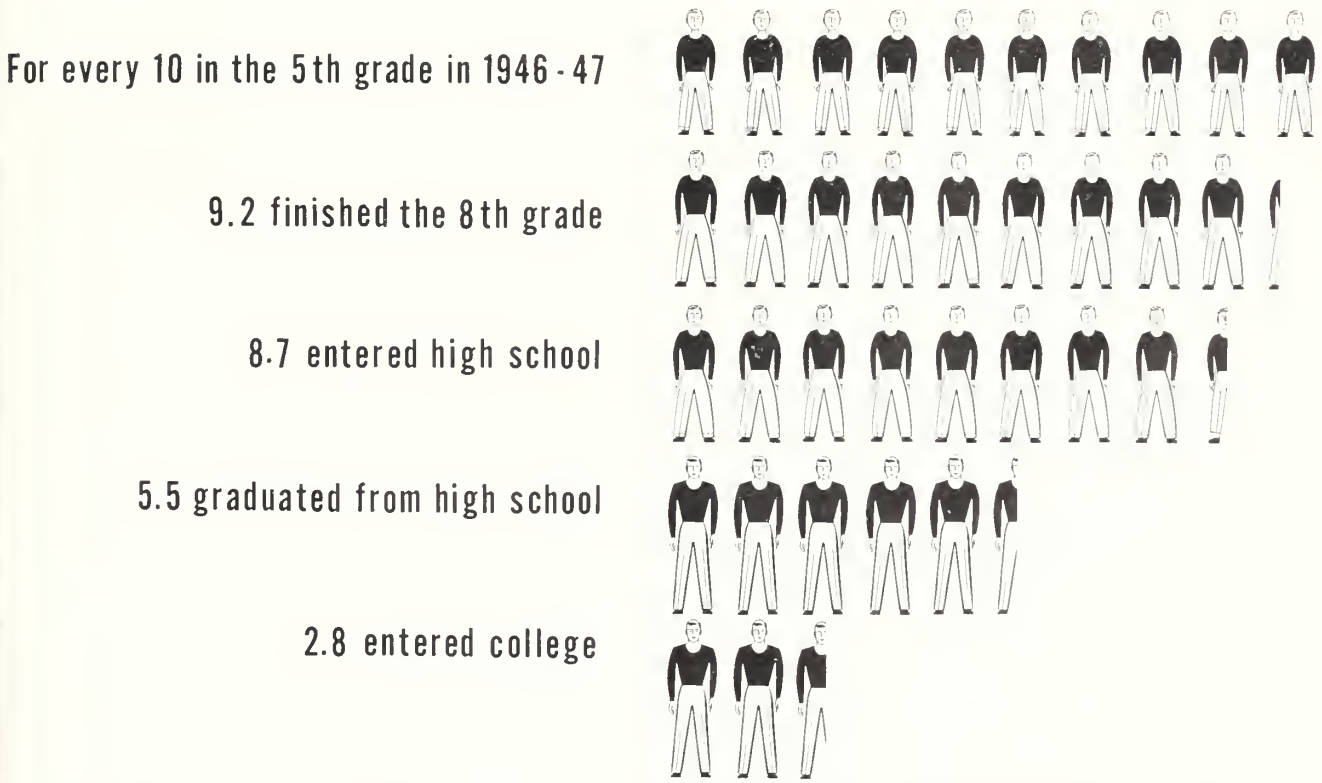
For every 1,000 children in the fifth grade in 1946–47, 553 students graduated from high school in 1954 and 283 entered college for either full-time or part-time study—a slight but undeniable gain over 1953, when there were 524 high school graduates and 266 college entrants for every 1,000 fifth graders in 1945–46.

What such gains mean in the aggregate can be imagined if we consider what would have been the results if, in the public schools alone, the ratios that applied to the fifth graders of 1945–46 had applied to the fifth graders who followed them the next year. Had they done so, 58,000 fewer students would have graduated from high school in 1954 and 34,000 fewer would have gone on to college.

The Office's retention rates are approximate only. Rates for the fifth grade through high school are based on enrollments in successive grades in successive years in public elementary and secondary schools, and then adjusted to include estimates for nonpublic schools. Rates for first-year college enrollment are based on data supplied by institutions of higher education.

Fifth-grade enrollment is used as a basis simply because it better represents the number in the entering first-grade cohort 5 years earlier than does the total first-grade enrollment itself: not only is the rate of retardation high in the first few grades, but compulsory school attendance laws keep almost all children in school at least to the fifth grade.

Young people who were fifth graders in 1946–47 have a better record of staying in school than have those who were fifth graders a decade earlier. For every 10 fifth graders in 1936–37, only 3.9 graduated from high school and only 1.2 entered college



Representatives of 20 Federal agencies exchange information

Language Needs in Government

by MARJORIE JOHNSTON, Specialist for Foreign Languages

ON MARCH 22, at the invitation of the United States Commissioner of Education, 36 officials representing 20 Government agencies met with Office of Education staff members to exchange information on their needs for personnel with competencies in foreign languages.

A great discrepancy

Every representative spoke of the great discrepancy between the supply of and the demand for qualified persons to give overseas service, work with foreign nationals, participate in international conferences, and carry out other assignments in which the lack of foreign-language proficiency is a serious handicap.

To give some of the most necessary training, the Army, the Air Force, and the Navy, as well as the Department of State, the Central Intelligence Agency, and the National Security Agency are all operating large language training schools. In addition, they provide some language instruction through contracts with colleges and universities that have the needed facilities.

More than 40 languages, including those generally offered in the Nation's schools, are being taught intensively in Government training programs. An interagency committee of language and area specialists, which last reported in 1953, listed 106 different languages needed in Government over a 5-year period by people with competence in other fields. That committee's personnel estimates have been found to be much lower than the actual needs. For example, the Army annually requires 3,000 specialists in various languages: the Air Force, 1,500.

The Department of State is expanding by 500 people each year for the next 5 years its program of training in French, Spanish, and German because new people coming into the foreign service cannot meet even the limited language requirement. Roughly 75 percent of all new officers with a substantial educational background lack a useful knowledge of a foreign language (by "useful knowledge" is meant the ability to understand, speak, and read). In addition to the fluent use of a Western European language some officers must acquire Arabic, Russian, Chinese, Hindi, or an African language.

The United States Information Agency is beginning a large training program for career information officers. At present it has 135 such officers in 80 countries, and soon will be training 500 more people in the main world languages, with emphasis on "unusual" languages.

USIA requires these officers to be American citizens between the ages of 21 and 31 and to have a master's degree in language studies, political science, international relations, journalism, or in communication by any of the mass media such as telecommunications, press, and radio. It almost goes without saying that they must have a working, conversational fluency in a world language.

Hard to find

But persons so qualified are not easily come by. On a recent visit to the campuses of nine large universities, the recruiting officer from USIA found only three persons, otherwise qualified, who had a working conversational fluency in French, German, Spanish, or Portuguese.

The Departments of Agriculture, Interior, Commerce, Labor, and Health, Education, and Welfare, and the International Cooperation Administration are engaged in technical assistance programs requiring specialists in various fields; ICA alone annually requires about 1,250 persons for overseas duty. Specialists for these programs need, but seldom possess, a proficiency in the language of the country to which they go. In a recent group of technicians leaving for work in underdeveloped countries, only 3 out of 50 could speak any language other than English. The problem here is more difficult than for career-service positions, since most technicians are recruited from an upper age group and are generally sent on short-term assignments. Because of the high turnover in positions for which 2-year or, at most, 4-year appointments are made, it is difficult to obtain the needed language competence.

The Department of Defense, in addition to its highly specialized language and area training program for officers, has an extensive program of elementary language instruction for servicemen and their dependents, who make up a large part of the 1½ million Americans now living abroad in 92 countries. The average serviceman overseas finds it hard to win friends and often gets into trouble because of his inability to communicate.

Priority No. 1

In the President's program of people-to-people diplomacy the Armed Services Committee has given the language problem No. 1 priority. Pocket guides with simple vocabularies have been provided for many countries, and kinescopes and various means of stimulating servicemen to learn more language and put it to good use are being considered. The Armed Forces Institute has 21 spoken-language courses available to the Armed Services, and 5 courses that use a more academic approach. The spoken-language courses are undergoing revision to make them more functional and interesting. In the opinion of the officials from the Department of Defense, the need for training people in foreign languages

to improve public relations is no less vital than the need for training skilled linguists. Both levels of competence are necessary for our international relations as well as for the American's well-being in a foreign land.

It was the purpose of the conference not only to define the need for language abilities in Government but to consider what the Office of Education should do to acquaint school people with the shortage of Americans trained in a foreign language and to indicate needed modifications in our language-teaching programs.

At the opening session, background for the discussion of Government needs was provided by Professor William R. Parker, author of *The National Interest and Foreign Languages*, a work paper published in January 1957 by the United States Commission for UNESCO. Observers were present from the American Council of Learned Societies and the Modern Language Association of America.

Addressing the conferees, the Commissioner of Education stated that recommendations of the conference would be presented before the end of this school year to a selected group of leaders in American education.

Trends in School District Reorganization

Continued from page 7

In California, where until 1936 there were no legal means for establishing a district operating both elementary and secondary schools, reorganization in urban areas has been a large-scale problem. Since 1945 much emphasis has been given to forming unified districts. But despite significant progress most cities still have a dual or a triple (elementary school, high school, and junior college) type of district organization.

► *Suburban localities:* Some of the most significant reorganizations in recent years have been in suburban communities. Migration to the suburbs, with large communities springing up rapidly, has created severe redistricting problems around most cities.

Although outstanding progress has been made in many instances in dealing with these problems, by no means have all of them been solved. Moreover, as the population spreads farther and farther outward from the city, new problems arise.

Grade organization

Emphasis in most States has been on the establishment of 12-grade, or unified, districts. To get all of a State's area into 12-grade districts has been the goal of nearly all of the newer type reorganization programs.

Not nearly all of the reorganizations have resulted in 12-grade districts, however. Numerous mergers of small districts have been for elementary school purposes only, and usually the new units are quite small. In some States the formation of such districts has not been subject to approval by the State department of education. In others where the legislation requires State approval, some proposals for separately organized elementary units have been approved if it appeared that local people would not accept anything more and that the proposed new unit might logically become part of a 12-grade district at some later time.

Overlapping structure

The establishing of an overlapping or dual-district structure, which was common practice in many States years ago, has gained ground in recent years in some eastern States.

New Jersey has established a number of separately organized high school districts, with the underlying component districts continuing to operate their elementary schools. A number of separately organized regional districts have been organized also in Massachusetts, most of them for high school purposes only.

Pennsylvania has had quite an unusual type of reorganization, resulting in administrative units termed "joint school systems." These are formed by contractual agreements made by the boards of two or more local districts to operate schools jointly. Although the legislation permitting this is a century old, it was seldom used until financial incentives—principally State aid for school buildings—began to be provided in 1949. By 1954, 430 joint school systems had been formed, involving nearly three-fourths of the school districts in the State. Most of these joint systems operate both elementary and secondary schools. But the districts composing them continue to retain their corporate identity; and their boards, either collectively or through one or more of the members from each component district, also function as the board of education for the joint school system.

OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

FOR SALE

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

ACCREDITED HIGHER INSTITUTIONS, 1956, by *Theresa Birch Wilkins*. 1956. 109 p. 55 cents. (Bul. 1957, No. 1.)

ADMINISTRATION OF PUBLIC LAWS 874 AND 815: 6TH ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION, JUNE 30, 1956. 1957. 134 p. 65 cents.

EDUCATION DIRECTORY, 1956–57—PART 3, HIGHER EDUCATION, *by Theresa Birch Wilkins*. 1956. 189 p. 65 cents.

FALL 1956 ENROLLMENT, TEACHERS, AND SCHOOLHOUSING IN FULL-TIME PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS, prepared by *Samuel Schloss* and *Carol Joy Hobson*. 1957. 8 p. 15 cents. (Cir. No. 490.)

HOME ECONOMICS IN COLLEGES AND UNIVERSITIES—PLANNING SPACE AND EQUIPMENT, prepared jointly by *the American Home Economics Association* and *the Home Economics Education Branch, Office of Education*. 1956. 84 p. 65 cents. (Misc. No. 25.)

RESEARCH IN INDUSTRIAL EDUCATION—SUMMARIES OF STUDIES, 1930–1955. 1957. 527 p. $1.75. (Voc. Div. Bul. No. 264, Trade and Industrial Series No. 65.)

RESIDENT AND EXTENSION ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION: NOVEMBER 1955, by *Mabel C. Rice* and *Dorothy Gray*. 1957. 40 p. 30 cents. (Cir. No. 493.)

STATISTICS OF STATE SCHOOL SYSTEMS: ORGANIZATION, STAFF, PUPILS, AND FINANCES 1953–54, by *Samuel Schloss* and *Carol Joy Hobson*. 1956. 140 p. 55 cents. (Ch. 2, *Biennial Survey of Education in the United States*—1952–54.)

FREE

(Request single copies from Publications Inquiry Unit, U. S. Office of Education, Washington 25, D. C.)

HOME AND CORRESPONDENCE STUDY, by *Royce E. Brewster*. December 1956. 5 p. (Guidelines.)

REFERENCES ON FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL, prepared by *Marjorie C. Johnston*. January 1957. 11 p. (Cir. No. 495.)

SELECTED REFERENCES AND BRIEFS RELATED TO ELEMENTARY EDUCATION. 3 p. (No. 8. Rev. March 1957.)

TELEVISION'S PART IN THE COLLEGE AND UNIVERSITY PROGRAM, by *Franklin Dunham*. Reprint from *Higher Education*, February 1957. 6 p.

SUMMARY STATISTICS ON ENGINEERING ENROLLMENTS AND DEGREES: 1956, by *Sidney J. Armore, Henry H. Armsby*, and *Leah W. Ramsey*. December 1956. 4 p. (Cir. No. 491.)

VETERINARY MEDICINE, by *Royce E. Brewster*. January 1957. 3 p. (Guidelines.)

U. S. GOVERNMENT PRINTING OFFICE: 1957

SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

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May 1957

Education

Powerful
Precious
Purifying

THE STRENGTH of our arms is always related to the strength of our minds. Our schools are strong points in our national defense. Our schools are more important than our Nike batteries, more necessary than our radar warning nets, and more powerful even than the energy of the atom. This is true, if for no other reason than that modern weapons must be manned by highly educated personnel if they are to be effective, and the energy of the atom can only be understood and developed by the most highly trained minds in the country.

IT IS UNWISE to make education too cheap. If everything is provided freely, there is a tendency to put no value on anything. Education must always have a certain price on it; even as the very process of learning itself must always require individual effort and initiative. Education is a matter of discipline and, more, a matter of self-discipline.

WHEN MEN AND WOMEN know the facts and are concerned about them, we believe they will make the right decisions. Prejudice and unreasoning opposition will more and more give way before the clean flood of knowledge.

These are three excerpts from President Eisenhower's address at the Centennial Celebration Banquet of the National Education Association, Sheraton-Park Hotel, Washington, D. C., April 4, 1957

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . MARION B. FOLSOM, *Secretary*

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Educational news

EVENTS AND DEVELOPMENTS

of national significance

New Research Contracts

BETWEEN March 15—the cutoff date for *School Life's* April report—and May 1 the Office of Education signed 7 more contracts with colleges, universities, and State departments of education for carrying out research projects under the cooperative program authorized by Public Law 531, 83d Congress. Total cost of these latest projects is counted as $804,135: the Federal Government's share, as $570,626 ($26,406 for the current fiscal year, the rest contingent on Congress' appropriating funds for subsequent years).

Five of the projects concern education of mentally retarded children:

- California State Department of Education, for and on behalf of San Francisco State College, 2⅔-year project under Leon Lassers and others: *Effectiveness of different approaches in speech training.* Federal funds, $76,103.
- Mississippi State Board of Education, 2-year project under W. R. Burris and others: *Screening procedures for placement in special classes.* Federal funds, $45,129.
- New Jersey State Board of Education, for and on behalf of State Teachers College at Newark, 2½-year project under Ruth Boyle: *Teaching reaidng to educable adolescents.* Federal funds, $76,014.
- Purdue University, 1-year project under M. D. Steer: *Applying Mowrer's autistic theory to speech habilitation.* Federal funds, $11,975.
- Western Reserve University, 2⅔-year project under Nancy E. Wood: *Communication problems and their effects on learning potential.* Federal funds, $92,637.

The other two projects relate to staffing and to instruction:

- Teachers College, Columbia University, 3-year project under Daniel E. Griffiths: *Criteria of successful school administration.* Federal funds, $261,000.
- Harvard University, 1¼-year project under Douglas Porter: *Devices for teaching spelling.* Federal funds, $7,768.

Election Returns

MAY brings the Office of Education a big volume of election returns, for it follows immediately upon the month when a great many education associations choose to vote for their officers. Beyond question April is the No. 1 favorite for the purpose, though October runs a close second.

Names and addresses of presidents and secretaries are among the items of information that the Office gathers every year for inclusion in Part 4 of its *Education Directory*—the part devoted entirely to education associations.

The current Part 4, the one for 1955–56, lists these officers for no fewer than 480 national and regional organizations, 456 State organizations, 23 regional and national foundations, and 9 international organizations.

The one for 1956–57, which will include even more organizations, is in the late stages of preparation, but not too late to catch the new officers now being reported. Nor is it too late even for the officers elected in May, provided the associations promptly return the questionnaire they will receive from the Office at the end of the month.

The 1955–56 edition will remain the current one throughout the summer.

Migrants

TWO conferences on the education of migrant children and their families are being held this month under the auspices of the Office of Education.

Both conferences lie in the path of heavy migrant "streams."

The first, at Kalamazoo, Mich., on May 8–10, gathers representatives from the channel of the north central stream—from Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin, and Texas.

The second, at Santa Fe, N. Mex., on May 15–17, concentrates on the Southwest: Arizona, California, Colorado, New Mexico, and Texas. Texas is involved in both conferences because for many families in both streams it is the home base, the winter quarters.

Paul E. Blackwood, Office specialist for elementary education, who is in charge of both conferences, says that in a sense they are followups to a series of regional migrant conferences sponsored by the Office in 1952 (the followup for the East Coast was held in 1954). In the current series the participants are sharing experiences and achievements they have had

since the earlier conferences, joining their forces for a fresh attack on persistent problems, and laying concerted plans for the future.

Early in the planning stages this spring the Office of Education asked each participant to submit a list of three or four problems particularly troublesome in his own State. About fifty problems came in—many of them repeatedly—but nearly all of them conveniently fitted under one of five big topics. It is those topics that now are being used as discussion themes at the conferences:

I. School-community cooperation in launching and improving programs.

II. Organization of the school, and financial support.

III. Curriculum problems.

IV. Development of leaders—lay and professional.

V. Continuity and followup: organizing for continuing effort.

The 40 to 50 persons who are attending each conference were named by the participating States. Chief State school officers and the chairmen of State and regional committees concerned with any aspect of migrant life were all asked to nominate participants. Thus the conferences are attacking education problems from a broad base: in addition to educators they include experts in health, housing, and labor, and leaders in community and religious programs.

At Kalamazoo, the Michigan State Department of Public Instruction and Western Michigan College are cohosts; at Santa Fe, the New Mexico State Department of Public Instruction is giving a similar service.

Guidance Workshop

STATE supervisors of guidance services in the public schools had their first national meeting in 10 years when they got together in Detroit on April 12–13, for a workshop sponsored by the Office of Education. Forty official representatives from 33 State and Territorial departments of education attended, together with the chief and 3 other staff members of the Office's Guidance and Student Personnel Section: Frank L. Sievers, Roland G. Ross, David Segel, and Frank Wellman.

The participants worked on many problems, but they emphasized three needs as basic:

- Professional personnel and guidance people at all levels need to do a better job of working together to coordinate their programs and organize their efforts.
- Problems that most require research need to be identified.
- Terms need to be defined.

As first steps toward solving these problems, the workshop came up with some recommendations:

- That efforts be made to better coordinate guidance and pupil personnel research and services at the local, collegiate, State, and national levels.
- That the National Association of Guidance Supervisors and Counselor Trainers sponsor a study project to identify basic areas of needed research, and that the Office of Education take the initiative in summarizing and publicizing the project findings.
- That the Office of Education prepare working material on the definition of terms: that this material then be submitted to a NAGSCT study committee, which would report its findings and recommendations to a general session of NAGSCT for further development and approval.

It was apparent at the conference that guidance services at State and Federal levels had come a long way in the past 20 years. In 1938, when these services were first provided in the Office of Education, only 2 State departments of education had full-time guidance supervisors on their staffs. Today all but 7 have them; some staff member to give part-time and most of the 7 either designate service or are about to employ a full-time supervisor.

Still another sign of progress: Participants who attended both the national conference in Denver in 1946 and this year's conference in Detroit say they are impressed by evidence that, in the intervening decade, personnel and guidance specialists have developed a concept of their individual jobs as parts of a *whole integrated program*.

Scholarships for Asian Studies

HIGH school teachers seeking more information about Asia have an opportunity to obtain it under a scholarship this summer, thanks to the generosity of the Japan Society, Inc., and the Asia Foundation.

At least 10 universities are offering the courses:

Brooklyn College, Brooklyn 10, N. Y., June 24–July 30. Write to Prof. Hyman Kublin, Department of History.

Duke University, Durham, N. C., July 19–Aug. 24. Write to Director of Summer Session.

The Ohio State University, Columbus 10, June 18–Aug. 30. Write to Prof. Kazuo Kawai, 100 University Hall.

State University Teachers College, New Paltz, N. Y., July 1–Aug. 9. Write to Director of Summer Session.

Syracuse University, Syracuse 10, N. Y., July 1–Aug. 9. Write to Prof. Douglas G. Haring, P. O. Box 24, University Station.

University of California, Berkeley 4, June 17–July 27. Write to East Asia Studies, Institute of International Studies.

University of Florida, Gainesville, June 16–July 28. Write to Prof. John A. Harrison, 111 Peabody Hall.

University of Kansas, Lawrence, June 10–Aug. 4. Write to the Department of History.

University of Michigan, Ann Arbor, June 24–Aug. 3. Write to Dr. Robert I. Crane, Department of History.

University of Washington, Seattle 5, June 24–Aug. 22. Write to Far Eastern and Russian Institute.

The Office of Education is cooperating through its International Education Division. The staff is preparing study aids for use in all 10 seminars; and Oliver J. Caldwell, Division Director, will direct the New Paltz seminar and give the first lecture at the University of Michigan.

Lifelong learning is a must for all

The National Concern for Adult Education

by Ambrose Caliver

Assistant to the Commissioner of Education and chief, Adult Education Section

ADULT education offers such potent remedy for some of the ills of society, and such valuable aid to the individual for self-fulfillment and social adjustment, that it should be the concern of everyone. In fact, the changes characteristic of modern life make adult education a *must*. Accelerated by science and technology, these changes have made an impact on the individual and society that we can no longer view with indifference. We can no longer meet our current problems by educating only our children and youth; nor can we expect to prepare even our children and youth in the traditional sense for all the problems they will face when they become adults.

Why Educate Adults?

Many changes are under way that require the education of adults, but some are particularly demanding:

- Our population is growing fast. By 1975, estimates say, it will reach 225 million—55 million more than we have now.
- Our population is becoming more mobile, thanks to rapid developments in transportation and communication.
- Our population is getting older. Medical science and better health measures are extending our lives.
- Our expanding economy demands a larger and more highly qualified work force.
- Tremendous advance in the production of power is resulting in speed, complexity, and bigness. This change lies at the root of nearly all other changes and transcends them all in importance. Man took most of history to advance from muscle power to horsepower, to waterpower, and then to steam, gas, and electric power. But within the past two decades he has come into possession of nuclear energy, which surpasses the earlier powers so far that there is hardly a basis of comparison.

Implications of these changes for adult education lie in their impact on the individual in every aspect of his life—as a worker, as a citizen, as a member of a family, and as a *person seeking self-fulfillment*. They become more evident in the light of trends that have developed concurrently with the changes already mentioned: Urbanization, increased leisure time, occupational changes, rising standards of living, changing character of home and family life, increase in chronic disease and mental illness, a "shrinking" of the world, and a change in our sense of values.

No Time for Waiting

When we intelligently and honestly appraise the current scene, we see that we cannot keep abreast of the times, nor be prepared for the demands of the future, except through adult education. The needs to be met, the problems to be solved, and the opportunities to be grasped will not wait. The knowledge, skills, and understandings required in this brave—or fearful—ever-changing world must be acquired by adults *today*. It is no longer an issue whether adults *can* learn: that they can and will has been scientifically proved. Rather, the matters that concern us are these: That man's intellectual, social, and moral advancement has not kept pace with his material advancement; and that education can be a powerful aid in correcting the lag.

THIS is the first of a series of articles on adult education. The second, which will appear in the June issue, is entitled "Adult Education at the Local, State, and Federal Levels."

The Possible Contributions

Most of the changes in our world are caused by forces so deep below the surface of ordinary daily experience that they are not easily discernible. Adult education can aid in identifying, describing, and explaining these forces, relating them to the day-to-day activities of citizens in such a manner that the people will understand the effects of these forces upon themselves and see how they in turn may adjust and give direction to the forces.

Another contribution that adult education can make is to restore to the individual some of the qualities he had as a child but too often has lost in the process of his growing up—the qualities of curiosity, interest, zest, self-confidence, imagination, and creativity. Certain adult education programs are developing in people the knowledge, skills, and attitudes that go far in helping them to recapture these qualities, and to accept and act upon the principles of lifelong learning, not only for their own improvement but for the national welfare. Such programs need to be multiplied and extended.

Adult education can help the Nation make full and effective use of its human resources. Even though it has been spotty and limited, adult education has already demonstrated its worth in helping to meet manpower requirements—in military and

civil defense, in our national economy, and in our social and cultural life.

These demonstrations suggest the potentialities in adult education for meeting both the short-range and long-range needs of our dynamic civilization. But these potentialities cannot be fully achieved until adult education is accepted as an integral part of our regular educational programs, which in the past have been largely devoted to children and youth. Those who say that we cannot afford the expense should remember that no nation is so poor, nor is any nation so rich, that it can justifiably neglect the education of its people.

Only the Beginning

Although many millions are now engaged in formal adult education activities, we have hardly begun to avail ourselves of our opportunities.

Not only can every citizen profit in one way or another from adult education, but some groups in the population offer a special challenge. To these, adult education is obligated to make a special contribution.

One of these groups is the undereducated. We concede that we require more and more education to live effectively in our rapidly advancing world: yet we have more than 60 million adults who have not finished high school, 44 million who have not finished the ninth grade, and nearly 10 million who are functionally illiterate.

We can better appreciate the economic significance of these figures when we realize that our modern world of work, based more and more on automation, is becoming increasingly inhospitable to the undereducated. The Department of Labor estimates that within 10 years we will have 15 million adults who are unemployable because they are inadequately trained.

Another group is our older people. During the last 50 years the lifespan in the United States has been lengthened by nearly 20 years: the general population has doubled, but the number of persons aged 45 to 64 has tripled, and the number of those who are at least 65 has quadrupled. For these older persons, adult education can do more than contribute to comforts, health, satisfactions, and happiness: it can also utilize competencies and refurbish latent talents and creative powers.

A third group worthy of particular attention is the young adults. In many respects they are the most neglected group, yet they stand in the greatest need of help. In 1950 we had 34⅓ million young men and women 15–29 years old. During the next decade, it is estimated, the number of 18-to-24-year-olds will increase by about 5 million, and the greatest increase to the labor force will be 2.7 million in the 14-to-24-year group. What these numbers imply for adult education is obvious.

Many of those young people have just left, or will soon leave, the sheltered life of the school and are plunging into the whirl of the workaday world. Others have left the protection—or lack of protection—of their parental homes to set up homes of their own. Sooner or later most of the young men will do their stint in the military forces. Still others, unable to find a job, or a mate, or a faith, may become drifters, even delinquents.

All of them stand between two worlds—one which they think they are glad to leave, the other which they approach with hesitancy and fear—and for most of them the first has ill prepared them for the second. Yet they are the persons who will perpetuate the race and rear the children, who will be our future workers, citizens, and leaders. They need knowledge, skills, understanding, and ideals, and they need them *now*.

Thousands of Programs

It must not be assumed that the adult-education programs and activities now in operation are neither recognized nor appreciated. They are. Were it not for them we would be in a far worse plight than we are. A great number and variety of agencies are engaged in adult education—public and private schools, colleges and universities, professional groups, voluntary agencies, industry, labor, and agricultural groups, philanthropic foundations, government, and religious and civic groups—and the number of programs they conduct runs into the thousands.

Many of these programs are excellent, some are moderately good, still others range from mediocre to poor. Underlying them is a great variety of philosophies, principles, and policies, and an even greater variety of design and practice.

In the heterogeneity of adult education programs are seen both their strength and their weakness. Some people believe that heterogeneity reflects a good thing—the tailoring of programs to suit individual needs. Others think that it makes for confusion, waste, and lack of purpose. Still others believe that the multiplicity of agencies under many different auspices results in duplication of effort, unwholesome competition, and lack of coordination.

Whatever the deficiencies, we must live with this heterogeneity and multiplicity in organizations, programs, and efforts because these are in the tradition of America and stem from the genius of our people. Moreover, they stem from the very heterogeneity of the needs adult education is designed to meet.

Clearing the Road

But it is not in the best interest of either adult education or the Nation that we continue to tolerate deficiencies and difficulties that can be remedied or removed. It is therefore incumbent upon us to clear away the roadblocks that are preventing adult education from traveling with the speed, efficiency, and effectiveness that the times demand.

Clearing the road is not alone the concern of the professional adult educators, the teachers and lay leaders in the field, or of any single organization or group of organizations,

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A REPORT ON STATE LAWS

Early Elementary Education

by ARCH K. STEINER, educationist, Laws and Legislation Branch

THIS summary of basic legal provisions in the States for early elementary education is current as of January 1, 1957. It revises and expands information reported by Ward W. Keesecker and Mary D. Davis in 1935 (Legislation Concerning *Early Childhood Education*) and by Ward W. Keesecker and Alfred C. Allen in 1955 (*Compulsory Education Requirements.*)

The table on the next page, which was compiled from State statutes, has been checked for accuracy by the several State departments of education (all but two of the States have returned the table). Blank spaces indicate that express statutory provisions were not found on the subject and that none were reported by the States.

IN RECENT YEARS the States have intensified their efforts to provide adequately for the education of young children in the public schools. Through legislation they have added or expanded services, widened the age ranges, increased their requirements for certification of teachers of nursery schools, kindergartens, and early elementary subjects, and shown a trend toward financing early elementary education from the general school fund.

AUTHORITY TO ESTABLISH AND ADMINISTER

Practically all States now have some type of legislation authorizing localities to provide for education below the conventional elementary grades. In some, the legislation is *permissive;* that is to say, the localities *may* provide certain services if they need or require them. In others, the legislation is *mandatory;* that is, the locality is *required* to provide services under certain conditions, such as petition from a specified number of parents.

Forty-six States have enactments providing for kindergartens. In 40 the enactments are permissive; in 6 mandatory. Seventeen of these States also provide for nursery schools, all by permissive legislation.

Which States have done what is shown in the table overleaf.

AGES AUTHORIZED

Ages authorized for nursery school and kindergarten education range from 2 to 9 years and include many different combinations. Twelve States provide for kindergarten attendance of the 4-to-6 age group. These are Illinois, Kentucky, Louisiana, Minnesota, Mississippi, New Jersey, New York, Oregon, Pennsylvania, South Carolina, Washington, and West Virginia.

Ten States provide a maximum age limit for nursery school and kindergarten attendance but set no minimum age. New Jersey and Wisconsin limit the maximum age for nursery schools to 4 years. Indiana, Oklahoma, and Tennessee have established a maximum of 6 years for both nursery schools and kindergartens. Other States with a maximum age of 6 years for kindergarten are North Carolina, North Dakota, Ohio, Vermont, and Virginia.

Ten States have fixed a minimum age for nursery school and/or kindergarten, but no maximum. For nursery school attendance, Massachusetts has established a minimum of 3 years; South Dakota, 4 years. For kindergarten programs, Maine provides for a minimum of 4 years; Arizona, Iowa, Michigan, Nebraska, Nevada, South Dakota, Utah, and Wyoming have a minimum of 5 years.

Other age ranges vary as follows:

- *For nursery school:* 2-to-6 range, Illinois and Oregon; 3-to-6 range, New York; 3-to-9 range, Florida.
- *For kindergarten:* 3-to-6 range, Colorado, Idaho, and Montana; 4-to-9 range, Florida; $4\frac{3}{4}$-to-6 range, California; 5-to-6 range, Kansas, Missouri, and New Mexico; 5-to-7 range, Texas; 5-to-8 range, Alabama.

Age ranges, where listed, extend from birthday to birthday. An analysis of this type does not lend itself to listing the many applicable exceptions to the ages indicated in the table for compulsory and permissive attendance in the conventional elementary grades, or to those attendance ages for nursery school and kindergarten. Most State laws in this connection are subject to various exceptions or qualifications.

During recent years, California, Nebraska, and New York have enacted legislation requiring local districts to admit to the first grade of elementary school any child in the locality who has successfully completed 1 year of approved kindergarten education.

FINANCIAL SUPPORT

State legislatures have provided various methods of financing nursery schools and kindergartens.

The method most frequently used is local financing through the general school fund. Seventeen States provide for funds in this manner. Included are Maryland and South Dakota, which finance both nursery school and kindergarten, and Michigan, which provides funds only for nursery schools through this source. Other States that finance kindergarten with local funds through the general school fund are Alabama, Illinois,

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Legal provisions governing early elementary education

STATE	NURSERY SCHOOLS			KINDERGARTENS			TEA		
	Authority to establish (permissive or mandatory)	Entrance ages authorized	Method of financing [1]	Authority to establish (permissive or mandatory)	Entrance ages authorized	Method of financing [1]	Degree required	Special certificate for kindergarten	Special certificate nursery schools kindergar
Alabama				[2] P	5–8	LF–2			
Arizona				P	At least 5	COMB			
Arkansas									
California				M	4¾–6	SA–2	X		
Colorado				P	3–6	SA–2		X	
Connecticut	P			P		SA–2	X	X	
Delaware				P		SA–2			
Florida	P	3–9	COMB	P	4–9	COMB	X		X
Georgia									
Idaho				P	3–6	LF–1	X	X	
Illinois	P	2–6	PF	M	4–6	LF–2			
Indiana	P	Under 6	SA–2	P	Under 6	SA–2			
Iowa				P	At least 5	COMB			
Kansas				P	5–6	LF–2		X	
Kentucky				P	4–6	LF–3			
Louisiana	P			P	4–6 [6]	COMB	X		
Maine				P	At least 4	LF–2		X	
Maryland	P		LF–2	P		LF–2	X		X
Massachusetts	P	At least 3 [7]	COMB	P	([7])	LF–2			
Michigan	P	([8])	LF–2	P	At least 5	SA–2			
Minnesota				P	4–6	SA–1	[9] X		
Mississippi	[10] P		LF–1	P	4–6	LF–1			X
Missouri				[12] P	5–6	LF–2			
Montana				P	3–6	LF–2		X	
Nebraska				P	At least 5	LF–2			
Nevada				[13] P	At least 5	SA–1			
New Hampshire				P		LF–2	X		
New Jersey	P	Under 4	COMB	P	4–6	COMB	X	X	
New Mexico				P	5–6	LF–2		X	
New York	P	3–6	COMB	P	4–6	COMB	X		
North Carolina				[15] P	Under 6	LF–1			
North Dakota				M	Under 6			X	
Ohio				P	Under 6	[16] COMB			X
Oklahoma	P	Under 6	LF–3	P	Under 6	LF–3			
Oregon	P	2–6	PF	M	4–6	COMB			
Pennsylvania				P	4–6	SA–2			
Rhode Island				P		COMB			
South Carolina				P	4–6	LF–2		X	
South Dakota	P	At least 4	LF–2	P	At least 5	LF–2			
Tennessee	[18] P	Under 6	LF–3	[18] P	Under 6	LF–3			
Texas				M	5–7	LF–1		X	
Utah				[19] M	At least 5	LF–2		X	
Vermont				P	Under 6	SA–2	X		
Virginia				P	Under 6	LF–3	X		
Washington	[21] P		COMB	P	4–6	LF–2	X		
West Virginia				P	4–6	[22] SA–2		X	
Wisconsin	P	Under 4	LF–3	P		LF–2			
Wyoming				P	At least 5	COMB			

ublic schools of the 48 States, as of January 1, 1957

RTIFICATION			STATE DEPARTMENT OF EDUCATION	GENERAL SCHOOL ATTENDANCE AGES		NOTES
ial certificate for nursery, lergarten, d primary grades	General certificate with specialization in primary grades	General elementary certificate sufficient	Provides curriculum guides, standards, and general supervision for either nursery schools or kindergartens or both	Permissive (except nursery schools or kindergartens)	Mandatory (ages required to attend)	
				6	7–16	[1] The various methods of financing are indicated by symbols as follows:
X			X	6–21	8–16	
				6–21	7–16	PF, privately financed by fees and contributions
[3] X		X	X	[4] 5¾	8–16	
			X	6–21	8–16	LF, locally financed
			X	[5] 6	7–16	1 Special school funds 2 General school funds 3 Local funds and or fees from parents
			X	6–21	7–16	
			X	5¾–21	7–16	SA, financed with State aid
				6–18	7–16	1 Per pupil formula 2 In the same manner as other State aid is distributed
			X	6–21	7–16	
		X	X	6–21	7–16	COMB, financed by combinations of 2 or more integral parts of PF, LF, or SA.
X				6	7–16	
		X	X	6	7–16	[2] Authority to establish is limited to independent cities.
						[3] Nursery schools not included.
				6–21	7–16	[4] If a child has completed 1 year of kindergarten he may enter the first grade regardless of his age.
		X	X	6	7–16	
X			X	5⅔–18	7–15	Attendance is permitted at discretion of local board.
			X	5–21	7–15	
			X	6–21	7–16	[6] Local boards may exclude, at beginning of term, all children who will not have reached their 5th birthday by December 31.
		X	X		7–16	[7] School committees may provide extended school services for children aged 3 to 14 who are the dependents of working mothers.
				5	6–16	
X				5–21	7–16	[8] School board determines nursery school ages.
				6–21	([11])	
		X	X	6–20	7–16	[9] Degree will be required in 1961. Additional training required at each renewal period to meet degree requirement by 1961.
				6–21	8–16	
		X	X	[4] 6	7–16	[10] Nursery schools are authorized for separate municipal school districts only.
		X	X	5	7–18	
	X		X	([14])	[14] 6–16	Mississippi repealed its compulsory attendance law in 1956; South Carolina, in 1955.
	X		X	5–20	7–16	
			X		6–17	[12] Local districts may establish kindergartens only after all other elementary requirements have been met.
X	X		X	[4] 5–20	7–16	
						[13] Average daily attendance must exceed 15.
			X	6–21	7–16	[14] Elementary school is a program of 8 grades, exclusive of kindergarten. Maximum compulsory attendance age is 14 in district that does not maintain a high school.
				6–21	7–17	
	X		X	6–21	6–18	
X			X	6–21	7–18	[15] Kindergarten is authorized by voters of the district.
		X	X	6–21	7–18	
		X		6–21	8–17	[16] Local boards receive credit for kindergarten equivalent to one-half of an elementary classroom unit from the foundation program.
		X	X		7–16	
				6–21	([11])	[17] Includes all elementary grades.
		X		6–21	7–16	
			X	6	7–16	[18] Local boards may operate programs under such regulations as may be prescribed by the State board.
			X	6–21	7–16	
					6–18	[19] Mandatory in districts with population of 2,000 or more; permissive in others.
	X		X	6–18	7–16	[20] Requirements same as in elementary grades, with additional minimum requirement of 3 semester hours in student teaching in kindergarten.
	[20] X		X	6–20	7–16	
		X	X	6–21	8–16	[21] Nursery school program must meet minimum standards established by chief State school officer.
				6–21	7–16	
X				6–20	7–16	[22] Makes use of weighted pupil formula in regard to net enrollment
	X		X	6–21	7–16	

Kansas, Maine, Massachusetts, Missouri, Montana, Nebraska, New Hampshire, New Mexico, South Carolina, Utah, Washington and Wisconsin.

Four States finance with local funds but maintain the revenue as a special school fund. Included in this group are Idaho, North Carolina, and Texas, in which such a fund-raising device applies to their kindergarten programs, while in Mississippi it applies to both nursery and kindergarten schools.

Another method of local financing is through a combination of local school funds and fees from parents. Wisconsin makes use of this method for nursery schools, while Kentucky and Virginia use it for the kindergarten program. In addition, Oklahoma and Tennessee apply this method to both nursery school and kindergarten programs.

The next most widely acclaimed method of financial support is a combination in various proportions of local funds and/or State aid. This may also include private funds. Twelve States make use of this combination. One group includes Florida, New Jersey, and New York, which provide funds for both nursery schools and kindergartens, and another group includes Massachusetts and Washington, which provide funds for nursery schools only. Seven additional States providing funds for kindergarten in this manner are Arizona, Iowa, Louisiana, Ohio, Oregon, Rhode Island, and Wyoming.

State aid is the means of support in nine States in the same manner as other State aid is distributed. In this manner, Indiana provides for both nursery schools and kindergartens. Other States which finance kindergartens in a similar manner are California, Colorado, Connecticut, Delaware, Michigan, Pennsylvania, Vermont, and West Virginia. Minnesota and Nevada apply a per pupil formula for determining State aid for kindergarten support.

Illinois and Oregon provide funds for nursery schools by privately financed fees and contributions.

TEACHER CERTIFICATION

In general, States have enacted legislation providing for higher academic standards for certification. Thirteen States now make a college degree prerequisite to any permanent type of certificate. These are California, Connecticut, Florida, Idaho, Louisiana, Maryland, Minnesota, New Hampshire, New Jersey, New York, Vermont, Virginia, and Washington.

A more significant trend, however, points toward a greater degree of specialization, embracing a combination of subjects applicable to nursery school, kindergarten, and early elementary grades.

Thirteen States issue a special certificate for kindergarten. They are Colorado, Connecticut, Idaho, Kansas, Maine, Montana, New Jersey, New Mexico, North Dakota, South Carolina, Texas, Utah, and West Virginia.

Four States issue a special certificate covering a combination of nursery school and kindergarten subject matter. They are Florida, Maryland, Mississippi, and Ohio.

Eight States certify teachers to teach a combination of subject matter including nursery school, kindergarten, and early primary grade subjects. They are Arizona, California, Indiana, Louisiana, Minnesota, New York, Oklahoma, and Wisconsin.

Seven States issue a general certificate with specialization in early primary education. They are New Hampshire, New Jersey, New York, Ohio, Vermont, Virginia, and Wyoming.

Thirteen States require only a general elementary certificate for teaching in nursery school and kindergarten.

STATE DEPARTMENT LEADERSHIP

Recent legislative actions enable State departments of education to assume a greater amount of leadership in providing curriculum guides, establishing more uniform standards, and authorizing general supervision to localities. Thirty-two States now have statutory provisions that enable their State departments of education to assume this more responsible role.

In consulting the accompanying table for information on increased responsibilities of State departments of education, the reader may find in the column on teacher certification information which has implications for State department leadership.

National Concern for Adult Education

Continued from page 6

public or private. It is the concern of all, and of each, that adult education prepare for the tasks that lie ahead; that it make itself ready to assist in meeting the needs of individuals and the Nation during the next half, or at least the next quarter, of this century.

All the agencies have some obligations in common in this matter; but certain ones, because of their very nature, have particular obligations.

For example, it would hardly be questioned that it is the responsibility of institutions of higher learning to be especially concerned with research into the various facets of adult education, and with the preparation of teachers and leaders.

That so few of these institutions are now engaged in such activities should be a matter of national concern. Because so many public school teachers are involved in various programs and activities of adult education, because the habits of continuous learning and the qualities conducive to these habits can best be cultivated in childhood and youth, and because a good elementary and secondary school program depends mostly on the education and enlightenment of the adults in a community, it seems essential

that prospective and inservice teachers be given an opportunity to learn about the need for adult education and the principles underlying it.

Professional associations, voluntary organizations, and certain lay groups, because of their unique position and peculiar role in our social and cultural advancement, have their own major contributions to make. One of these, it seems, is to help interpret the implications of scientific and technological progress for the average citizen, and to create a climate conducive to adult education in the communities and in the Nation as a whole. These organizations may also be helpful to governments in developing and maintaining a sensitivity to the education needs of their adult citizens, and in translating that sensitivity into public action.

The major responsibility of the public schools and certain other agencies that conduct programs of adult education is so obvious that it will not be discussed here. Suffice it to say that the qualifications and dedication of the personnel and leaders of these agencies should be of such high order that the best and latest in the theory and practice of adult education may find through them a ready channel of communication to the ultimate consumer—the average citizen and adult learner—who is the *raison d'etre* for all our concern.

The Challenging Needs

Another challenge to adult education lies in the ample evidence all about us that many of our citizens do not yet have a penetrating understanding of the principles underlying American institutions, purposes, and ideals as they are exemplified in our system of free enterprise, our public school system, our practices stemming from the Bill of Rights and our belief in the worth and dignity of every individual. Many adults have yet to feel the stimulation that comes from seeing the application of these principles in everyday life. These are matters that all Americans should understand and feel, particularly as they apply in the realm of human relations. And to the extent that they do not understand, they weaken our national effort to demonstrate the efficacy of our leadership in the free world, and pose a threat to our way of life at home.

The average American citizen needs also a clearer and better understanding of the world situation and his country's part in it. This need President Eisenhower emphasized in his recent inaugural address—

> Now this is our home—yet this is not the whole of our world. For our world is where our full destiny lies—with men, of all peoples and all nations who are free or would be free . . .
>
> We recognize and accept our own deep involvement in the destiny of men everywhere.

Giving this world outlook to those who are to make decisions is an adult education responsibility of the first order. That it be given speedily is of national concern, a concern that the President voiced when he added—

> And for them—and so for us—this is no time of ease or of rest.

Time is of the essence!

To meet this need we cannot rely upon the education of children and youth alone. The changes are too swift and demanding. The quickest, the surest, and the most effective way of meeting it is through a comprehensive program of adult education, designed specifically for this purpose and executed with intelligence and boldness.

Another need, one that especially concerns the individual, has four facets that offer challenges to adult education:

- To help the individual to remedy the defects and fill the gaps in his earlier schooling.
- To show him how to function effectively in his various roles and to adjust and contribute to a rapidly changing world.
- To help him understand and adjust to the changes that automatically occur in him as he grows older.
- To develop in him the desire, the knowledge, the skills, and the attitudes for lifelong learning and continued self-improvement and self-fulfillment.

One of the greatest needs that adult education can help to meet is the need for wide diffusion of the knowledge, methods, and spirit underlying the advances that have given us the new world. This must take place before we can begin to understand and accept what the technological and scientific advances mean for a genuine improvement in our living.

Here adult education has a special obligation to those persons who have completed their formal schooling. Discharging that obligation requires better communication and cooperation between our creative thinkers and the rest of us, so that we can translate the results of science and technology into the thought, language, and behavior of the average citizen. It is important to the national interest that we quickly find ways of using the gifts of science and technology to improve the quality of our lives. To do so, we must depend heavily on the various types and forms of adult education.

The problem of health illustrates well another challenge to adult education. Many of the illnesses of modern man are psychosomatic. Certain chronic and organic ailments that today are rapidly increasing are related to the mind and the emotions. Other diseases and physical ailments are related to nutritional habits and the use of leisure time. All of this adds up to the fact that much of the poor health afflicting many of us is behavioral.

Just to mention this fact is to indicate the responsibility of adult education. By providing individuals with opportunities to learn the facts of health and to develop habits and attitudes conducive to health, adult education can help to alleviate some physical ailments and to prevent others. Authorities tell us that an important aspect of today's diseases,

in contrast to those of the past, is that their detection and treatment rely more heavily on the individual and his own behavior, more on ideas than on drugs, more on education and guidance of the individual and the community than on direction and prescription from experts. It is this very circumstance that presents such a challenge to adult education.

Toward a Better Approach

We also have needs within the field of adult education itself. We need a better articulation between adult education and the other areas of education. We need to improve the quality of teaching and supervision: to develop programs, materials, and methods that are better suited to the interests and experiences of adults. The several groups and agencies conducting programs need to do more cooperating and coordinating: they need to work together to clarify and agree on terms, definitions, and policies. The various workers need to communicate more with each other.

These needs, although relatively simple, are highly essential. Moreover, they are of national concern and must be approached with the same intelligence, highmindedness, and dedication as all the others.

Overarching them all, however, is the need for a complete and fundamental educational reorientation. In the face of the cataclysmic changes we have been discussing, such an orientation is necessary if adult education is to be conceived in its proper context. It will require some people to revise their ideas about the nature and purposes of education, as well as about organization, administration, and financing of education. Especially will it require many to take a new approach to instructional materials and methods, to learning and the learner.

Imagination and Boldness

If we are to meet the challenge posed by the prospects of the last half of this century, we must be as imaginative, as creative, and as bold as the scientists and engineers have been in creating the world that presents this challenge. Timid, weak, and limited approaches will not suffice. Reshuffling the old ideas and doing a good job of educational housekeeping will not suffice. More attention to enrollments and class-attendance reports, to budgets, units, credits, diplomas, degrees, and standards—important as these are—will not suffice. In fact, these things alone will have no significance in the long run, except in relation to the reorientation that is so overwhelmingly needed.

If the many needs are to be met, each program should have the benefit of an overall synthesizing, coordinating, and guiding agency—not necessarily administrative—which is sufficiently removed from the sphere of competition, tension, and vested interest to enlist the confidence of all concerned. It should operate from a high level and in the interest of all the people. It should have authority, but should exercise it in a disinterested and neutral manner. It must have an overview of the whole field, with its sights high and its horizon wide. It must be guided by a broad philosophy, practical idealism, and deep insight. And it must be motivated by interest in and dedication to the total community welfare.

Wherever programs are operating without the services of such an agency, it is the obligation of the citizens to explore the possibilities of revamping an existing agency for that purpose, or to create a new one.

On local and State levels, the public school systems might meet the need, or at least take steps to initiate such an agency. As the educational arm of government, they are the servants of all the people and hence have an obligation to exercise a concern in the public interest.

On the regional level, several school systems and/or universities might take the lead in their service areas.

On the national level, the Office of Education seems to have a clear responsibility: to work in cooperation with other Federal agencies and national organizations.

Those who say that this is too ambitious and comprehensive an undertaking should direct their attention to the discovery and development of nuclear energy, to the plans for greater use of automation in our economic system, and to the worldwide plans for the Geophysical Year. These projects and activities were brought to successful fruition only through cooperation and coordination by many different individuals and agencies and through articulation, synthesis, and integration of many different processes, all on a broad and long-term scale. It took vision, patience, and determination.

The Long Look

The goals of adult education greatly transcend in importance the goals of the projects just referred to. In fact, unless we achieve the long-range goals for adult education, achievements in these other spheres will eventually be nullified.

It is of national concern that the people of America become aware of the trends that make adult education more necessary today than ever before . . . appreciative of what and how adult education can contribute to the solution of many of our most important and urgent problems . . . sensitive to the ways in which adult education can give us deeper insights into the meaning of life and the relatedness of its various parts . . . and understanding of adult education as an aid in reconciling the conflict between material and human progress and values.

These goals are of such concern to the well-being of all our citizens, and to the maintenance and advancement of our way of life that it is the obligation of local, State, and Federal governments to give the people every possible and appropriate assistance in developing and using, to the optimum, all the available resources in the achievement of those goals.

STAY-IN-SCHOOL CAMPAIGN

by BETTINA WEARY, research assistant, Guidance and Student Personnel

SOUNDING the keynote that sent the 1957 Stay-in-School Campaign winging its way—by press, radio, and television—over the length and breadth of the land, President Eisenhower said: "I urge every girl and boy in the United States to continue as students in school until they have developed their God-given capacities to the full. Only in this way can they hope to make their finest contribution to the strength of the Nation and reach the fulfillment of their own life purposes."

Joined by the Department of Labor and with the cooperation of the Department of Defense, the Office of Education has laid plans—comprehensive and intensive—to carry the 1957 drive into every city, town, and hamlet in the Nation. In these plans it has the full collaboration of the Advertising Council, Inc., which is enlisting the aid of radio and television stations. Conducting the drive is a committee representing the three Government departments.

Ideally, the goal is to keep in school until graduation the 8.1 million youth now enrolled. A high school diploma for every boy and girl who has the capacity to benefit by 4 years of secondary school—this might well be the 1957 campaign slogan.

A workable tool

Patently tools, modern and workable, are essential to the attainment of any objective; consequently the committee has developed, as the major instrument for all-round use, the *National Stay-in-School Campaign: Handbook for Communities*. A coast-to-coast distribution of close to 150,000 copies of the booklet has been planned.

The aim of the *Handbook* is to tell simply and clearly the imperative need for motivating and assisting thousands of potential high school dropouts to reevaluate and pursue their studies through graduation.

In an easy-running style the *Handbook* delineates the "why," or the rationale, behind the 1957 Stay-in-School Campaign: "Life as well as industry is growing more complex. Increasingly more understanding and more competencies are needed by everyone for success as a worker, a family member, and as a citizen of a Nation which must provide leadership in a world seeking international understanding and peace."

The *Handbook* then outlines the "how" of organizing, launching, and carrying on an all-America community drive, in which everyone can play an active and a rewarding role. It considers next the "what"—what the citizen can do in his home town to reduce the alarming rate of high school dropout.

Believing implicitly that the attitude of individuals and groups toward education and things educational—particularly those that impinge upon the day-to-day life of the high school boy and girl—will strongly influence their decisions on graduation, the committee asks for both the moral support and the active participation of every member of the community.

It enlists the aid, among others, of newspaper editors, workers in radio and television, employment certificating officials, businessmen, employment office counselors, and members of church groups, labor unions, civic and service clubs, PTA's, veterans' groups, women's groups, and fraternal organizations. And of course

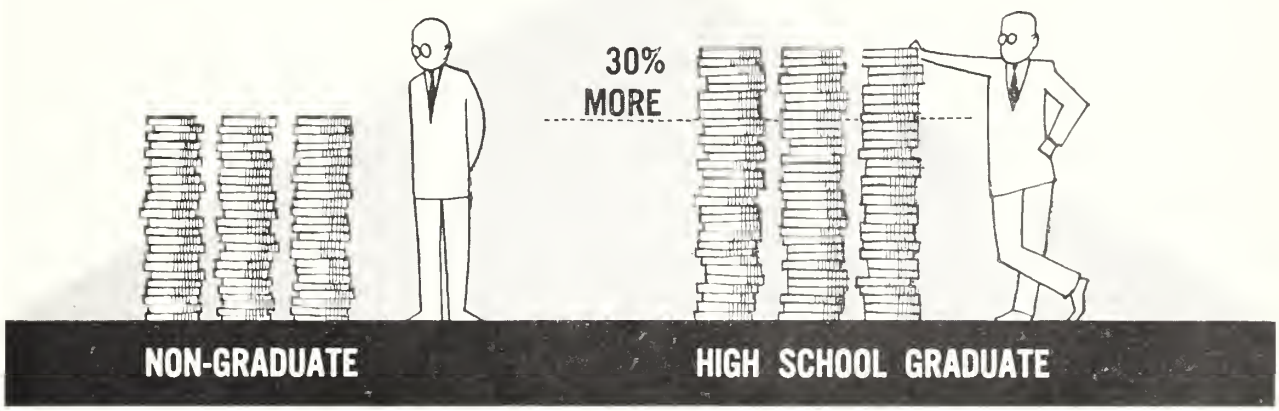

Illustration from *National Stay-in-School Campaign: Handbook for Communities*

school officials and students. It is to these groups, which are of incomparable significance to the success of such an undertaking, that the 1957 Stay-in-School message is addressed.

A poignant problem

To supply local groups and committees with concrete verbal ammunition, the *Handbook* presents a substantial number of facts underlining the poignancy of the problem.

For example: "The typical high school graduate, during his adult earning years, will receive $50,000 more than the 8th-grade graduate; $30,000 more than the high school dropout."

And, "The 1950 census showed that among men 25–64 years old, the high school graduate was much less likely to be unemployed than the nongraduate."

A veritable parade of sharply relevant data throughout the booklet points up not only the desirability of a high school diploma but its practical necessity. Moreover, this situation holds not just in periods of economic scarcity but in periods of high production and plenty as well. And it holds throughout our economy in both civilian and military life.

Graduates preferred

The Armed Forces, to quote the *Handbook*, "are becoming increasingly technical, and young men who have graduated from high school are in great demand." The military, therefore, urges all young men to stay with their studies and to graduate, because as graduates they—

- Are better able to absorb military technical training.
- Have a better opportunity to be selected for military schooling.
- Have a better opportunity for advancement in rank.
- Are better equipped to assume positions of leadership.

Like the military, employers in civilian life, whether government or industry, invariably give preference to job applicants who are high school graduates. This is not hard to understand, for, as the Stay-in-School booklet explains, "few employers are interested in workers they cannot train and a high school diploma bears witness to the fact that a boy or girl has the foundation upon which a career can be built."

There are few beginning jobs, particularly in the choice categories, that do not call for additional training. Such specific additional training, job placement studies reveal, can be most successfully and profitably superimposed on a minimal base of 4 years of good secondary school education.

Furthermore, the Labor Department's list of occupations of current labor market interest includes 71 shortage occupations. "The minimum educational requirement for all 71," the *Handbook* says, "is at least 4 years of schooling at the high school level."

The *Handbook* also suggests that businessmen, who among others are vitally concerned with this problem, can make a unique contribution to the Stay-in-School drive. The businessman can encourage the students he employs for the summer to return to school in the fall; he can make part-time jobs available whenever and wherever possible in order that the young people may earn needed funds while attending school; he can offer to speak at student assemblies on why he wants high school graduates as employees.

Skills are needed

To be sure, the shortage of persons with skills currently necessary to the national economy is a matter of grave import. Citing manpower studies in this connection, the *Handbook* says: "In 1960, it is estimated that 210 atomic reactor operators will be at work; by 1980, 18,670! Only high school graduates are accepted for training for these highly technical fields." Needless to say, youth in secondary schools must be encouraged to graduate and thus be enabled to do the Nation's work.

In the skilled trades, 250,000 persons must be trained each year just to maintain our present skilled work force, without allowing for expansion. In itself this is an arresting figure, but it becomes more so when one discovers from research into labor-union practice that "apprenticeship programs in nearly all trades are insisting upon high school graduates."

The need for every able person to produce may be said to be the *sine qua non* of contemporary society. To consume, it goes without saying, is essential to life. Consequently no self-respecting adult relishes the thought of being an economic liability, a red digit in the balance sheet of the United States. The person with low-level education may have to face such an unpalatable reality.

"Sixty-one million adult Americans," says the *Handbook*, "have not completed high school. Forty-four million have not completed the ninth grade. Two million never went to school at all. The cost to community and taxpayers is high. In chronic welfare cases studied in a county in the Midwest, two characteristics of the household head were: lack of skills and an eighth-grade education or less."

With a new industrial revolution on the threshold of our economy—production by automation—young people in high school are faced with an unprecedented challenge. "This implies," in the words of the AFL–CIO, "an even more urgent need for a thorough and basic training . . . The challenge is to study harder, longer, and more carefully—to become responsible, productive, and mature members of our communities."

Accenting, seemingly, the reference of the AFL–CIO to "productive and mature members of our communities," the United States Chamber of Commerce points out that social maturity increases with education. "Educated persons," its survey shows, "assume the leadership and have the ability to make decisions in this country: 61 percent of the 8th-grade graduates vote, 71 percent of high school graduates vote."

The statistics already quoted amply testify to the fact that the dropout suffers a serious personal loss, and that this loss is progressive as he

grows older. His schoolmates who stay to graduate have a distinct and undeniable advantage over him, economically and socially. This view, moreover, is held by all teachers, counselors, recreation workers, job placement people, social workers—everyone whose job is to help youth prepare for the future.

Such professional people are aware that for some students part-time and vacation jobs are highly desirable: for many, a necessity. In consequence, through their close relationships with youth and the confidence youth place in their opinions, such workers, by bringing interest and understanding to bear on the problems of young people, can clarify the questions behind their harassing indecision. Such clarification could swing the decision in the right direction.

Once fully alerted to the significance of the dropout problem, those groups and individuals in the community who do not normally work with students can also influence their decision making. Members of service clubs, librarians, doctors, lawyers, bankers, civic leaders, church workers, union officials—in fact everyone within the community—can help the potential dropout to face his problem, to rethink it through, and, hopefully, to replan the gateway to his adult life.

Help from the schoolmate

The *Handbook* sends a special trumpet call for help to the schoolmate of the dropout, the nondropout. This individual—the sure student—is one of the campaign's richest assets. It is not only a well-known but a widely accepted precept of adjustment, at every period of life and in all areas of activity, that the individual's sense of belonging is of paramount importance.

Clearly then, within this context, the classmate of the potential dropout can make an incalculable contribution. The student whose lodestone is graduation and who will permit no distraction or no temptation—even that of a temporary well-paid job which might become permanent—to pull him from his course, can work wonders in influencing the potential dropout to face facts and determine to remain in the classroom. For it is only with his classmates that the indecisive student can talk man to man. Here many inhibitions are discarded, and the view of the boy or girl who is staying with school can sometimes override the other's doubts.

Once having joined the crusade, the sure student will be able to devise many ways of carrying out his objective. He will undoubtedly get into a conversation with every schoolmate he knows or suspects is on the fence. The times and places where he can do this are numerous—the gym, the bus, the cafeteria, to name a few. The student who is staying to graduate will freely discuss his own plans and give his reasons for them. In this exchange he will express the view that the possible dropout is planning in the same way.

Another vital approach but more indirect, again one that only the sure student can make, is with forethought to include in many activities, organized or other, the schoolmate who has chronically been on the fringe or even outside of all school projects. To invite the boy or girl who is wavering about staying in school to join a club, to serve on a committee, to help in a drive, or just to assume some responsibility for an out-of-class plan will make him feel needed. Such attention may color his thinking about cutting his ties with school.

The influence on individual thinking and activity, sociological research reveals, of becoming a member of the *in-group* instead of being in the *out-group* is almost immeasurable. The student who feels he is really *in* with his peers will ponder very carefully the idea of breaking away before graduation.

Moreover, it bears repeating that giving the potential dropout this feeling, this precious and enviable sense of being a meaningful part of the school population, is something that no one but a schoolmate can do. It is important, certainly, that the teacher, the counselor, and the principal want him to stay. It is doubly important that his schoolmates want him to stay.

This thesis is subscribed to by all who work in the field of education. Therefore, in addressing itself to the resolute, the sure high school student whose sights are firmly fixed on graduation, the *Handbook* has underscored a scientific principle.

Other ammunition

In addition to the various types and kinds of material already referred to, the *Handbook* furnishes a battery of slogans. They can be used in a variety of ways: As car cards, window posters, automobile streamers, fliers. Or they may serve merely as the tinder box out of which will come other slogans with stronger, sharper impact and more pertinence to the particular community.

Another section of the *Handbook* contains quotations on the clear relationship between education and the universal good. They come from the Secretary of Health, Education, and Welfare; the United States Commissioner of Education; the Secretary of Labor; and the Assistant Secretary of Defense.

In capsule form the Interdepartmental Stay-in-School Committee has tried to present in the *Handbook* only the most trenchant and meaningful facts drawn from extensive research and to focus attention of the Nation on a social problem of great import. Educators have long been convinced that "from every view point—that of industry, national security, society, and individual opportunity—education for all means a better future for America."

The Handbook for Communities may be obtained, while the supply lasts, by writing to the Office of Education or to the Bureau of Labor Statistics, both at Washington 25, D. C. Copies are also for sale, at 15 cents each, by the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

FOR SALE

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

American Cooperation with Higher Education Abroad, by *Paul S. Bodenman*. 1957. 211 p. 75 cents. (Bul. 1957, No. 8.)

Directory of Secondary Day Schools, 1951–52. by *Mabel C. Rice*. Reprinted 1957. 169 p. $1.

Education Directory, 1956–1957—Part 2: Counties and Cities, prepared by *Ruby Ballard*. 1957. 96 p. 40 cents.

National Stay-in-School Campaign—Handbook for Communities, prepared by the Office of Education in cooperation with the Department of Labor and the Department of Defense. 1957. 23 p. 15 cents.

Opening Enrollment in Higher Educational Institutions. Fall 1956. by *M. Clemens Johnson* and *C. George Lind*. 1957. 46 p. 35 cents. (Cir. No. 496.)

Trends in Significant Facts on School Finance, 1929–30—1953–54, by *Clayton D. Hutchins*, *Albert R. Munse* and *Edna D. Booher*. 1957. 77 p. 60 cents. (Cir. No. 498.)

Work Experience Education Programs in American Secondary Schools, by *DeWitt Hunt*. 1957. 94 p. 45 cents. (Bul. 1957, No. 5.)

FREE

(Request single copies from Publications Inquiry Unit, U. S. Office of Education, Washington 25, D. C.)

The Continuing Effort. Reprint from *School Life*, February and March 1957.

Course Offerings in Guidance and Student Personnel Work, Summer 1957 and Academic Year 1957–58, by *Roland G. Ross*. April 1957. 93 p. (Cir. No. 503.)

Early Elementary Education, prepared by *Myrtle M. Imhoff*. February 1957. 12 p. (Sel. Ref. No. 6.)

Role of the Special Teacher. Reprint from *School Life*, March 1957. 1 p.

Selected References and Briefs Related to Elementary Education. Revised March 1957. 3 p. (Sel. Ref. No. 8.)

Studies in Comparative Education—Guide for the Evaluation of Academic Credentials from the Latin American Republics, by *Adela R. Freeburger*. February 1957. 55 p.

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SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

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June 1957

SCHOOLS *can make a* DIFFERENCE

A LONG TIME AGO Ellsworth Collings reported an experiment with two schools to show that a school can make a difference in the quality of living in the community of which it is a part.

One of his schools kept on with its old course of study; the other built a new one around a few big problems—problems of health, food production and preservation, housing, and recreation. It emphasized *doing something* about each problem.

At the end of the experiment, effects of the two curriculums were sought in the two communities: in health records, comfort and appearance of homes, reading materials, food supplies, tangible incomes, opportunities for play and entertainment. The experimental school won easily. *It had been planned to make a difference.*

TODAY the demands for better living conditions for the world's millions are many and insistent. Acting on these demands, the United Nations and the Specialized Agencies have given technical assistance to many countries rapidly changing from rural to urban living. During 1956 alone, FAO, WHO, UNESCO, and ILO sent out nearly 400 experts. All are working toward improvements at the community level, where the people live, and more and more they are working through the schools.

In an attempt to show what schools can do to improve community life, the Office of Education has just published its first yearbook on education around the world.

There is not in this yearbook a single definition of the school's role in community development. There are vivid accounts of things accomplished: School councils at work; new instructional materials to meet family and community needs; teachers bringing in technicians to help with baby clinics, pure water supply, efficient farm machinery. Everywhere, optimism, activity, new and better ways.

And there are other viewpoints of the school's role. For one author it is the agency that sees human striving in perspective, sees it as more than just an effort to get something done: "For our program the *process* comes first. It is more important than the material accomplishment, for it is the mind, the heart, and the spirit of the growing community. The *process* will build the community, and if it is successful the community will build the *things*."

On one matter the authors of the yearbook agree: Schools *can* make a difference. The *ways* in which they can make a difference are still being developed.

Bess Goodykoontz

BESS GOODYKOONTZ
Deputy Director, Division of International Education

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . MARION B. FOLSOM, *Secretary*

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Education's Wide World

RICHARD W. LYKES, *writer-editor for the Office of Education, summarizes the first of a series of yearbooks.*

THE TASK of carrying education into regions where the level of material progress lags behind our own is not for the faint of heart. It is for the teacher who loves people, who is willing to work hard, and who has a taste for adventure. To use a favorite American expression: "Anything can happen—and usually does."

Witness what happened to a field-worker in Puerto Rico when he tried to show an educational film out-of-doors one evening:

. . . Just before the end of the first part, a strong shower fell again. Four persons held the oilcloth over the projector. In spite of the rain the people continued to look at the film. Later, however, during the second part, there came a downpour with wind. Now there was great confusion. The screening had to be stopped. The people ran to protect themselves, while I, with the help of several neighbors under the rain, was able to gather in the equipment.

What had been happiness for everyone, now suddenly turned into sadness. The bad country roads and the long walk home became the topic of conversation.

Then they came to me and said, "What a good picture, Guille, and how unfortunate we did not see the ending."

Then they said: "We don't know how you are going to leave the *barrio* tonight, but don't worry. We have oxen in case your jeep will not go out by itself."

When I left, they called to me: "May you go with God, and be careful. The road is very bad." I changed to the power gear and moved along toward home very slowly and somewhat frightened.

Or see what a teacher must put up with when extending education to nomadic tribes in Ethiopia:

It is known that the nomads never settle in one place. Hence the school must be a traveling one. A tent will be more than adequate to house it. For the first 2 years or so, there may be no regular classes. The teacher will have to spend a long time talking to the tribal people about his mission. He has to make himself very useful to them to gain their trust. He will inevitably find himself following the children to their grazing spots to conduct classes for them under any tree in the vicinity. He will be using sand for a blackboard. He will tempt them to learn Amharic—perhaps orally at first—using their animals and nearby objects as teaching aids.

During the evening, the teacher will gather about him as many of the children and grownups as he can. He will speak to them, in the clan's dialect, about religion, hygiene, or whatever he chooses. According to experience, the most effective way to win the majority to him is for him to adhere to the religious activities of the clan and be eloquent in his talks about these.

The American teacher who goes abroad probably will not have to cope with conditions like these very often. But he may well be called on to improvise training devices, or turn a primitive building into a classroom. In general, he will use his experience and ability to train native teachers who will carry the precious burden of learning into the most remote regions of their land.

The training of teachers is a task that requires great skill and a wide range of accomplishments in the instructor. It also requires fortitude and energy, as this description of a program in the Gold Coast of West Africa (now Ghana) indicates:

A typical day's program in the course was: physical training, 6:15 to 7 a. m.; community singing, 9 a. m. Demonstrations, discussions, and practice in first aid, literacy, discussion group technique, and village drama continued throughout the morning until 12:30 p. m. In the afternoon from 2 to 4:30, emphasis was placed upon the students' participating in adult teaching. Criticisms of their teaching techniques were interposed with formal lectures. The day finished with a game period lasting from 5 to 6 p. m.

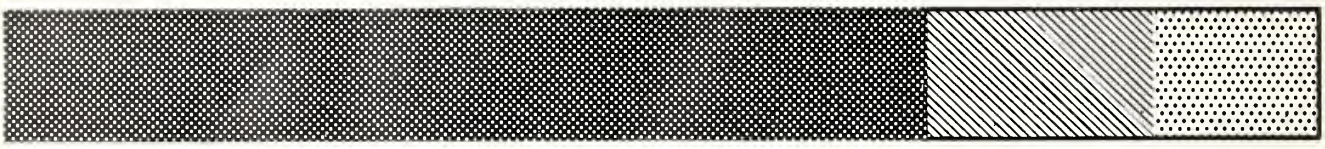
These quotations are from the Office of Education's new publication, *Education for Better Living: The Role of the School in Community Improvement*—its first yearbook on education around the world. It is an encouraging and optimistic publication because it shows what is being done to improve people's lives—to eliminate hunger, poverty, and misery.

In a survey covering 16 nations and colonial areas, it shows what teachers are doing to improve their communities. In a region of Bolivia, more than 2½ miles above sea level, they labor to improve the agricultural production of Aymara Indians. In Iran, they teach nomadic Ghasghi tribesmen the principles of sanitary breadmaking. In Thailand, student teams go out to help rural communities develop their resources. In New York City, teachers work with other citizens to establish a playground in the heart of Harlem.

Each article in the yearbook is written by an expert who has worked in the area he describes. The accounts, therefore, are not only authoritative; they possess a sense of personal participation that makes them interesting as well as informative.

Education for Better Living (Bul. 1956, No. 9, 339 p.) is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at $1.50.

7¼ Million Children on the Move



69.2%, or 5,006,000 to another house in the same county

17.7%, or 1,282,000 to another county

13.1%, or 948,000 to another State

NEARLY 7¼ million children of school age—1 out of every 5—moved to a different house during the year between March 1955 and March 1956.*

How old they were and the extent of their moves are indicated in broad terms in the following tabulation:

The moves	*Elementary-school age (5–13 years)*	*Secondary-school age (14–17 years)*
To another house in the same county	1,142,000	3,864,000
To another county in the same State	339,000	943,000
To another State	205,000	743,000
Total	1,686,000	5,550,000

Such high mobility of school-age population means that many school districts have a lot of adjusting to do. Newly populated areas have to provide new school buildings. And every year, to a large extent, two sets of facilities and two teaching staffs have to be provided for some children who move within their counties and for many children who move from county to county and from State to State.

*All figures are from the U. S. Bureau of the Census, *Mobility of the Population of the United States, March 1955 to March 1956*, Current Population Reports, Population Characteristics, Series P–20, No. 73.

THIS YEAR'S GRADUATES

IN the year that ends with this June, high schools have probably graduated as many as 1,358,600 pupils—654,000 boys and 704,600 girls. These estimates, which include both public and nonpublic schools, fit into the picture of a rising trend. In 1949–50 the total number was 1,199,700; in 1959–60 it is expected to be 1,542,700; and in 1969–70 it may be as large as 2,187,100.

Institutions of higher education are expected to show a total of 421,360 degrees conferred during the year just ending: 347,000 bachelor's and first professional degrees, 65,900 master's and second professional degrees, and 8,460 earned doctor's degrees. Men would receive 225,000 of the bachelor's degrees, 44,300 of the master's, and 7,660 of the doctor's; women would receive 122,000 of the bachelor's degrees, 21,600 of the master's, and 800 of the doctor's. Thirteen years from now, in 1969–70, the number of bachelor's degrees is expected to be 2 to 2½ times larger than it was in 1956–57.

NEXT YEAR'S ENROLLMENTS

AT all levels educational institutions throughout the country are anticipating substantial increases in their enrollments next year.

Elementary and secondary schools, estimates say, will enroll 39,094,000 pupils in the coming school year—1,563,000 more than in the year just ended. This is a figure that takes in both public and nonpublic schools, including residential schools for exceptional children, model and practice schools in teacher-training institutions, subcollegiate departments of colleges, Federal schools for Indians, and Federal schools in federally affected areas.

For institutions of higher education the rise will be even greater, proportionately. Together, public and private institutions are expected to enroll 3,450,000 in the regular session of 1957–58—an increase of 200,000 over the year just ended.

Responsibilities take shape at all levels

Government's Concern for Adult Education

By Ambrose Caliver, *assistant to the Commissioner of Education and chief, Adult Education Section, and* John B. Holden, *specialist for general adult education*

SEVERAL forces make adult education significant in modern life. Perhaps the foremost is the increased pace of change: changes in technology, in communication, and in social organization are now so frequent that, to keep up, man must constantly acquire new facts, new ideas, skills, and values.

The number and variety of agencies engaged in adult education reflect the national concern for it. Among the primary groups so engaged are public schools, colleges, and libraries; industries and labor unions; cooperative extension services; group work agencies like the YMCA; radio and television; and business, music, and technical schools. For special consideration this article singles out some Government agencies—public schools, State departments of education, and the U. S. Office of Education.

The public schools

One of the significant factors in this country's progress has been the educational opportunities provided to all children through the public schools—opportunities that on both elementary and secondary levels have developed largely to meet the occupational demands of advancing industry. Today, however, the advances in science and technology are so rapid that we cannot wait on youth being trained to man the new occupations. In fact, much of what youth is being taught today will be outmoded by the time they are ready for employment. This lag exists not only in the vocations but also in citizenship, home and family relations, recreational and cultural pursuits, and especially in public affairs.

The public school is the one agency best equipped to meet these demands: it belongs to the people, is located in the community, has the facilities and staff; and its financial support is accepted as a public responsibility. Many schools have already expanded their programs to meet the increasing needs; others are preparing to do so. There remains the job of generating in the people the conviction that better adult education should be provided as a part of the public school system. The local board of education is the legal and logical agency to provide the leadership and to encourage the community to develop educational opportunities for adults.

First responsibility of the public schools is to initiate and provide the formal instruction and related services that adults need if they are to develop personally and to function effectively as workers, citizens, and family members. How great is the need of many is indicated by the fact that in the United States over 9 million adults are functionally illiterate and 44 million have not completed the ninth grade.

To meet such needs, the public schools should offer elementary and high school subjects on an accelerated basis; vocational, general, health, safety, and remedial education; guidance services; incentives to individual study; and tutoring if necessary.

Second responsibility: To make educational facilities — buildings, grounds, and equipment—accessible to all age groups. Through a well-publicized policy they should encourage groups—the Scouts, the PTA, civic organizations, and others—to use the school as a community center for educational, cultural, and recreational purposes.

Third responsibility: To help other community agencies improve their educational programs. The public schools can offer consultive services to program planners, leadership training (conference methods and techniques), teacher training, and secretarial assistance in initiating activities that stimulate individual and community growth.

Fourth responsibility: To cooperate with other agencies in providing wholesome informal educational activities for all adults; to take the leadership when necessary; and to foster cooperation among groups. This means offering noncredit courses; workshops; institutes; field trips; film forums; public affairs discussion programs; concerts; educational programs on radio and TV; and courses and programs cosponsored with industrial, labor, and other groups.

Closely related is the responsibility to develop a fundamental understanding of the educational process and to create a climate of acceptance for all individuals and groups to use this process.

Providing education for adults in no wise deprives children of their educational opportunity. Persons who have studied the situation have generally observed a positive correlation between good elementary and secondary schools and good adult programs.

State departments of education

A State department of education has responsibilities for the State similar to those the local public school has for individual communities. By channeling know-how services to public schools and other educational agencies it can help to carry out meaningful local programs that reach the whole community.

First responsibility of a State department: To help schools initiate programs and broaden existing pro-

grams. Setting up inservice training programs is one way of helping; another, giving individuals and groups opportunities to discuss plans and programs and ways of carrying them out.

Second responsibility: To act as a a clearinghouse of adult-education resources: to locate, study, and evaluate. In this connection it would seem wise for the State officer in charge of adult education to have the full-time services of an information specialist, who, through the use of mass media, improved instructional materials, and greater involvement of representative people in the planning, promoting, and evaluating of programs, could help him to foster public acceptance of and participation in adult education.

Third responsibility: To recommend plans for State financial aid to local districts for (1) developing programs that will influence the whole community, (2) insuring competent administration, and (3) providing inservice training of teachers. Through a statewide foundation program, the department can encourage each community to allocate money for dynamic programs that will equalize opportunities for all age groups.

A recent nationwide public-school survey* reveals that in 10 States giving considerable aid for general adult education, 4.6 percent of the adults were enrolled; in the 38 States giving little or no aid, 1.6 percent were enrolled.

The study also indicates that public support increases the number of socially significant programs relating to public issues that benefit the community. Courses in homemaking, citizenship, public affairs, and health are often difficult to maintain on a self-supporting basis. The study concludes that programs are more efficiently operated when the State, local boards of education, and individual participants share responsibility for both funds and leadership.

*Edward B. Olds, *Financing Adult Education in America's Public Schools and Community Councils*, p. 3.

Fourth responsibility: To determine the needs of adults and the extent, type, and value of programs throughout the State. Once the goals are determined, programs planned and executed, the major task is to answer these questions: How well did we do? Did we reach our goals? If not, why? How many people did we reach and with what success? Were the programs well planned? Did we reach all segments of the community? Each community should, of course, evaluate its own program, but the department can furnish benchmarks, suggest evaluating instruments, and expedite exchange of information between communities. When State needs and resources are known, it will be easier to plan improved programs.

Office of Education

Within the broad framework of its mandate to promote the cause of education, the Office of Education, over the years, has conducted some research and provided some services for adult education. In 1955, in recognition of the growing interest and its own responsibility, it established the Adult Education Section. The Section, concerned with all education needs of all segments of the adult population, is attempting to achieve the following long-range purposes:

- To help Americans become more aware of the importance of lifelong learning and of what it can do to solve many problems.
- To assist in identifying national trends and problems that have implications for adult education.
- To encourage educators and the public generally to accept adult education as an integral part of the regular educational programs.
- To help bring about greater clarity of purpose and policies, more communication and cooperation among adult education groups, and better coordination among both public and private agencies in the use of resources.

In working toward these purposes the Section hopes to develop programs of research and consultive services and a clearinghouse of information. It is giving special attention to statistics; education of the aging, the foreign-born, young adults, and leaders and teachers of adults; fundamental and literacy education; community development; education for public affairs and leisure time; and intergroup education.

The Section will attempt only the tasks considered appropriate to a Federal agency. Since it is interested only in the general welfare, it will endeavor to perform its functions without bias. Moreover, it will try to enlist the cooperation of all other interested groups in the country.

Among its present and planned projects are (1) a survey of State department activities, (2) collection of statistics, (3) cooperative research study of the educational needs and resources of the aging, (4) a "high-level" conference, (5) study of activities in Federal agencies, (6) identification of programs for improving human relations, and (7) compilation of a handbook on adult education in the United States.

The Section regularly gives consultive services. It also provides advisory services, as requested, through speeches, articles, individual and group conferences, institutes, and workshops. It receives many requests for assistance and meets them to the full extent of its resources.

Since much adult education is voluntary and is provided by nongovernment agencies, it naturally will not be supported at public expense to the same extent as education for children and youth. However, our ideal of equal educational opportunities at public expense will not be achieved until adequate educational opportunity is offered to all age groups. This is essential in any truly democratic society. The preservation of our way of life, our material progress, our physical, mental, and moral strength, and our position of world leadership depend in large measure on the acceptance and promotion of the idea of lifelong learning. The fulfillment of our ideal will require leadership from all units of Government.

Two conferences on the education of migrant children ponder the questions of responsibility

WHO HAS THE PENNY?

By Paul E. Blackwood, *specialist for elementary education*

THE QUESTION we once asked in an old parlor game was asked in effect again in the two regional conferences that the Office of Education arranged this spring on the education of migrant children. In fact, it was asked twice, but each time with a different emphasis: *Who* has the penny? Who has the *penny?*

Who has responsibility for improving the life-situation of agricultural migrants? And who provides the *money?* Both at Kalamazoo, Mich., on May 8–10 and at Santa Fe, New Mex., on May 15–17, these two questions lay at the heart of all discussions, no matter on what more specific questions or problems those discussions turned.

Begin at home

Somehow, the conferees said, people must come to a realization that the agricultural migrant is in our economy to stay, at least for a while, and that his need for education and other local services will continue. This kind of awareness is especially necessary in the communities where migrant families work and live, for without it the schools and other groups can hardly begin even to plan.

Getting answers to questions sometimes will alert a community to its problems: How many migrant workers does our community employ each year, and who employs them? How many will we need next year? Where do they live? Do they spend their money here? Are their children in school? What services do we give?

A community that answers questions like these is quite likely to go on to attack its problems with persistence and good will.

What communities can do

Conferees heard reports of school and community projects that were full of ideas on how to handle persistent problems.

▸ In Hoopeston, Ill., for instance, the National Council of Churches, the school officials, and other community agencies combined their efforts to gain community acceptance of migrant families and support for greater emphasis on school attendance. Special classrooms were provided for migrant first-graders, and older children were absorbed into the other schools.

▸ In Waupun, Wis., a school carried on a curriculum project with support from the State Migrant Committee and supervision from the State Department of Public Instruction. Its chief concern was a summer school program. As soon as it became apparent that the children's needs could not be fully met without beyond-the-classroom experiences, a number of activities were worked out: Afternoon programs with other children in the city, family nights of recreation and films, and Saturday night fiestas that took in both resident and migrant families.

▸ In Bay County, Mich., a summer school was provided to demonstrate to migrant children and their parents that school is open to them, that school can be fun, and that what they learn in school can be of value. The carefully planned school-lunch program was a valuable part of the curriculum, for through it the children learned of the variety of foods available, learned table manners, oral hygiene, and, perhaps most important of all, the English language. A Spanish class was held daily to help the children learn and speak their native tongue more effectively.

▸ Summer schools are being provided also by several Colorado communities. Palisades has operated one for the past 2 summers and Fort Lupton will have one this year; funds for both have been made available by the State Department of Education. Wiggins has had one for 4 years, and sees evidence of its success in the fact that children come back to it eagerly summer after summer and that older children who previously had not gone to school elsewhere have subsequently entered school for the regular term.

▸ Activities during the past 2 years in Van Buren County, Mich., which have been directed toward improving health, labor conditions, housing, and education, attest to the value of working with key people in the community and getting basic facts about the role of migrants in the community. Leaders in the program emphasize the importance of studying the interests and problems of the resident population as well as those of the migrant families. What residents and migrants believe and think, whether founded on fact or fiction, must be dealt with carefully in getting the community to accept responsibility for improving conditions for migrants.

▸ Edinburg, Tex., is home base for thousands of migrant children in the winter months. School attendance increases from 6,000 pupils in September to 8,000 in January and drops back in May. A 20-room ungraded school that uniquely meets the needs of migrant children has a program designed to help each child move ahead and, ideally, become prepared for the seventh grade in another building. Class organization is flexible enough to permit the child to move from group to group as fast as he is able.

Through years of careful planning the community has built enough class-

Continued on page 12

Today's programs need long sequence of study, emphasis on direct communication

MODERN FOREIGN LANGUAGES IN THE HIGH SCHOOL

By MARJORIE JOHNSTON, *specialist for foreign languages*

THE Office of Education held a 3-day work conference, May 8–10, to consider how modern foreign language programs in the high school can be redesigned to serve the national need.

The 50 conferees were drawn from broadly representative groups, including superintendents, principals, teachers, supervisors, curriculum coordinators, research directors, chief State school officers, guidance counselors, teacher-education specialists, audio-visual education consultants, officers of language associations, employment specialists in business, directors of Government training programs, and editors of professional journals.

Need for foreign languages

The conference first noted the acute shortage of Americans who can communicate with other major segments of the world's population. The United States has become influential beyond its borders. Its international commitments—military, economic, and cultural—closely enmesh its destiny with that of other peoples. In the jet passenger planes now on the assembly lines no place on earth will be more than 24 hours from any other place by public air travel.

Our foreign trade has advanced to record levels. Nonmilitary exports increased in 1956 to $17.3 billion, 20 percent more than in the preceding year, and imports rose 10 percent to $12.6 billion. Private U. S. investments abroad were about $30 billion. Counting military personnel and their dependents, civilian Government employees, representatives of business and industry and of religious and other private groups, 3½ million American citizens were living, working, or traveling abroad in 1956.

As a consequence, language specialists, including persons competent in the languages of Asia and Africa, are increasingly in demand; and, as a secondary qualification in almost every profession or occupation, some understanding of a foreign language has become an important asset. But the national picture of the study of modern foreign languages is not encouraging; concerted effort is required to give young people the opportunities they need.

Present offerings inadequate

Of all public high schools, grades 9–12, in the United States, 56.4 percent do not offer a modern foreign language, thereby depriving their students of even the chance to study a language. Of the 24 languages of the world spoken natively by more than 20 million persons, only Spanish and French are studied by any appreciable proportion of students.

About 7.3 percent of high school students are enrolled in Spanish classes; 5.6 percent are enrolled in French, 0.8 percent in German. Beyond these three, other languages are rarely offered. Russian is available in 5 or 6 public high schools in the Nation, and a few of the larger cities provide instruction in Italian, Polish, modern Hebrew, Portuguese, Swedish, and Norwegian. Chinese was recently taught in San Francisco, but is no longer. All told, slightly less than 14 percent of our public high school students are currently studying a modern foreign language.

Other difficulties

If it is unrealistic to restrict modern language offerings to Spanish and French and a sparse scattering of other West European languages, additional difficulties also must be recognized. Language courses are too short for substantial accomplishment. The schools that do offer a modern language seldom provide more than 2 years of instruction in it. Even in schools that offer 3 years, the kind of teaching students receive often ends their interest in further study.

In the States surveyed it has been found that a third of the language teaching is done by persons with only a minor in the language, and that many teachers with a major lack speaking competency consistent with today's needs. Grammar analysis and plodding translation of unlikely sentences illustrating rules have done much to relegate languages to an ineffective role in the high school curriculum. Teaching objectives, methods, and materials should be revised and large sections of the language teaching profession should be reoriented.

Effective teaching programs

Although evidence indicates that the program of foreign languages now offered in secondary schools fails to meet the national need, the potentialities of effective teaching programs are clearly visible.

The conference approved unanimously a statement prepared by the Foreign Language Program of the Modern Language Association of America—a statement already endorsed by 15 national and regional language associations—which is based on these principles of language learning "in the new key":

1. The elementary language course, at whatever level, should concentrate at the beginning upon the learner's *hearing and speaking* the foreign tongue. Throughout later stages, the student should have considerable practice in maintaining his hearing and speaking skills.

2. Learning to *read* a foreign language, the third phase of the hearing-speaking-reading-writing progression in the acquiring of language skills, should aim at the ability to grasp the meaning directly, without translating. Translation, to be used only in rare instances as a device for teaching reading, comes later as a meaningful literary or linguistic exercise.

3. Writing is the *fourth* stage in the early acquirement of language skills: the student should write only what he can already say correctly. Topics should be so defined as to enable him to make maximum use of the vocabulary and speech patterns he has acquired.

4. In addition to the progressive acquisition of a set of *skills* providing a new medium of communication, the study of a foreign language should be a progressive *experience* enlarging the learner's horizon through the introduction to a new culture.

5. Along with an expanding knowledge of foreign people and, as a consequence, a better understanding of American culture, the student of a foreign language should gain awareness of the nature of language and a new perspective on English.

6. At *any* point the progress made in language should have positive value and lay the foundation upon which further progress can be built, but students should be able to continue the study *long enough to make real proficiency possible.* Continuity from the elementary school through the secondary is desirable.

The conferees discussed several examples of emerging practices that deserve respectful observation, study, and perhaps emulation. These include (1) emphasis on understanding and speaking through the use of foreign language laboratory teaching at Brighton High School, Rochester, N. Y.; (2) emphasis on cultural content and conversational fluency through an integrated audio-visual project in three Detroit high schools: (3) articulation of high school and elementary school foreign language study in a 10-year sequence at Fairfield, Conn.; and (4) a 4-year program of Russian language and civilization in the University of Minnesota High School.

Methods of evaluating

In the days of political and cultural isolationism, when few persons ever needed to speak a second language, the testing of reading, vocabulary, and grammar seemed adequate. The achievement of today's objectives requires a method for determining how well the student can understand conversation at average tempo, how well he can speak and express ideas with pronunciation and idiom readily understandable to a native speaker, how much his attitude toward other cultural groups may have changed, how much the ability to communicate in another language and understand new cultural values enriches the student's experiences of life.

As schools assume responsibility for more students' acquiring some knowledge of another country and its language at an age when barriers to learning another language can be prevented, the need to determine the most effective language-learning techniques becomes apparent. Research in linguistic science has already provided much information that should be disseminated among language teachers and school administrators.

Some progress has been made also in the development of tests and measurements of listening comprehension and speaking ability. Some college language departments are giving entering students oral-aural as well as written placement tests; regents' examinations are being revised to include oral-aural tests; and the College Entrance Examination Board is conducting experiments aimed at the inclusion, by 1960, of a listening comprehension test in the foreign language "college board" achievement tests.

Teacher preparation

One of the most serious problems in refashioning the high school language program is the preparation of teachers, preservice and inservice, to give them first-hand acquaintance with the countries and peoples whose language they teach. Besides a well-balanced education and the appropriate professional training needed by all teachers, the modern foreign language teacher must acquire (1) language competency, which presupposes achievement of many years' duration, (2) insight into the theory of language, and (3) special training in classroom procedure.

The last requirement includes specialized knowledge and ample practice in such things as, in the words of one speaker, "how to manipulate the dosage and sequence, how to conduct effective drills in mimicry and memorization, how to teach structure through the practice of pattern substitution, how to teach vocabulary through the learning of sentences related to a situation, how to devise homework not automatically followed by wrong learning, how to prepare and coach simultaneous group conversations, how to integrate language laboratory activities with work in the classroom."

Prospective teachers in most teacher-education institutions still await the development of training programs suited to their needs, but some colleges are working on a program more inclusive than the traditional courses labeled "methods" or "the teaching of." Inservice teachers have many opportunities to improve their qualifications through special language schools, summer workshops, scholarships in linguistics, and various types of teacher exchanges and study programs abroad. Many more of the latter are needed.

Conclusions

The discussions concluded with a reaffirmation of the need to extend and improve foreign language programs in the high school and to emphasize listening comprehension and speaking skills for the purpose of better human understanding.

The conference recommended that each State, following the example of Illinois, New Hampshire, and Connecticut, survey the modern foreign language teaching in its schools. When the State and local school systems can report fully on their situation there will be a better basis for concrete proposals.

It also recommended that the Office of Education prepare a guidance manual on foreign language needs for the use of language departments, counselors, and administrators. The Office will also publish conference papers and summaries of discussion.

In its major provisions H. R.
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ON May 9, 1957, the House Committee on Education and Labor ordered reported to the House of Representatives the bill H. R. 1 as amended. The measure, which is expected to be debated by the House near the end of June, underwent several modifications in the course of the committee sessions. It still retains many of its original provisions, but it embodies also the essential features of the Administration bill (H. R. 3986 or H. R. 3976), as this summary comparison shows.

TITLE I. GRANTS IN AID

AUTHORIZATION

H. R. 3986. Not to exceed $325 million for each of 4 fiscal years, beginning July 1, 1957. Total, $1.3 billion.

H. R. 1 as introduced. Not to exceed $600 million for each of 6 fiscal years, beginning July 1, 1957. Total, $3.6 billion.

H. R. 1 as reported. Not to exceed $300 million for each of 5 fiscal years, beginning July 1, 1957. Total, $1.5 billion.

ALLOTMENT OF FUNDS TO STATES

H. R. 3986. Variable allotment per school-age child, based on a formula that reflects (1) the State's financial need and (2) the number of children. Thus, the lower a State's income per child, the higher the Federal allotment. The State with the lowest income per child would get 3 times as much per child as the State with the highest income.

Annual allotments would remain available to each State for reservation of commitments until the end of the *first* year following the one for which the allotment was made.

H. R. 1 as introduced. Flat allotment per school-age child regardless of the State's financial need.

Allotments would not be available for reservation of commitments after the year for which the allotment was made.

H. R. 1 as reported. One-half, appropriated on the basis of a flat allotment per school-age child; the other half, on the basis of a formula that reflects (1) the State's financial need and (2) the number of children. The State with the lowest income per child would get twice as much per child as the State with the highest income.

Annual allotments would remain available to each State for reservation of commitments until the end of the *second* year following the one for which allotment was made.

RECOGNITION OF STATE AND LOCAL EFFORT

H. R. 3986. Any State falling below the national average, *both* in the proportion of income spent for education *and* in the amount spent per pupil, would have its allotment proportionately reduced. The total amount of such reductions would be reallocated proportionately among the remaining States.

(NOTE: With few exceptions the median- to high-income States, who are *below* the national average in the proportion of income spent for education, are *at or above* the national average in the amount spent per pupil. At the same time, with few exceptions the low-income States are *at or above* the national average in the proportion of income spent for education. In general no State making a relatively good effort would have its allotment reduced, for its educational expenditures normally would be at or above the average in at least one of the measures used.)

H. R. 1 as introduced. No comparable provision.

H. R. 1 as reported. Identical with H. R. 3986.

MATCHING OF FEDERAL FUNDS

All three bills. The Federal share in any individual project would be computed on a cumulative basis; that is, the Federal funds committed for any project would be added to previous commitments for approved projects in the State, and together they could not exceed a specified limit. (In principle this provision would afford greater flexibility for State determination of the Federal share for individual projects.)

H. R. 3986. The maximum Federal share would vary with State income per child—from 33⅓ percent for the State with the highest income to 66⅔ percent for the State with the lowest.

In the first year the Federal share would be computed on the basis of project costs; the rest of the cost could be met by either State or local sources, or both. After the first year, however, the Federal share would be limited to a percentage of the combined Federal-State grants, and funds from local sources could not be counted as matching funds. Local sources, however, would be expected to be fully utilized to bridge the gap between Federal-State grants and the total project cost.

Matching funds from State sources ordinarily would be paid directly to the eligible school district; but if a State wanted to provide its share in some other way—by making payments on debt service, for example—it could do so. This provision, found also in H. R. 1 as reported, would recognize existing State operations and would pro

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ide flexibility in administering the State matching requirement.

H. R. 1 as introduced. The maximum Federal share would be 50 percent of the project costs. The rest could be met from either State or local sources, or both; in other words, matching from State sources would not be required.

H. R. 1 as reported. During the first 2 years the Federal share would be computed on the basis of project costs and could not exceed 50 percent of the cost; the rest could be met from either State or local sources, or both. Thereafter, the Federal share would be limited to 0 percent of the combined Federal-State grants. and local funds would not be counted as matching funds although. s in H. R. 3986, local sources would be expected to be fully utilized.

As in H. R. 3986. the State could provide its matching share in different ways.

TATE PLANS

All 3 bills. Each State would be required to develop n approved plan for administering the program and to place responsibility for administration in the hands of he State educational agency.

All 3 bills would require State plans to give first priority to local educational agencies that, despite efforts ommensurate with economic resources, were still unable finance the full cost of needed school facilities. In eneral, all 3 express the intent to assist in constructing nly those school facilities that are most needed.

H. R. 3986. With regard to facilities to be constructed. ate plans would provide that highest priority be given local agencies that. even though they are making an fort commensurate with their economic resources, are ill unable to finance the full cost of needed school cilities.

H. R. 1 as introduced. State plans would provide that riority principles take into account local resources, effort meet the need from State and local funds, and the gency of need for school facilities, determined according to conditions of overcrowding or lack of facilities and tent to which unsafe and obsolete facilities are in use.

H. R. 1 as reported. Essentially identical with H. R. 1 introduced.

Title II. Bond Purchases

AUTHORIZATION

All 3 bills. Amount authorized could not exceed $750 million—for a 4-year period in H. R. 3986 and H. R. 1 as introduced, for a 5-year period in H. R. 1 as reported.

INTEREST RATE

H. R. 3986. Federal long-term rate plus ½ of 1 percent.

H. R. 1 as introduced. Federal long-term rate plus ⅜ of 1 percent.

H. R. 1 as reported. Identical with H. R. 3986.

MATURITY

All 3 bills. Obligations would be repaid within 30 years or less.

LIMITATION

H. R. 3986. Total obligations purchased in any State in any year could not exceed the sum that bears the same ratio to the appropriation as the school-age population of the State bears to the population of the United States.

H. R. 1 as introduced. Not more than 15 percent of the aggregate principal amount of all obligations purchased under this title in any fiscal year could be purchased in any one State.

H. R. 1 as reported. Identical with H. R. 3986.

Title III. Credit Assistance to State School-Financing Agencies

All 3 bills. They contain similar provisions for making Federal advances to the basic reserve funds of State school-financing agencies.

Title IV. Grants to States for Administration of Programs to Increase School Construction

H. R. 3986. Authorization could not exceed $5 million for the fiscal year 1958, $7 million for 1959, $5 million for 1960, and $3 million for 1961.

Allotments would be based on relative school-age population of each State.

State and Federal Governments would match fifty-fifty the funds for paying State administrative expenses in strengthening school construction programs.

Each State would prepare a plan setting forth the programs to be carried out and designating the State educational agency as the administrative agency.

H. R. 1 as introduced. No comparable provision.

H. R. 2 as reported. No comparable provision.

THE PENNY?

Continued from page 7

rooms to accommodate all the children at peak load and employed enough teachers to take care of every classroom. In the fall some classrooms may have only 8 or 9 children, but by January they are filled to capacity. Community support for this kind of solution to the classroom shortage has been gained over the years through careful financial and administrative policies and practices.

Financing schools

Current practice shows several ways of financing schools, including buildings, facilities, and curriculum materials:

1. Emergency funds from State departments of education for use in the event of an unanticipated large increase in enrollment. Only a few States have such a fund. Texas has a basic school finance program in which State funds can be allocated to districts with an unusually large number of migrant children. The conferees recommended that other States consider adopting a similar program, modified to meet their own situations.

2. Funds from growers or food processing companies for providing teachers and buildings for the children of their employees.

3. Funds from private agencies, local and national, interested in improving the health, education, and welfare of migrant families.

4. Funds collected from various local sources such as churches, women's clubs, and individuals.

5. Buildings and facilities provided for summer schools by local boards of education, and teachers supplied by private community groups.

Various combinations of these sources are in use. No single one, the conferees thought, is universally applicable.

As for the ongoing public school program, its biggest handicap is the fact that State funds are generally made available on a basis that fails to take into account the number of pupils at the time of peak enrollment. To remedy the matter, the Kalamazoo conferees said, State and local plans for financing public education should include provisions for school instruction both during the regular school term and in summer for migrant children who need additional educational opportunity.

Improving attendance

Poor school attendance is probably the single greatest cause of educational retardation among migrant children. Though schools have a responsibility for getting children into school, they cannot get in touch with children personally unless they know of their presence in the community. For this problem, the conferees had two recommendations:

1. That State departments of education and other agencies concerned cooperate to work out ways of advising school districts of the arrival of school-age migrant children.

2. That compulsory attendance laws be enforced just as strictly for migrant children as for others.

EDUCATION WEEK
November 10–15

NOW is the time to plan for this year's observance of American Education Week. The National Education Association has suggestions and materials ready for you. *Order early*—between July 1 and September 15, if possible. Write to American Education Week, NEA, 1201 16th St., N. W., Washington 6, D. C.

Developing leadership

Both conferences were concerned about how to prepare teachers, administrators, school boards, and lay citizens for leadership in the education of migrants. Among the suggestions were the following:

1. That teachers colleges and universities provide extension courses or workshops for classroom teachers, principals, and other school authorities.

2. That discussion sections be arranged at State and national conventions of school administrators and organizations interested in education.

3. That institutes, workshops, and meetings be held at the county level for all teachers in schools attended by migrant children.

4. That States experiment in the use of a traveling consultant who knows the problems and needs and who would assist in inservice training of teachers. Two or more States could join to employ such a supervisor.

5. That each State department of education make a staff member directly responsible for the education of agricultural migrant children and/or bilingual children.

Summing up

To sum up its thinking on the responsibility of the State departments of education and other administrative school units, the Kalamazoo conference prepared this statement:

In developing and carrying out educational programs for migrant children, each State must begin with the background of experiences and activities that have occurred in the State.

Leadership and leadership training programs within each State should then follow the legal lines of responsibility:

1. *The State education departments orienting, assisting, and encouraging regional, county, and local educational authorities through interpretive meetings, workshops, announcements, and so forth.*
2. *County and local educational authorities carrying on through their legal channels—superintendents, boards of education, and teacher groups.*
3. *On all levels—State, regional, county, and local—involving lay leadership in program planning and promotion.*

Conviction was strong that if all the processes implicit in this statement were conscientiously followed, all responsible groups would be involved in ways that would forever end the necessity to ask, in connection with the education of migrant children. "Who has the penny?"

Elementary Schools in the Big City

Supervisors from 41 cities spend 4 days discussing problems and exchanging ideas

WHATEVER affects the child in his learning and the teacher in her teaching is of professional concern to elementary school supervisors. That is why these supervisors, when they get together to talk about their problems, touch on nearly every aspect of elementary education, whether it is a matter of curriculum and instruction, teacher tenure or merit pay, or school organization.

No exception was the conference sponsored by the Office of Education early in April for elementary school supervisors from large cities.* Fifty-one supervisors from 41 cities in 25 States and the District of Columbia spent 4 days discussing their goals and their efforts to reach them. Though they limited their attention to 4 major subjects, they considered many problems confronting elementary schools in metropolitan areas.

For each of the topics they chose to discuss, here are some majority opinions, some reports from home.

Revising the Curriculum

Why and how?

All the schools represented at the conference are sharply aware that their curriculums must keep in line with the changing needs of children and the increasing knowledge about child growth. They are therefore constantly working to improve their courses of study. Some give little leeway to the individual school, others give much.

Cities vary in the way they organize for curriculum work, but nearly all call on principals, teachers, and parents to cooperate with the central office.

In most cities the curriculum committee is well-established. In the small cities a teacher or principal represents each school; in the large, representation is by district or area.

When do these committees serve? Most members, on their own time, voluntarily, after school hours; some of them, on "released time," with the school providing a substitute teacher. Some work in the summer and receive extra pay, some are employed on a 12-month basis. Still others are rewarded with extra credit toward their next salary increment.

In some cities, colleges work with public school officials to offer seminars in curriculum building, and so give local teachers opportunity to combine study for credit with immediate service to their schools.

Much work is done also in individual schools. For example, an entire staff attacks a schoolwide problem, calling in consultants from the central office and perhaps from a nearby college. Another school system requires each school to report every year on a project, and then publishes a collection of these reports as resource material for all schools.

Structure

Most cities shape their curriculums in broad outline, setting forth only general goals. All in all, teachers and principals prefer this structure, for it permits each school to supply details appropriate to its own circumstances.

The broad-fields structure, however, was challenged. Might it not result in less attention to specific areas and skills and in more need for supervision? How do we evaluate teaching under it? Does it not call for new instruments to measure a child's accomplishment in such intangibles as critical thinking and self-direction? How does it accommodate the special-field supervisor?

Selection

Since the school can't possibly teach everything, curriculum planners have to select school experiences carefully.

But some experiences are indispensable. Those that help children think critically, that give them standards, goals, and ideals, that help them learn how to learn—all these must be provided in good measure.

More, the curriculum should make room for experiences that help the child to understand himself, to gain a sense of the value of the individual. But this appreciation cannot be developed in isolation: it grows most sturdily when it grows out of every experience in school life.

Twenty cities represented are experimenting with the teaching of foreign languages in the elementary grades.

Exceptional Children

The conferees' discussion of the education of exceptional children reflected their belief that children are basically more similar than they are different, and that, in the main, what is good teaching for the exceptional child is good teaching for any child.

The talented

Identifying the talented child is not a simple process. The school should not rely heavily on mental tests but should seek to know the *whole* child.

How complex is the problem is illustrated by the experience of a school that selected a group of highly promising children for special science study. Teachers eventually discovered that not all of the selectees could even be interested in science, and, of those who could, not all had special aptitude for it. Further, they saw that the devices of selection had not found some of the very children who had the strongest interest in science and the greatest aptitude.

Schools should not exclude from

*Invitations were sent to the largest city in every State and to every city of 80,000 or more.

This was the third such conference called by the Office, through the Elementary Schools Section, Helen K. Mackintosh, chief. Chairmen this year were Gertrude M. Lewis, specialist for the upper grades; Myrtle Imhoff, specialist for early elementary education; and Paul E. Blackwood, specialist for elementary education.

the gifted group the child with high manual and mechanical ability and low verbal ability.

Whatever his talent, the gifted child should have the opportunity to work at his own pace and in situations increasingly complex, cultivate his interests, get experience as a leader, discuss subjects with other children of high ability, and use his talents for the good of others.

In seeking to give the gifted child all these opportunities, however, schools should avoid the mistake of making life harder for him by increasing his personal problems.

Some cities segregate top students in special schools or classes to give them opportunities to do more than other children do—study a foreign language, perform scientific experiments.

Other cities place gifted children in selected groups for part of each day, or give them special opportunities in art, music, languages.

But segregation does not seem to be "*the* way," at least not full-time.

Enrichment within the regular classroom seems better. The child with exceptional talent needs not so much to have experiences different from other children as to be challenged to accomplish on levels commensurate with his ability. Besides, even in the usual classroom, he can be given special opportunities.

But such an arrangement demands much from the teacher, and she needs practical help, not only from her supervisors, but from on-the-job workshops, courses, and conferences.

The handicapped

For children with a severe learning handicap, all the cities represented now have specialists who can help to place them and to work out their programs.

Unless the handicapped child's physical deviations are extreme, or he is uneducable, he is most happily and effectively taught when he is kept with other children.

Organization of the Schools

Class size

With class size everywhere swelling beyond the optimum, what is the better course? To assign special teachers to classrooms as regular teachers, and so make classes smaller? Or to continue large classes and retain the services of specialists?

Conferees were reluctant to decide: they would like to consider each case in the light of its own variants. Doing without special teachers, however, would throw greater responsibility on the principal, who is already hard pressed.

Ungraded units

Many cities have an ungraded unit at the primary level, usually combining the grades from kindergarten through grade 3. Virtues: It prevents unnecessary failures, relieves both teachers and children of pressure, yet it works to develop certain skills before the fourth grade.

Variations in this unit appear in some cities: Keeping the same teacher with a group of children through kindergarten and grade 1; adding a year between kindergarten and grade 1 and making all 3 years an ungraded cycle.

Ungraded units are used also for the mentally retarded in some cities, usually for children under 13 with an IQ less than 70 or 80 who are not doing well in regular classrooms.

Range of ability in class

Schools are trying to reduce, for each class, the range in pupil ability. Most are using progress in reading as the major criterion for placement. For example—

> Some large schools are giving each teacher some children at each of three levels so that she can teach reading to each group separately.
>
> Some schools teach reading in all grades at the same time, reassigning the children during that time according to reading level.

Both methods aroused objection. Does a reading skill so taught, separate from use, become functional? What happens to the skill during the rest of the day? How does a teacher get to know her reading pupils if they are not in her regular class?

Supervisory practices

The principal is responsible for education in the individual school—as responsible for curriculum and instruction as for public relations and administration.

The supervisor works on a wider basis, but serves the principal as consultant. Some cities employ general supervisors; others, supervisors for each subject. Some assign them to definite areas; others, usually the small cities, to the whole system.

Better than ascribing separate roles to principal and supervisor is the team approach, which sees supervision as a joint responsibility. In the largest cities the "team" in each area—supervisors, principals, assistant superintendent, and, sometimes, teacher representatives—meets often to discuss services, programs, and needs; thus is avoided "the unwelcome chance of becoming only a collection of schools instead of a school system." In at least one city principals and supervisors occasionally exchange places.

Other practices also contribute to a sense of unity. Many cities regularly call together their area supervisors for professional work, such as visiting classrooms and making evaluations. One city holds meetings of all area directors, supervisors, and the elementary school advisory council.

Many a principal is assigned to his post because he has administrative ability, not because he is a skilled supervisor. To help him gain adequacy in the second role, supervisory staff has particular responsibility. Such a principal wisely calls on his teachers too: they can take leadership in solving problems, be chairmen of curriculum groups, plan the inservice-education program, and give assistance to new teachers.

The Teacher Herself

The superior teacher

The superior teacher—the one who helps "hold the school together," helps new teachers become oriented, demonstrates for visitors, is a leader on many school committees—too

often is taken for granted and works without encouragement.

Schools and communities can recognize her in many ways:

Provide a substitute for a couple of times a year and let her go to a conference or workshop. Teachers should select the one to go.

If she serves as a training teacher, list her name in the college bulletin, give her credit toward a salary increment.

Grant her money for professional improvement. In one city a private citizen is the donor, and the superintendent and an advisory council choose the recipient. In another city the board of education sets aside funds.

Generally disapproved or doubtfully eyed was the "merit plan" as a reward for good teaching.

Helping the weak teacher

Give the weak teacher ready counsel; place her among the strong; put her on a committee that will help her find and overcome her weakness.

Move her to another school or otherwise change her position. It often helps surprisingly well.

Orienting new teachers

Principals, responsible for orienting new teachers, find many ways to improve the process:

Preschool conferences, up to 2 weeks long, sometimes with pay, divide the teacher's time between sessions with a team of master teachers, principals, and supervisors, and sessions with her own principal in her own school.

Other conferences at other times, on other bases: On Saturday mornings; at some time after teachers have been on the job several weeks and can identify their needs; by districts within the city, organized by grade levels or by subjects.

New teachers map out their own inservice program and, at year's end, evaluate it and suggest improvements for next year.

New teachers form committees to study special problems; they watch demonstrations by superior teachers.

"Helping teachers"—usually superior teachers removed from their classrooms for 2 to 5 years—are put at the service of all new teachers.

Booklets and handbooks introduce both city and school.

Colleges and universities offer courses to supervisors and student teachers jointly.

Television increases opportunities to observe master teachers.

Inservice training

Teaching hasn't become any simpler in recent years. More than ever, all teachers need on-the-job training.

A good inservice training program extends beyond help from supervising personnel throughout the school day; it includes also workshops, studies, and conferences outside of school.

Time for such a program can be included in the teacher's contract as an extension of the school year; or found on days when school is dismissed or in other out-of-school hours. Teachers with families, however, find it difficult to give out-of-school time.

Some cities have classes to train "future administrators." In one, outstanding classroom teachers are made interne principals. They serve 6 weeks in the central office and then successive periods in 2 or 3 schools as substitute principals. Teachers help to evaluate them.

Selection of teachers

Teachers must be carefully chosen, for tenure laws complicate the removal of the inferior. Incompetents should be weeded out during probation or, better yet, in college.

The probationary system is itself part of the teacher-selection process. Under it, however, supervisory staff should take seriously their responsibility for the teacher's development.

Personality is so important in teaching and so hard to measure, that most cities no longer use teachers examinations as a selective device.

The central office usually selects teachers, but, in many systems, the principals select their own teachers. It means more work at the central office, but it's worth it: the principal feels more responsibility for the teacher he has chosen; the teacher feels more loyalty. In some cities candidates help select the schools where they will teach.

Time and salary

Especially where teachers are responsible for children during the noon hour, some free time for teachers must be found. Suggestions included the hiring of 1 relief teacher for, say, every 6 regular teachers; and the grouping of children in large numbers for some activities.

Salaries should be large enough to require no supplementing by other jobs. Nearly all cities use the single salary schedule. Beginning salary for teachers with a baccalaureate degree ranges from $3,150 to $4,150.

Television

Five types of educational television broadcasting were outlined by Ronald R. Lowdermilk, Office specialist for technical phases of educational TV: Public relations broadcasting; enrichment programming, or "supplementation"; direct teaching by a master teacher; direct teaching from a broadcast production company, in which the teacher and the professional producer usually work together; and video-instrumented teaching.

Discussion brought out that most cities are doing TV teaching, either supplementary or direct.

Among the opinions: No single plan is applicable to all school systems; no program has yet demonstrated that "remote teaching" can make it easier to provide for individual differences; in the elementary schools at least, TV is not likely to replace the regular teacher.

Granted: TV offers boundless opportunities for enriching classroom experiences. But do its merits exceed those of other teaching aids—films, for example?

TV holds special promise for story

telling, for teaching foreign languages, for demonstrating new ways of teaching.

TV also lays a new responsibility on the schools: To help children discriminate wisely in their choice of programs for out-of-school viewing.

A high point of the conference, all agreed, was the contribution made by Oliver J. Caldwell, director of the Office's Division of International Education, who discussed educational programs abroad and emphasized the practical need for educating Americans to understand other peoples. With him the conferees spent a session examining the role of the elementary school in preparing children for the responsibilities that come with nearness to the rest of the world.

OFFICE OF EDUCATION PUBLICATIONS IN 1956–57

(For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

1955 Bulletins

6. Teachers of Children Who Are Deaf, *35¢*.

10. Teachers of Children Who Are Blind, *40¢*.

13. Directors and Supervisors of Special Education in Local School Systems, *30¢*.

1956 Bulletins

1. Education in Mexico, *55¢*.

2. Radio and Television Bibliography, *25¢*.

3. Education in Taiwan, *20¢*.

4. Teachers of Children Who Are Partially Seeing, *30¢*.

5. Federal Funds for Education, 1954–55 and 1955–56, *60¢*.

7. Federal Property Insurance—Experiences at State Level, *25¢*.

8. Teaching About the United Nations in United States Educational Institutions, January 1, 1952, to December 31, 1955: A Report by the USA Under ECOSOC Resolution 446 (XIV), *25¢*.

9. 1957 Yearbook on Education Around the World: Education for Better Living, *$1.50*.

11. Extraclass Activities in Aviation, Photography, and Radio for Secondary School Pupils, *25¢*.

12. A Directory of 3,300 16 mm Film Libraries, *70¢*.

1957 Bulletins

1. Accredited Higher Institutions, 1956, *55¢*.

2. Austrian Teachers and Their Education Since 1945, *35¢*.

4. Financial Accounting for Local and State School Systems, *$1*.

5. Work Experience Education Programs in American Secondary Schools, *45¢*.

7. Scholarships and Fellowships: A Selected Bibliography, *15¢*.

8. American Cooperation With Higher Education Abroad, *75¢*.

Miscellany Bulletins

25. Home Economics in Colleges and Universities: Planning Space and Equipment, *65¢*.

26. State School Plant Services, *55¢*.

27. Pupil Transportation Responsibilities and Services of State Departments of Education, *35¢*.

Vocational Division Bulletins

262. Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers, *45¢*.

263. Summaries of Studies in Agricultural Education (Supplement No. 9), *35¢*.

264. Research in Industrial Education: Summaries of Studies, 1930–55, *$1.75*.

265. Summaries of Studies in Agricultural Education (Supplement No. 10), *45¢*.

Biennial Survey of Education in the U. S., 1952–54

Ch. 2. Statistics of State School Systems: Organization, Staff, Pupils, and Finance, *55¢*.

Ch. 3. Statistics of City School Systems; Staff, Pupils, and Finance, *60¢*.

Ch. 4. Statistics of Higher Education: (Section 1) Faculty, Students, and Degrees, *45¢*.

Circulars

490. Fall 1956 Enrollment, Teachers, and Schoolhousing in Full-Time Public Elementary and Secondary Schools, *15¢*.

493. Resident and Extension Enrollment in Institutions of Higher Education, Nov. 1955, *30¢*.

494. Engineering Enrollments and Degrees, 1956, *40¢*.

496. Opening Enrollment in Higher Educational Institutions, Fall 1956, *35¢*.

498. Trends in Significant Facts on School Finance, 1929–30 to 1953–54, *60¢*.

477. National Leadership Development Conference in Trade and Industrial Education, *60¢*.

479. Summary of Federal Funds for Education, *10¢*.

Education Directory, 1956–57

Part 1. Federal Government and States, *25¢*.

Part 2. Counties and Cities, *40¢*.

Part 3. Higher Education, *65¢*.

Other Series

Industrial Education: An Annotated Selected Bibliography, Misc. 3509, *45¢*.

Offerings and Enrollments in Science and Mathematics in Public High Schools, Pam. 118, *15¢*.

School District Reorganization Policies and Procedures. Special Series 5, *$1.75*.

Secondary School Plant; an Approach for Planning Functional Facilities, Special Pub. 5, *45¢*.

Miscellaneous

Education for National Survival: a Handbook for Schools, *65¢*.

National Stay-in-School Campaign—Handbook for Communities, *15¢*.

Administration of Public Laws 874 and 815: 6th Annual Report of the Commissioner of Education, June 30, 1956, *65¢*.

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