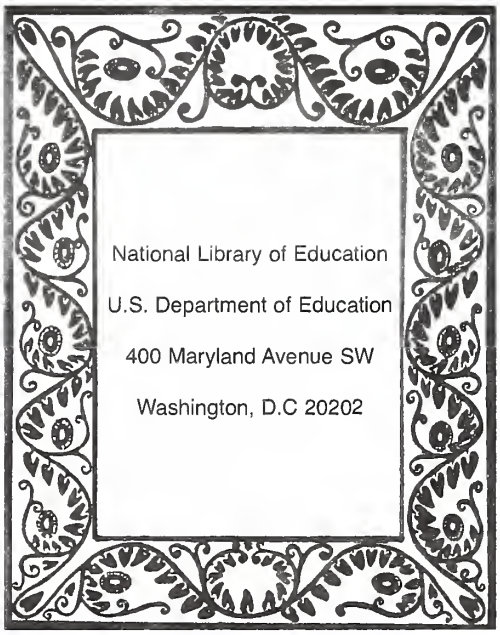

INDEX, *SCHOOL LIFE*

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SCHOOL LIFE

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

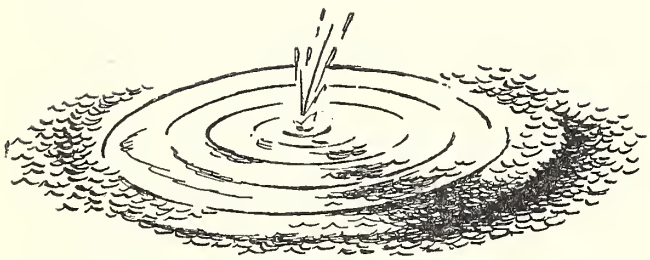
OFFICE OF EDUCATION

School enrollment projections... page 5

SELECTED ARTICLES

October 1955

The Power of the Pebble



THE power of the pebble is impressive. Throw it in a pool of water and its tiny splash creates giant circles.

I hope that *School Life*, issued for the first time this month in a low-cost, simple format and with 2,000 free circulation, can create its own giant circles through reprinting in business, labor, and professional magazines.

This and future issues of *School Life* will present summaries of Office of Education major publications; short articles on Office of Education planning and action in the three broad areas of educational *research, services,* and *grants;* illustrated statistical information; and reports on educational legislation of national interest.

We expect, in this way, to broaden the appeal and usefulness of *School Life*, so that school board members, teachers, and citizens generally will turn to it for solid but brief information on education.

We plan, through the change, to make it useful to busy editors of professional, business, and labor magazines.

Mainly, *School Life* will present digests of Office of Education publications, giving readers a taste of what they contain. If the taste whets the appetite, the reader may obtain the whole book either to swallow it, as Bacon says, or to chew and digest it.

We all have less time for reading these days. We must husband it carefully. *School Life* will hold your reading time in highest regard, without showing disrespect to your intelligence and interest in education.

School Life will try to run that narrow course between the succinct and the superficial; between the provincial and the universal.

S. M. Brownell

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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Educational news

EVENTS AND DEVELOPMENTS

of national significance

Pre-White-House Conferences

As the date for the White House Conference on Education approaches, millions of Americans are having an opportunity to make an on-the-spot study of their educational needs and problems.

Every new report from the States tells of more community conferences, some preceding the State conference, some following. As of the first of October, 32 State conventions had been held, along with 3,200 community and county conferences. By the time the White House Conference begins, on November 28, every State in the Union will have held at least one State conference, and about two-thirds of the States will have held conferences at local levels.

Appointments

The immediate staff of the United States Commissioner of Education is now complete. On September 9 the Department of Health, Education, and Welfare announced the appointment of John Ralph Rackley as Deputy Commissioner of Education and of Homer Daniels Babbidge, Jr., as Assistant to the Commissioner.

Dr. Rackley comes to the Office from the University of Oklahoma, where since 1949 he has been professor of education and dean of the college of education. Dr. Babbidge since 1945 has been secretary of the committee on scholarships and member of the Board of Admissions at Yale University.

Another appointment in the Office is that of Lloyd E. Blauch as Assistant Commissioner for Higher Education. Dr. Blauch, who has been on the staff for many years as an authority in the field of higher education, has recently been Acting Assistant Commissioner.

More School Buses

More than ever before, pupils are being carried to and from their schools at public expense.

That is the gist of data published in August by E. Glenn Featherston, Director of the Office of Education's School Administration Branch. Practically every row of figures on the subject gives 1953–54 an increase over 1952–53. The number of pupils transported is up 553,000, or 7 percent; the number of buses, 7,300, or 6 percent; and the public funds expended, nearly $21 million, or 7 percent.

To put it in absolute terms: In 1953–54 some 8.9 million pupils were carried in 147,425 vehicles at a public cost of $308,700,000. States in which the largest number of children were served were Ohio, Pennsylvania, New York, and North Carolina; States in which the most money was spent were New York, California, Texas, and Pennsylvania.

Back of the increases is a complex of factors, Dr. Featherston says. School reorganization is reducing the number of school districts in the United States. More schools, particularly in suburban areas, are offering rides to their pupils. And of course there is also the significant fact that every year more children are going to school.

Teachers From Abroad

Washington has been the first stop this fall for 600 foreign teachers and school administrators who have come to the United States under two international programs, either to spend the academic year teaching in our schools or to spend several months studying various aspects of our educational systems.

One hundred and sixty of these are the teachers from the United Kingdom, Austria, Germany, Australia, New Zealand, Belgium, Norway, the Netherlands, and Canada, who this year, under the International Educational Exchange Service, Department of State, are trading their jobs with teachers from the United States.

The other educators come from 50 other countries. Of these, about 250 are here under the teacher education program sponsored by the International Educational Exchange Service and by the Office of Education; and 200 are here under the technical cooperation program administered by the International Cooperation Administration (in the Department of State) and the Office of Education.

The 250 in the teacher education program have now gone in 10 different groups to as many colleges and universities for 3 months of seminars, lectures, and school visitation. The elementary teachers have gone to Emory University in Georgia and Ball State Teachers College in Indiana; the secondary teachers, to the University of Buffalo, the University of Southern California, and the University of Oklahoma; the vocational teachers, to the South Dakota State

College of Agriculture and Mechanic Arts; the English teachers, to the University of Miami, the University of Michigan, and the University of Texas; and the teachers of American civilization, to the University of Pennsylvania. After Christmas they will be assigned in small groups to observe schools in various States and to confer with officials of State departments of education.

The 200 teachers and administrators who have come under the technical cooperation program are a part of a total group of about 800 who will be in the United States under that program during the 1955–56 academic year. They will take part in training programs offered during the year by more than 100 colleges and universities, trade schools, and technical institutes.

OE Confers With National Groups

Through the coming months the Office of Education will be holding conferences with the executive committees—or other representative groups—of national organizations having an overall relationship with education.

Already three such conferences have been held: The first, on May 23–24, was with representatives of the Council of Chief State School Officers; the second, on June 20–21, with the executive committee of the National School Boards Association; and the third, on September 20, with the executive committee of the National Association of Secretaries of State Teachers Associations.

Purpose of the meetings, from the standpoint of the Office, is to develop its services to education in the United States. At each conference the Office explains its organization and program and joins with the visiting representatives in discussing the ways in which their organizations and the Office can work together for the good of the schools.

Present at the May meeting were Thomas D. Bailey, Florida; Edgar Fuller, Washington, D. C., executive secretary of the Council of Chief State School Officers; Dowell J. Howard, Virginia; Vernon L. Nickell, Illinois; Thomas G. Pullen, Maryland; Clair L. Taylor, Michigan; and George F. Watson, Wisconsin.

In June the visiting conferees were O. H. Roberts, Jr., Indiana, president of the National School Boards Association; Taylor T. Hicks, Arizona; Cyrus M. Higley, Connecticut; Mrs. H. M. Mulberry, Illinois; Carl B. Munck, California; Maurice E. Stapley, Illinois; J. G. Stratton, Oklahoma; Edward M. Tuttle, Illinois; and J. H. Woodall, Georgia.

At the September meeting were present C. O. Wright (president of the National Association of Secretaries of State Teachers Associations), Kansas; Everett Keith (vice president), Missouri; P. E. Reeder (secretary-treasurer), West Virginia; William O'Donnell, New Mexico; and Clyde Russell, Maine.

Definitely scheduled are meetings with representatives of the American Association of University Women in November; of the National School Public Relations Association, also in November; and of the National Congress of Parents and Teachers in January.

New Emphasis on Agricultural Training

Training in vocational agriculture is coming in for more attention nowadays in the councils and activities of international bodies.

One instance: This past June the International Labor Organization, meeting at Geneva for its 38th conference, included the subject on its agenda for the first time.

Another instance: At the same conference the Food and Agriculture Organization of the United Nations announced that it was planning to give major emphasis to vocational training in agriculture in 1956.

"It's a matter of interorganizational cooperation," said H. B. Swanson, assistant chief of agricultural education in the Office of Edueation, reporting on the conferenee, "and each organization is wholly in accord with the work of the other in this field." Mr. Swanson this year was the Office of Education's first representative at a general ILO conference; until now its representatives have attended only the meetings of ILO's technical committees.

Young Leaders Take Stock

For 59 young leaders in trade and industrial education, the recent (August 1–12) Leadership Development Conference at Fort Collins, Colo., was a time of reappraisal, not only of their field of work but of their attributes of leadership.

Although their ages ranged from 29 to 59 years, all were young leaders in the sense that within the last 2 years each one had come to his first position of leadership in a State-level job, or showed promise of one day reaching such a position.

Each one had been nominated as a potential leader by his State or Territorial Director and Supervisor (35 States and Puerto Rico, Alaska, and the Virgin Islands were represented) and had subsequently been selected by the sponsor of the conference, the Office of Education.

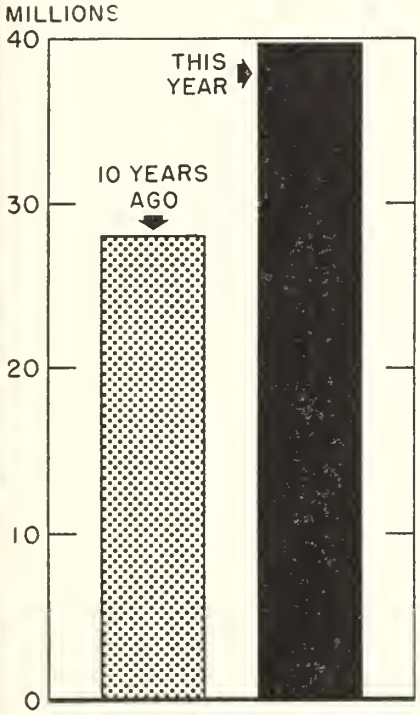
For these young leaders, 10 "resource persons," top authorities in trade and industrial education, presented the various problems that confront leaders today in their jobs of organizing and administering vocational programs. After each presentation the conferees got together in small discussion groups to evaluate both the presentation and their abilities as leaders.

James H. Pearson, Assistant Commissioner for Vocational Education, Office of Education, was the resource person on Federal, State, and local administrative relationships in vocational education; and John P. Walsh, chief, Trade and Industrial Education Branch, Office of Education, was one of the members of the planning committee, as well as a resource person on public relations.

Office of Education estimates nearly

40 MILLION IN SCHOOL

Of total United States population, 1 out of 4 is attending school. The need for teachers exceeds supply by 141,400.



After 10 years of continuous increases, United States school and college enrollment reaches a new high.

Estimates of enrollments in elementary and secondary schools by type in continental United States, 1954–55 and 1955–56

Type of School	1954–55	1955–56
Kindergarten through Grade 8, total	27,738,000	29,038,000
Public school system	24,091,500	25,215,000
Private and parochial schools	3,506,200	3,664,800
Residential schools for exceptional children	65,000	71,500
Model and practice schools in teacher-training institutions	38,300	38,500
Federal schools for Indians	27,400	32,200
Federal schools under Public Law 874 [1]	9,600	16,000
Secondary schools (Grades 9–12), total	7,422,000	7,680,000
Public school system	6,582,300	6,811,000
Private and parochial schools	774,800	805,100
Residential schools for exceptional children	11,100	12,200
Model and practice schools in teacher-training institutions and preparatory departments of colleges	40,500	41,000
Federal schools for Indians [2]	12,300	9,800
Federal schools under Public Law 874 [1]	1,000	900

[1] *Includes only "schools operated on post by a Federal agency."*
[2] *Includes Indians in "vocational training, including veterans." Decrease is due to fewer veterans.*

FOR the 11th year running, total enrollment in United States schools and colleges—public and private—is showing an increase over the year before.

This year, according to Office of Education estimates, there will be 39,557,000 students in the elementary, secondary, and college classrooms of this country. That means 1,657,000 more than last year, and 11,560,000 more than 10 years ago.

What the estimates include

In addition to the elementary and secondary schools listed at the top of this page, these estimates include enrollments of 2,839,000 in institutions of higher education, a group that takes in universities, liberal arts colleges, professional schools, and junior colleges.

If we were to include also the enrollments in private commercial schools and in nurses training schools that are not affiliated with any college or university, we would bring the estimate up to 39,772,000, close to the 40 million mark. This number means that practically every fourth person in the United States is enrolled in school.

These estimates include enrollment for *the entire school or college year* and are not to be considered as restricted to September enrollments alone. The estimates may be considered reasonably accurate, the errors in past estimates by the Office of Education having ranged from about 1 to 5 percent for elementary and secondary schools, and from 5 to 8 percent for colleges and universities.

More teachers needed

What this year's increased enrollment will do to aggravate the teacher shortage in the elementary and sec-

ondary schools is not difficult to imagine.

The increased enrollment of 1,558,000 in elementary and secondary schools will call for about 55,200 teachers. Actually, however, it calls for somewhat more than that; for, as the Commissioner of Education has pointed out, the instructional staff requires not only teachers but also a complement of principals, supervisors, librarians, visiting teachers, and other specialized staff.

Turnover exceeds recruits

The number of new teachers entering the profession this year from colleges and universities is approximately 63,400; but these cannot be counted on to meet the needs of the increased enrollment.

They will not even be enough to offset the annual turnover among elementary and secondary school teachers, which is estimated as approximately 7.5 percent. At that rate, the turnover will cost the schools 83,300 of the 1,110,600 qualified teachers they had in 1954–55.

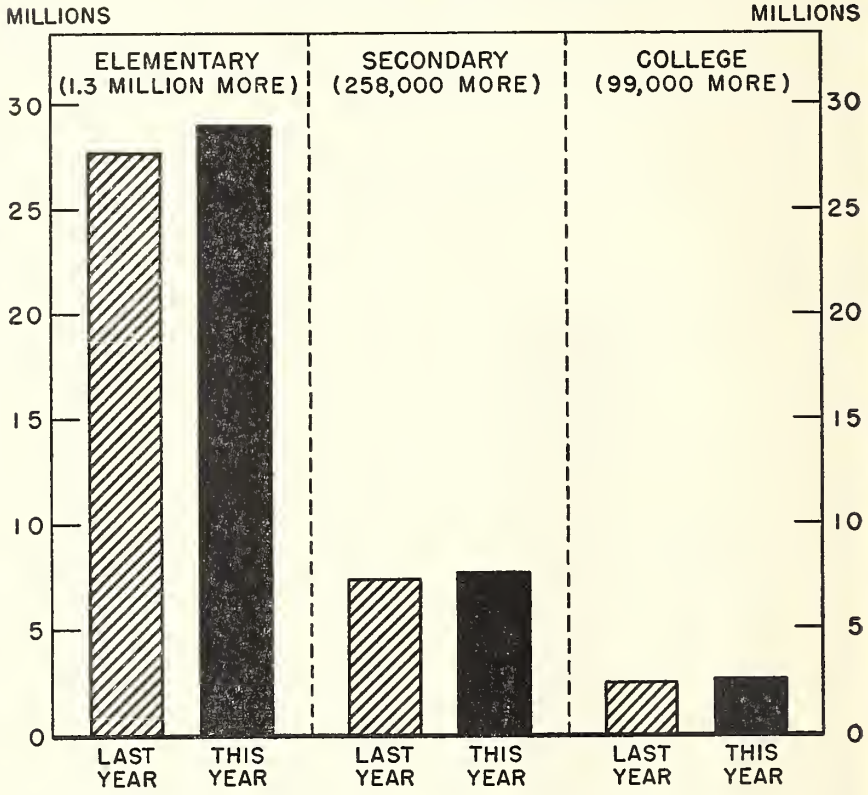
To ease the situation, 25,000 emergency teachers are expected to qualify this year. But even when they are counted in, there yet will remain an estimated need for 141,300 teachers.

This shortage of 141,300 will have to be met by additional emergency teachers, by the reentrance of former teachers into the profession, and by further overcrowding. In calculating the number of teachers needed this year, the Office of Education has made no provision for additional teachers to reduce the overcrowding that already existed last year, nor for teachers to enrich the curriculum.

As for the future . . .

As for the future, it promises to bring a need for even more teachers. Each year of the next decade is expected to show substantial increases in enrollment at every level; and by 1964–65 there may well be 12 million more pupils in elementary and secondary schools than there were in 1954–55.

AT ALL LEVELS, ENROLLMENTS THIS YEAR ARE UP OVER LAST YEAR



Projections of enrollments in public and private schools [1] in continental United States, 1954–55 to 1964–65

School year	Elementary schools	Secondary schools	Institutions of higher education	Total
1954–55	27,738,000	7,422,000	2,740,000	37,900,000
1955–56	29,038,000	7,680,000	2,839,000	39,557,000
1956–57	30,231,000	8,006,000	2,949,000	41,186,000
1957–58	31,413,000	8,343,000	3,041,000	42,797,000
1958–59	32,568,000	8,762,000	3,119,000	44,449,000
1959–60	33,650,000	9,168,000	3,221,000	46,039,000
1960–61	34,482,000	9,485,000	3,349,000	47,316,000
1961–62	34,957,000	10,044,000	3,568,000	48,569,000
1962–63	35,226,000	10,731,000	3,726,000	49,683,000
1963–64	35,452,000	11,337,000	3,853,000	50,642,000
1964–65	35,659,000	11,890,000	3,953,000	51,502,000

[1] *Not included: Private commercial schools, and nurses training schools not affiliated with colleges and universities.*

Source: Research and Statistical Services Branch, Office of Education. The projections of estimates were prepared in September 1955; later estimates, based on later data, may be expected to differ slightly from the figures in this table.

FINANCIAL ACCOUNTING FOR THE NATION'S PUBLIC SCHOOLS

Five national organizations are key to the success of the project

SIXTEEN representatives of five national organizations for education* spent a week in Washington during August to work on a project that will strengthen the meaning of future reporting about our Nation's public schools.

First National Conference

The assembly was called the First National Conference on Financial Accounting for Local and State School Systems; and the object of its efforts was a second preliminary draft of a financial accounting manual for public education.

Representatives had come from 10 States and the District of Columbia. They were joined by 12 representatives of the United States Office of Education and 1 representative of the United States Bureau of the Census.

In greeting the conferees, Commissioner of Education S. M. Brownell emphasized the need for accurate financial accounting for education. He pointed out that this need would be heightened as larger numbers of children and youth were served by our public school systems and as greater sums of money were devoted to education.

Wayne O. Reed, Assistant Commissioner for State and Local School Systems, in addressing the group, said: "The purpose of the project is to develop a financial accounting guide for public education in the United States. The guide is likely to serve the American people as long as there are public school systems. Like the dictionary, of course, the guide will need to be modified from time to time to meet changing conditions."

A definition of terms

The project bears directly on communication. Basically, it is a matter of defining terms; a matter, for example, of making clear beyond question, at the source, just what expenses a school district's recording officer will include under "operation of plant" and what he will include under "fixed charges"; a matter of using standard accounts so that his treatment of such accounts as "costs of administration" and "costs of instruction" will be the same as that in every other school district in the United States.

In other words, standard accounts and definitions of terms have yet to be adopted for use in acounting for our educational finances. A certain category of expense may mean one thing in California and another thing in Maine, and a dozen things more in the States in between. Even within a State, an accounting term may have different interpretations in different districts. All across the country schoolmen for years have been adding up the elements in such items as per-pupil expenditure and have been under the impression that they were all including the same elements. Actually they have been far from such unanimity.

History of project

The project to end such discrepancies had its beginning a year ago, in September, when the executive secretaries of the cooperating associations met and agreed on a plan for preparing a handbook.

The next step was a 2-day meeting in Washington in November, at which representatives of the cooperating organizations decided on the scope and content of the preliminary draft. On the basis of the decisions made at this meeting, Paul L. Reason of the Office of Education, Specialist in Educational Records and Reports, prepared the preliminary draft of the financial accounting guide.

Items included in the draft meet four basic criteria. Each item (1) provides information that is important to a local district in the operation of its school system, (2) is important to local districts throughout the country, (3) is needed for comparison among local systems, and (4) can be maintained in the records with reasonable effort.

In May this year the draft was studied at a week-long meeting between Office of Education staff and three designated representatives of the Association of School Business Officials. The revisions made at that time were incorporated into a second preliminary draft; and it was this draft which in August was laid before the first national conference.

In submitting the draft to the conference, Fred F. Beach of the Office of Education, project director, described it as being "concerned with two important problems that constantly face every school system: what kinds of fiscal information should be available, and how this information should be classified and recorded for most profitable use."

Standard accounts and terminology, he pointed out, "unlock vast treasures in the form of ideas and experiences for the benefit of the educational program. As aids to efficient manage-

continued on page 15

*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 National Education Association's Department of Rural Education, and the National School Boards Association.

OFFICE OF EDUCATION ADMINISTERS

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FOR

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Schools in fed

TODAY one of the principal functions of the United States Office of Education is to administer certain Federal funds that the Congress has appropriated as grants-in-aid for education in the States and Territories.

Three such funds are in its charge now. In the order of their time of establishment they are (1) funds to help maintain land-grant colleges and universities, (2) funds to help support vocational education of less-than-college grade, and (3) funds to help construct and operate schools in districts affected by Federal activities.

For land-grant colleges

Land-grant colleges have been on the educational scene since 1862, when an act of Congress gave substance to a growing conviction that every State ought to have at least one college equipped to offer education in agriculture and industrial arts.

Since that early day the Federal Government has increased its contributions to the land-grant colleges and universities; and the institutions have in turn grown and flourished. Today there are 69 of them—at least 1 in each State, a second one in Massachusetts, 17 more in the Southern States maintaining segregated institutions for Negroes, and 1 each in Alaska, Hawaii, and Puerto Rico. By a three-armed program—research, resident instruction, and extension education—these colleges have brought higher education within the reach of great numbers of people who otherwise would have had to do without.

Federal money now being appropriated to aid the States in maintaining these institutions runs to nearly $50 million a year (probably now less than 1 percent of their funds). Of this amount the Office of Education distributes and administers only the funds set aside for resident instruction. The rest, reserved for research and extension teaching, are administered by the Department of Agriculture.

For resident instruction the 48 States, Hawaii, Alaska, and Puerto Rico regularly get $50,000 a year each through "continuing appropriations," which do not need to have congressional action every year. In addition, under an act passed in 1935, the States and Hawaii and Alaska get other annual appropriations that Congress *does* act on every year; in 1954–55 they got an additional $20,000 each, plus a share in $1,501,500 that was distributed on the basis of population. Thus the total amount appropriated last year for distribution by the Office, both continuing and annual appropriations, was $5,051,500.

The grants distributed on the basis of population made New York ($217,933), Pennsylvania ($174,719), and California ($174,599) the largest recipients, and made Wyoming ($72,898), Nevada ($71,596), and Alaska ($71,283) the smallest. Actually, Puerto Rico was the smallest: it does not participate in the appropriations authorized in 1935 and therefore received only the continuing appropriations.

Appropriations for this fiscal year, which ends next June 30, are the same as those for 1954–55. Already the Secretary of Health, Education, and Welfare has submitted to the Secretary of the Treasury a certificate indicating the amount due each State and the name of the officer to whom it should be sent; and already the money has been transferred to the States, Territories, and Puerto Rico.

The funds will be used only for instruction in certain subjects—agriculture, mechanic arts, English language, mathematics, natural and physical science, economics, and teacher training.

For vocational education in secondary schools

Fifty-five years elapsed between the time when Congress first voted Federal aid for teaching agriculture and mechanic arts in colleges and the time when it first voted similar aid for the secondary schools.

The Smith-Hughes Act, passed in 1917, was the first act that appropriated funds for vocational education at that level. This act and the George-Barden Act of 1946, which authorized additional funds, are the basic acts under which the Office of Education, through its Division of Vocational Education, administers funds for vocational education of less-than-college grade.

Under the Smith-Hughes Act, $3 million is appropriated to the States every year for the teaching of agricultural subjects, $3 million for the teaching of trade and industrial subjects and home economics, and $1 million for the training of teachers of these subjects. The money is allotted to the various States on the basis of population. To guarantee each State a minimum of $10,000 for each of the three purposes, Congress appropriates an additional $138,330.

Smith-Hughes benefits were extended to Hawaii in 1924 and to Puerto Rico in 1931: $30,000 a year for the former and $105,000 for the latter.

Under the George-Barden Act, Congress is authorized to appropriate as much as $28.5 million a year to be allotted to the States and Territories,

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also on the basis of population. It includes $10 million for agriculture, $8 million for home economics, $8 million for trade and industrial education, and $2.5 million for education in the distributive occupations. Benefits of the act were extended to the Virgin Islands in 1950, to the extent of $40,000 a year. The George-Barden Act also provides for additional appropriations as needed to give each State certain minimums: $40,000 a year for the first three fields of education and $15,000 for the fourth.

The bases on which the States share in these funds vary between the two acts. The allotments in the Smith-Hughes Act for agricultural education are based on the ratio of each State's rural population to total United States rural population; in the George-Barden Act they are based on farm population. In the Smith-Hughes Act, allotments for education in trade, industry, and home economics are all three based on urban population; but, in the George-Barden Act, allotments for trade and industrial education are based on nonfarm population and allotments for home economics education are based on rural population.

The Smith-Hughes funds for teacher training and the George-Barden funds for distributive education are allotted to each State on the basis of its total population.

In 1954–55 the Office of Education distributed $30,811,591 under the two acts: $7,138,330 under Smith-Hughes; $23,673,261 under George-Barden and the supplementary acts (the ones extending benefits to Hawaii, Puerto Rico, and the Virgin Islands). Most of the States spend all of their allotments. Last year, as in the preceding 5 years, less than 2 percent of the money was left unexpended at the end of the year.

Both acts require the States to match the Federal appropriations dollar for dollar. But the States are doing far better than that. In 1954–55 more than $125,839,000 of State and local funds were spent on the vocational education programs. In other words, for every dollar of Federal funds used, States and local communities spent about $5.

For the year just begun, 1955–56, total Federal funds made available under the provisions of the Smith-Hughes and George-Barden Acts total $33,638,330. This is the most that Congress has ever appropriated for this purpose. Of this amount, $12,584,824 is for agriculture, $7,659,120 for home economics, $10,740,153 for trades and industry, $1,500,000 for distributive education, $1,114,233 for teacher training, and $40,000 for the Virgin Islands for the four fields of vocational education.

For schools in federally affected areas

In every State there are school districts that have special problems because the Federal Government is carrying on some activity in or near them. Their difficulties arise either because the Government's activities have brought the districts more children than they are equipped to take care of, or because the Government has acquired property that otherwise would have brought in taxes. And in most districts, both things have happened at once.

Federal responsibility in this matter was shouldered by the 81st Congress in 1950 when it enacted Public Laws 815 and 874, and by the 83d and 84th Congresses, which amended and extended them. Under these companion acts, the Office of Education distributes and administers funds to help individual school districts that educate the children of people connected with Federal activity.

Most of the pupils for whom payments are authorized are those whose parents live or work on tax-exempt Federal property. The laws also provide for enrollment increases caused by pupils whose parents work on Federal contracts but not on Federal property.

continued on page 14

States and Territories grouped by amounts received under both acts for vocational education of less-than-college grade, 1954–55

More than $1 million	*Less than $1 million, more than $500,000*		*Less than $500,000*	
California	Alabama	South Carolina	Alaska	Montana
Illinois	Arkansas	Tennessee	Arizona	Nebraska
New York	Georgia	Virginia	Colorado	Nevada
North Carolina	Indiana	West Virginia	Connecticut	New Hampshire
Ohio	Iowa	Wisconsin	District of Columbia	New Mexico
Pennsylvania	Kentucky		Delaware	North Dakota
Texas	Massachusetts		Florida	Oregon
	Michigan		Hawaii	Rhode Island
	Minnesota		Idaho	South Dakota
	Mississippi		Kansas	Utah
	Missouri		Louisiana	Vermont
	New Jersey		Maine	Washington
	Oklahoma		Maryland	Wyoming
	Puerto Rico			

PUBLICATIONS PLANS

Fifty-five educational research reports will go to the printer in 1955–56

THE Office of Education plans to publish 55 reports of its studies during the year that began July 1, 1955. All of the publications will be of interest to educators, school-board members, parent-teacher organizations, and other individuals and groups directly connected with education. About half of them will be of interest also to businessmen, labor organizations, and many citizen groups.

Every area of education will come in for attention in this year's publications program. In addition to reports of a purely statistical nature, plans call for bulletins related to such subjects as educational administration, school plant needs, vocational education, radio and television, higher education, and qualifications of teachers for exceptional children.

The wide range of subject matter can be indicated by simply listing five of the titles scheduled to come out in the next few months:

- *Policies and Procedure in School District Organization,*
- *Education in the Soviet Union,*
- *Education Around the World—Education in Community Improvement,*
- *Training for Quantity Food Preparation,*
- *Costs Students Incur in Attending College.*

Printing and binding costs for this year's publications program have been estimated at approximately $114,000, in comparison to the $90,000 spent last year. Not counting periodicals, a total of 236,000 copies of publications will be printed this year for free distribution, and 152,000 additional copies of the first printings will be placed on sale by the Superintendent of Documents.

The free distribution of a publication is managed in this way: As soon as a new publication comes from the printer, an initial free distribution is made to those who have the greatest need for the information it contains. A reserve supply is maintained by the Publications Inquiry Unit of the Office of Education for free issue, as long as the supply lasts.

The periodicals *School Life* and *Higher Education* carry notices of new publications as they become available.

Major Publications in the 1955–56 Program

ADMINISTRATION

Clerical and Custodial Staff in Public Secondary Day Schools, 1951–52

Policies and Procedures in School District Reorganization

School Insurance

Secondary School Plant: An Approved Approach for Planning Functional Facilities

State Department of Education Transportation Responsibilities and Services

State Policies and Regulations Affecting the Junior High School

State School Plant Services

Structure and Control of Publicly Supported Libraries at the State Level

Supervision in Rural Schools

CURRICULUM

Activity Programs in Aviation, Photography, and Radio in the Secondary School

Audio-Visual Education in State Departments of Education

Curriculum Responsibilities of State Departments of Education

VOCATIONAL EDUCATION

Agricultural Education in Secondary Schools

Boys and Girls Study Home and Family Living

Development of Programs of Agricultural Education for Young Farmers

Distributive Education for Youth—Work Experience Laboratories

Instructor's Guide for Teaching Adult Distributive Education Classes

Public Vocational Education Programs

Selection and Training of Part-Time Instructors of Adult Education Classes

Space and Equipment for Distributive Education Classrooms for Vocational Education

Space and Equipment for Home Economics in Higher Education

Training for Quantity Food Preparation

Radio-Television Bibliography

United States Government Maps for Educational Use

Work Experience in the Secondary School Curriculum

EXCEPTIONAL CHILDREN

Qualification and Preparation of Teachers for Exceptional Children: A General Report

Special Education Personnel in Local Departments of Education

Special Education Personnel in State Departments of Education

Speech Correctionists

HIGHER EDUCATION

Costs Students Incur in Attending College

Financing Public Two-Year Community Colleges

Study of College Student Retention and Withdrawal

INTERNATIONAL EDUCATION

Education in Mexico

Education in the Soviet Union

Yearbook on Education Around the World—Education in Community Improvement

YEARBOOKS AND REPORTS

Administration of Public Laws 874 and 815: Fifth Annual Report of Commissioner of Education, June 30, 1955

Biennial Survey of Education—

Ch. 1—Statistical Summary of Education, 1953–54

Ch. 2—Statistics of State School Systems, 1953–54

Ch. 3—Statistics of City School Systems, 1953–54

Ch. 4—Statistics of Higher Education, 1953–54: Sec. 1, Faculty, Students, and Degrees; Sec. 2, Receipts, Expenditures, and Property

Current Expenditures Per Pupil in Public School Systems:

Large Cities, 1954–55

Small and Medium-Sized Cities, 1954–55

Digest of Annual Reports of State Boards for Vocational Education, 1954–55

Earned Degrees Conferred by Higher Educational Institutions, 1954–55

Education Directory, 1955–56—

Pt. 1: Federal Government and States

Pt. 2: Counties and Cities

Pt. 3: Higher Education

Engineering Enrollments and Degrees, 1955

Fall Enrollment in Higher Educational Institutions, 1955

Federal Funds for Education, 1954–55 and 1955–56

Resident, Extension, and Adult Education Enrollment in Institutions of Higher Education:

November 1954

November 1955

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1955

Statistics of Public School Libraries: 1953–54

GENEVA REPORT

THREE delegates from the United States attended the 18th International Conference on Public Education at Geneva, Switzerland, early in July, when 134 delegates from 65 countries came together to exchange ideas and to formulate recommendations on two subjects: The financing of education and the teaching of art.

Clayton D. Hutchins, Specialist in School Finance, United States Office of Education, was 1 of the 3 delegates to the Conference, which is held every year under the aegis of UNESCO and IBE (International Bureau of Education). Other delegates were Henry I. Willett, Superintendent of Schools in Richmond, Va., and Gratia B. Groves, Director of Instruction for the Kanawha County Schools in West Virginia.

Speaking to the staff of the Office of Education on his experiences at Geneva, Dr. Hutchins said that the United States report was received with exceptional interest by the other delegates, who had several questions to ask when it was finished. They wanted to know about the role of the Office of Education, the provisions for gifted pupils in secondary schools, subjects for discussion at the White House Conference, extent to which television is used, holding power of the secondary schools, education of American Indians, and reactions to the Supreme Court's decision on racial discrimination.

The report itself, prepared by staff members of the Office of Education, was termed one of the best at the conference by Dr. Hutchins. It described the United States school system as an expression of the American way of life and presented the chief educational problems and the efforts being made to solve them. Much of the success of the report Dr. Hutchins credited to the excellent presentation given it by Dr. Willett.

For the United States schools exhibit at the Conference, Dr. Hutchins had less praise. The exhibit room assigned to the United States is a large one, well lighted and provided with illuminated cases, but in the materials displayed there Dr. Hutchins saw little that reflected the spirit and accomplishments of the American school system. Except for one chart, the exhibit consisted entirely of bulletins, pamphlets, and books, and these were not the latest available.

In contrast, other nations were displaying not only printed materials but large charts showing their educational programs and the organization of their schools as well as collections of articles illustrating school handicrafts and skills of students. The USSR, for example, had a staff of three workmen expressly for setting up an attractive exhibit; and it was reported that several tons of materials had been shipped from Russia for the display.

The importance of having a first-rate school exhibit, Dr. Hutchins pointed out, is sharpened by the fact that the exhibits are maintained the year around and are visited nearly every day by students, educators, and national leaders from other countries, many of whom are inclined to judge

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SHALL I TEACH?

One of the Office of Education's best sellers, *Teaching as a Career*, which has sold over 30,000 copies since it was published in 1947, has come out in a new edition. It still has the same title, but it has a new author—Earl W. Anderson, consultant in teacher education and professor of education at Ohio State University.

Things have changed materially in the teaching profession since 1947, and the new bulletin has been written to describe the occupation as it was seen in March 1955.

The young person who is considering teaching as a life work should have the answers to these questions:

- How important is teaching?
- What does a teacher do?
- What are the requirements?
- How can I get satisfactory employment?
- What salary will I receive?
- What are retirement provisions?
- Will I enjoy teaching?

and these are the questions which *Teaching as a Career* systematically proceeds to answer. For further reading, it offers a short bibliography.

The 20-page bulletin is for sale (15 cents a copy) by the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C.

SAFE WORK HABITS

Together, the Office of Education and the Bureau of Labor Standards have published a safety guide for preemployment training in the school shop. For the Office, William P. Loomis, program specialist, Trade and Industrial Education Branch, was the cooperating author.

***School Shop—Learn Safe Work Habits Here* simply and briskly points out what can happen to the worker who believes that "guards and goggles are for the birds."**

It gives practical advice—on such matters as how to lift a load, what protective devices to wear for particular jobs, how to handle electric tools, how to use ladders—and sternly explains why it's smart to be safe.

The 16-page booklet is sold for 10 cents a copy by the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C. The shop teacher who needs large quantities for his classes can get them for $7.50 a hundred.

WOMEN AT WORK

Not many comparisons can give a quicker picture of what has happened in the occupational world for women in the last 20 years than a comparison of the bibliographies that the Office of Education has published periodically on the subject since 1934.

The one that came out this summer, Girls' and Women's Occupations, Selected References, *for example, refers to 100 more occupations than were included in the one that was published in 1941.*

"Every time we get out one of these bibliographies," says Louise Moore of the Office of Education's Trade and Industrial Education Branch, who has compiled and annotated the current volume, "we're impressed by the changes that have taken place since the last one.

"We used to find a substantial amount of literature on such jobs as household service, dressmaking, and millinery, but the proportion of that has been dwindling in recent years. Every year something new crops up in the literature and we find a growing variety of occupational opportunities. This year, for instance, we list, for the first time, material on the work of the orthoptic technician. And there are references to many kinds of new jobs in therapy—music, speech, and hearing—to say nothing of the new opportunities in science, even nuclear science."

Another of the noticeable trends is an increasing amount of literature on practical nursing: The 1941 bibliography had only 7 references; this year's has 20.

The current bibliography covers selected books, pamphlets, and articles published between July 1, 1948 (the cutoff date for the preceding bibliography, which was published in 1949 in collaboration with the Women's Bureau, United States Department of Labor) and September 1, 1954. It includes only references to material published in the United States.

The 821 references are arranged in seven groups: Occupational information on specific occupations (over half of the references are here), occupational biographies and fiction, training opportunities (here are directories of schools and colleges open to women and information about student and scholarship aid), women's status in work and education (includes references to literature about legislation), surveys, and bibliographies.

Three indexes—author, occupation, and subject (other than occupation)—together with a publisher's directory, complete the volume.

Girls' and Women's Opportunities *has 99 pages and can be bought for 35 cents from the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C.*

TEACHING ABROAD

Around the world, in more than 30 countries, there are opportunities for approximately 300 American school teachers to have a year of professional experience outside the United States.

What those opportunities are for the academic year 1956–57, the Office of Education has outlined in a 25–

page handbook, which it distributed this fall to all United States public-school superintendents in towns of 2,500 or more.

In *Exchange Teaching Opportunities and Summer Seminars [1956–57] for American Elementary, Secondary, and Junior College Teachers Under the International Exchange Program Authorized by the Fulbright Act and the Smith-Mundt Act* a teacher can learn what requirements he must meet. He can learn also with what countries an interchange of teachers can be arranged, and with what countries a one-way assignment can be arranged.

Such a handbook is prepared and distributed free of charge every year by the Teacher Exchange Section of the Office of Education under the direction of Thomas E. Cotner, Director, Teacher Programs Branch. Applications are accepted each year between July 1 and October 15 for positions available the following year.

EDUCATION FOR THE PROFESSIONS

For the first time since 1900, the entire subject in a single volume

UNTIL the publication of *Education for the Professions* this summer, broad information on how people in the various professions are educated has had to be gathered from scattered brief articles and addresses. There have been only two earlier attempts in the United States to describe professional education as a whole, and those were made a long time ago. One, in 1899, was a series of bulletins put out by the University of the State of New York to cover five professions. The other, in 1900, was a monograph, *Professional Education*, by James Russell Parsons, Jr.; it was one of a series, and the other titles (*Scientific, Technical and Engineering Education; Agricultural Education;* and *Commercial Education*) give some indication of the restricted interpretation of the word "profession" in those days.

Now, however, comes one volume that describes the principal features of professional education in the United States. For *Education for the Professions*, Lloyd E. Blauch, Assistant Commissioner for Higher Education, Office of Education, has organized and edited a collection of articles, each one written about the education for one profession. In all, 32 professions are included.

Each article is the work of an author who has had much firsthand contact with his subject. The chapter on agricultural education, for instance, is by a university's dean of agriculture; the one on education for forestry, by the executive secretary of the Society of American Foresters; the ones on legal and medical education, by the university deans of a school of law and a school of medicine, respectively.

Most of the chapters were originally published as articles in the Office of Education periodical *Higher Education*, and have been revised—in several instances, entirely rewritten—to bring them up to date. Each one offers a brief description of the profession and its personnel, a description of the development and current status of education in the profession, and a statement about some educational problems that confront the profession.

Every chapter closes with a list of selected references for those who wish to pursue the matter further; and nearly every chapter also has a list of leading or accredited schools.

As for the professional fields covered, they are these: Accountancy, agriculture, architecture, business administration, chiropody, dentistry, engineering, forestry, home economics, hospital administration, journalism, law, library service, medicine, music, nursing, occupational therapy, optometry, osteopathy, pharmacy, physical therapy, public administration, public health, social work, teaching, theology, and veterinary medicine. There are also chapters on the education of officers in the Army, Navy, Marine Corps, Air Force, Coast Guard, and Merchant Marine.

This is not all of the book, however. Prefacing the chapters on the specific professions are two that are devoted to summary expositions of the place of the professions in the United States, and to the development and status of professional education in general.

That the professions, like other groups in our culture, have been affected by the great expansion of government activity in recent years, is one of the subjects that Dr. Blauch examines in the first chapter, along with such subjects as the distinguishing features of the professions and the place of the professional man in civic affairs.

The second chapter opens with a statement on the functions of professional schools, which, as Dr. Blauch points out, are the only gateways to the professions in the United States. "Their moral responsibility is clear," he writes. "Through selecting, training, and graduating those who aspire to professional practice, they become the principal safeguards of the public against incompetent and unscrupulous practitioners." How the professional schools have developed to discharge these responsibilities is traced through the chapter.

Education for the Professions has 317 pages and is sold for $1.75 a copy ($2.75 if in buckram) by the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C.

37th National Children's BOOK WEEK November 13–9

FEDERAL FUNDS

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It is expected that Federal assistance under the two laws will encourage school districts to accept responsibility for the education of pupils whose parents live or work on Federal property and will enable them to provide a level of education for *all* pupils comparable to that maintained in other communities of their separate States. In cases where the local educational agencies are unable to provide free public education for children who reside on Federal property, the laws provide for special Federal construction and operation of schools on Federal property.

For assistance under these laws local districts apply through their State departments of education. The Office of Education makes payments directly to the local districts.

Under Public Law 815. Under Public Law 815 and amendments to it in Public Laws 246 and 731, Congress has appropriated, for 1950–51 through 1955–56, $609 million for assisting districts to construct school buildings.

These moneys, together with local funds of approximately $255 million, will complete more than 3,000 building projects in 1,350 districts to house approximately 800,000 pupils. Some of these projects are being constructed locally with Federal assistance; some, on military reservations under Federal supervision; and some, on or near Indian reservations to house pupils living on Indian lands.

Applications for this kind of assistance are authorized through 1955–56.

Eligibility of school districts for assistance is determined by counting increases in school attendance that are attributable to Federal activity. And the amount of assistance each district may receive is determined under a formula that establishes how much is allowed for each pupil toward the cost of construction.

A special provision—title IV—has been included in the law to cover those school districts that provide education for a substantial number of pupils residing on Federal land (Indian reservations, mostly).

Local school districts feel impact of increased school enrollments in areas of major Federal installations throughout the United States.

The distribution of funds under Public Law 815 tends, of course, to follow the pattern of distribution of Federal activities. The four States in which the total distribution had reached $30 million by September were California ($80 million), Virginia ($41 million), Texas ($33 million), and Washington ($30 million).

Under Public Law 874. Under Public Law 874, school districts get help in meeting their current operating expenses. In 1954–55 the appropriation for this purpose was $75 million; and some 2,700 districts received payments.

The appropriation for 1955–56 is $65 million. But this amount will not cover entitlements under the law, for the amendments enacted by the 84th Congress in Public Law 382 suspended the "3-percent absorption" clause, which would have reduced entitlements for practically all districts. As a result, the appropriation must be supplemented by additional funds in the next session of Congress to cover the cost of the amendments. Until those funds are available, payments to school districts on their 1955–56 entitlement will be initiated at about 65 percent of the amount due.

Applications are authorized through 1956–57.

Payments under Public Law 874 are made on behalf of approximately 930,000 pupils whose parents live or work on Federal property or are otherwise connected with a Federal activity. These pupils represent about 16 percent of the attendance in their school districts, and the Federal payments average approximately 6 percent of the total operating budgets of the districts; a few districts depend on Public Law 874 for most of their operating revenue. Districts receiving this kind of assistance educate approximately one-fifth of all the Nation's public-school children.

For Debaters

To help high school debaters prepare to discuss the 1955–56 forensics question, S. V. Martorana, Office of Education specialist for community and junior colleges, and Jesse P. Bogue, executive secretary, American Association of Junior Colleges, Washington, D. C., have prepared a statement, with bibliography, on the role of community and junior colleges. Copies are available from either the Office or the Association.

GENEVA REPORT

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our educational system by what they see there. "Such an opportunity for giving comprehensive and accurate information about education in America we can hardly afford to neglect," Dr. Hutchins said and suggested that more funds and effort be spent to keep the exhibit up-to-date and representative of education in America.

The work of Dr. Hutchins at the conference was done as Rapporteur for School Finance, a position for which he was chosen in an early session. In this role he had two responsibilities: (1) To prepare an analysis of the school-finance issues and to present on the second day of the conference a statement on problems and issues that should be considered in formulating the school-finance recommendations; and (2) to serve as a member of the committee that drafted those recommendations. The 40-point recommendations, after discussion and amendments, were unanimously adopted by the Conference and will appear in the published proceedings of the Conference.

FINANCIAL ACCOUNTS

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ment, they are indispensable. In everyday operations, or in projecting plans for the future, it is necessary to consider the school system not only in terms of present conditions but also in relation to conditions in the past and conditions likely to appear in the future. This can be done only through the use of classifications and accounts that mean the same thing from year to year."

To go through the draft item by item, the conference divided into two groups, each taking half of the book, then met in one body to consider and modify the group reports. Each decision to alter the draft was made by a majority vote; representatives of the Office of Education did not join in the vote.

". . . I ASK THE PEOPLE . . ."

When President Dwight D. Eisenhower proclaimed American Education Week from Lowry Air Force Base at Denver, Colo., on September 1, it was the first such presidential proclamation in 19 years. It reads—

Whereas the pioneers of our Nation established schools and colleges and regarded education as a bulwark of the American way of life; and

Whereas the Nation's schools and educational institutions have cantributed immeasurably to the welfare of our people and to the progress and security of our country; and

Whereas education contributes not only to the development of a fuller and mare useful life for the individual citizen but also to the safeguarding of the freedom and ideals which we cherish as Americans; and

Whereas in this year of the White House Conference on Education our people have a right to take special pride in our Nation's educational system, and an obligation to demonstrate a desire and capacity to meet the major problems facing American education:

Now, Therefore, I, Dwight D. Eisenhower, President af the United States of America, do hereby designate the period from November 6 through November 12, 1955, as American Education Week, and I ask the people throughout the country to participate fully in the observance of that week. I urge this observance as evidence of appreciation to teachers and school officials for work well done, and as a pledge of citizen interest in better education. I alsa urge this observance as a fitting prelude to the White House Conference on Education to be held in the City of Washingtan from November 28 through December 1, 1955, and as a tribute to the challenging role American education is playing in building a better and stronger nation in today's world of nations.

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 first day of September in the year of our Lord nineteen hundred and fifty-five, and of the Independence of the United States of America the one hundred and eightieth.

Dwight D. Eisenhower.

Schedule for the future

The draft is now being revised, to incorporate changes made by the first national conference, and soon will be ready for scrutiny at eight regional conferences to be held this winter throughout the United States. Suggestions made at these conferences will be incorporated into still another draft, which in turn will be submitted to the *second* national conference of representatives of the cooperating organizations.

At this second conference, representatives will resolve any differences that may have arisen at the regional conferences and will make final recommendations. Their decisions will be reflected in a new manuscript, which will be presented to the executive committees of the cooperating organizations for consideration relative to adoption.

The new handbook will be printed as a bulletin of the Office of Education and circulated for use throughout the United States. It will be the second in a records and reports series. The first, *The Common Core of State Educational Information,* was published in 1953.

OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

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

EDUCATION FOR THE PROFESSIONS, ed. by *Lloyd E. Blauch*. 1955. 317 p. $1.75 (paper), $2.75 (buckram).

EDUCATIONAL OBJECTIVES IN VOCATIONAL AGRICULTURE. 1955. 14 p. 15 cents. (Monog. 21, rev.)

GENERAL AND LIBERAL EDUCATIONAL CONTENT OF PROFESSIONAL CURRICULA: ARCHITECTURE, by *Jennings B. Sanders*. 1955. 99 p. 20 cents. (Pam. No. 116.)

GIRLS' AND WOMEN'S OCCUPATIONS—SELECTED REFERENCES, JULY 1948–SEPTEMBER 1954, by *Louise Moore*. 1955. 99 p. 35 cents. (Voc. Ed. Bul. No. 257.)

SALARIES AND OTHER CHARACTERISTICS OF BEGINNING RURAL SCHOOL TEACHERS: 1953–54, by *Wells Harrington* and *Mabel C. Rice*. 1955. 16 p. 20 cents. (Cir. No. 446.)

SCHOOL SHOP—LEARN SAFE WORK HABITS HERE! 1955. 15 p. 10 cents.

STATE ACCREDITATION OF HIGH SCHOOLS—PRACTICES AND STANDARDS OF STATE AGENCIES, by *Grace S. Wright*. 81 p. 30 cents. (Bul. 1955, No. 5.)

THE STATE AND EDUCATION, by *Fred F. Beach* and *Robert F. Will*. 1955. 175 p. $1. (Misc. No. 23.)

STATISTICS OF NEGRO COLLEGES AND UNIVERSITIES: 1951–52 AND FALL OF 1954, by *Henry G. Badger*. 1955. 16 p. 20 cents. (Cir. No. 448.)

STATISTICS OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION OF NEGROES IN THE SOUTHERN STATES: 1951–52, by *Carol Joy Hobson*. 1955. 18 p. 20 cents. (Cir. No. 444.)

STATISTICS OF STATE SCHOOL SYSTEMS: ORGANIZATION, STAFF, PUPILS, AND FINANCES, 1951–52, by *Samuel Schloss* and *Carol Joy Hobson*. 1955. 105 p. 35 cents. (Biennial Survey of Education in the United States, 1950–52, Ch. 2.)

TEACHING AS A CAREER, by *Earl W. Anderson*. 20 p. 15 cents. (Bul. 1955, No. 2.)

FREE (a limited supply is available from the U. S. Office of Education, Washington 25, D. C.)

AIDS FOR KNOWING BOOKS FOR TEEN-AGERS, by *Arno Jewett* and *Esther V. Burrin*, comp. 1955. 9 p. (Cir. No. 450.)

COMPULSORY EDUCATION REQUIREMENTS, by *Alfred C. Allen*. Rev. 1955. 17 p. (Cir. No. 440.)

CUMULATIVE RECORDS: STATE LAWS AND STATE DEPARTMENT OF EDUCATION REGULATIONS AND SERVICES, by *David Segel*. 1955. 9 p. (Guide Lines No. 5.)

DIRECTORY OF COLLEGE COURSES IN RADIO AND TELEVISION, 1954–55, by *Gertrude G. Broderick*. 1955. 37 p.

EDUCATION IN A COLOMBIAN COMMUNITY, by *William C. Sayres*. 1955. 17 p.

THE INCOMPLETE HIGH SCHOOL—WHAT, WHERE, AND WHY? by *Walter H. Gaumnitz* and *William Gescheider*. 1955. 9 p. (Cir. No. 452.)

LIST OF INSTRUCTIONAL MATERIALS FOR THE SUPPLEMENTARY TRAINING OF APPRENTICES AND OTHER "ON-THE-JOB" TRAINEES. Rev. 1955. 54 p. (Misc. 3243.)

SCIENCE EDUCATION RESEARCH STUDIES—1954, by *Paul E. Blackwood* and *Kenneth E. Brown*, comp. 1955. 36 p. (Cir. No. 334–V.)

STATE PROVISIONS FOR TRANSPORTING PUPILS, by *E. Glenn Featherston*. 1955. 18 p. (Cir. No. 453.)

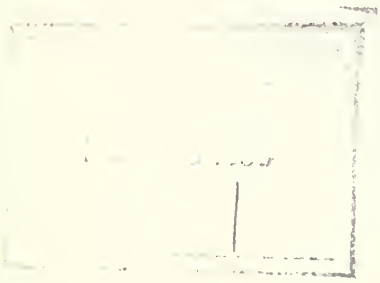
STATE TESTING PROGRAMS AND SERVICES, by *David Segel*. 1955. 22 p. (Cir. No. 447.)

U. S. GOVERNMENT PRINTING OFFICE: 1955

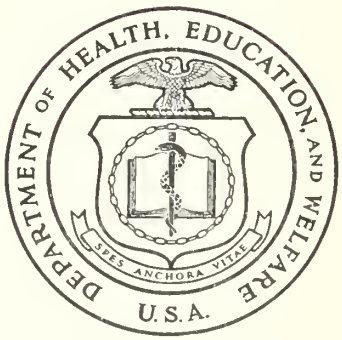
SCHOOL LIFE

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

OFFICE OF EDUCATION



White House Conference issue



November 1955

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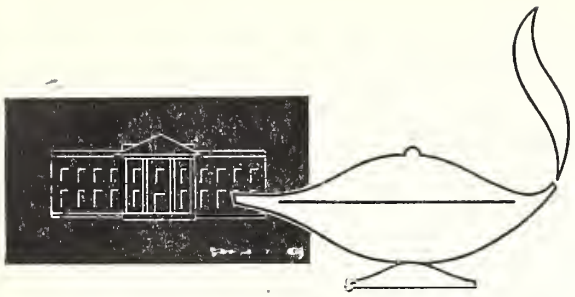

When Few Are a Multitude

THE Office of Education welcomes the 2,000 delegates who will gather in Washington next week for the President's White House Conference on Education.

As national conferences go, it is a small delegation. But this fact should not lead us to overlook its full import.

The 2,000 delegates represent at least 500,000 citizens, who at one time or another have participated directly in the local and State conferences leading up to the White House Conference. Figuratively, the conference is the concourse of half a million . . . the multitude of the few, transcending precise numerical limits.

It is a conference in which lay and educator citizens have shared in the planning. Together they will deliberate in arriving at consensus of judgment on how to move forward in education, at local, State, and national levels.

By design the conference organization was established as an agency independent of the Office of Education, or of any other organization, so that the consensus of the conference could carry the firm authority of "grassroots" deliberations.

The Office wishes to express to the White House Conference Committee and to its staff congratulations on the work it has done. It has enabled thousands of citizens to understand better the educational problems and the facts related to them. It has helped bring to a focus in localities, in each State, and on a national basis the action programs that are needed. It has helped citizens see what they can do to bring about these programs.

The greatest value of the study and the planning will lie in the action that follows the White House Conference, not in what is said there. Educational progress requires work of many over a long time. Citizen-educator teamwork will be required continuously.

The Office of Education has taken initial steps to see that the impetus of citizen-educator activity of the conference shall not be lost. It proposes to lend its full resources to this end on the national level. It anticipates that its effort will be paralleled in each State by the State office of education.

Thus the White House Conference cannot be considered as a culminating activity. Rather it should launch the greatest movement of citizen-educator teamwork for improved education in the history of the United States.

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

OFFICE OF EDUCATION

SAMUEL MILLER BROWNELL
Commissioner

JOHN H. LLOYD
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THEODORA E. CARLSON
Editor

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SCHOOL LIFE, Official Journal of the Office of Education
Vol. 38 NOVEMBER 1955 No. 2

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Address all *School Life* correspondence to CARROLL B. HANSON, Director, Publications Services, Office of Education, Washington 25, D. C.

Educational news

EVENTS AND DEVELOPMENTS

of national significance

White House Conference Next Week

THE climax is fast approaching in the Nation's study of educational problems. What President Eisenhower asked for in the way of such a study in his state of the Union message in January 1954 is about to culminate in the President's White House Conference, November 28–December 1.

For the Office of Education the coming conference stirs grateful memories of Lee M. Thurston, its first Commissioner in the new Department of Health, Education, and Welfare.

It was in the mind of Dr. Thurston that the idea of a national conference on education was conceived. To this fact Commissioner of Education S. M. Brownell has testified: in an address that he gave last April on the occasion of dedicating a new high school in Detroit to Dr. Thurston's memory, he said, "When I took over the reins that Lee Thurston released. I found that he had talked over his idea with Secretary Hobby, and she with the President. . . . I found the records of his thinking, his planning, and his detailed work on this project."

The Office of Education will be lending approximately 100 members of its staff to the conference to give services of various kinds—assisting with administrative tasks and providing research data. Recently an Office followup committee was assigned to the conference. Coordinated by Donald W. McKone, executive officer, it includes Fred F. Beach, chief, State School Systems; Howard Cummings, specialist in social sciences and geography; Charles O. Fitzwater, specialist in county and rural school administration; Jane Franseth, specialist in rural education; Ray Hamon, chief, School Housing; Carroll Hanson, director, Publications Services; and Clayton Hutchins, specialist in school finance. Mr. McKone is also assisting in the management of the conference.

International Education

ON OCTOBER 11 Commissioner of Education S. M. Brownell announced that International Educational Relations Branch is the new name in the Office of Education for what was formerly the Comparative Education Branch.

At the same time he designated its director, Bess Goodykoontz, Deputy Assistant Commissioner for International Education (the Assistant Commissioner for International Education is Oliver J. Caldwell).

The changes were made, the Commissioner said, "to obtain the most effective administration of the international activities of the Office and to recognize its increasing responsibilities with respect to international relations."

Good School Practices For Grades 4 to 6

WHAT are the characteristics and needs of children in grades 4 to 6, and what school practices best meet their needs?

These questions are the basis for a 3-year research project that is now going on in the Office of Education, under the direction of a research team of specialists on elementary schools: Helen K. Mackintosh, Paul E. Blackwood, Effie G. Bathurst, Jane Franseth, Elsa Schneider, and Gertrude M. Lewis, coordinator.

The project, formally called "Good Programs for Children in Grades 4, 5, and 6," was begun in the fall of 1954. It will continue through this school year, and the findings will be published soon thereafter, perhaps early in 1957.

So far, 13 one-day regional conferences have been held on the subject in various parts of the United States. In connection with nearly every conference, Office specialists have visited schools in the vicinity in search of practices that local school people consider effective with children in the grades under study.

Conferences With National Groups

TWO conferences are being held this month in the Office of Education's series of meetings with representatives of national organizations having an overall relationship to education.

On November 18 members of the American Association of University Women met at the Office of Education. Among them were Anna L. Rose Hawkes, president; Helen D. Bragdon, general director; Eleanor F. Dolan, associate in higher educa-

tion; and Christine Heinig, associate in childhood and secondary education.

Other members of the delegation were the association's committee on education: The chairman, Nancy Duke Lewis, dean, Pembroke College, Brown University, Rhode Island; Kathrine Koller, chairman, English department, University of Rochester, New York; Mrs. William H. Maltbie, Maryland; Winona Montgomery, Arizona; Kate Hevner Mueller, professor of education, Indiana University.

On November 25, representatives of the National School Public Relations Association will meet.

Present will be Robert E. McKay (president), assistant secretary, California Teachers Association; Sylvia Ciernick (vice president), editor of publications, public schools, Dearborn, Mich.; Lyndon U. Pratt (vice president for membership), executive secretary, Connecticut Education Association; John L. Hunt (northwestern regional vice president), coordinator of school-community relations, Wilmington, Del.; Robert Olds, editor of *Trends*, Public Relations Counsel, Ohio Education Association; and Roy K. Wilson and Beatrice M. Gudridge, executive secretary and assistant secretary, respectively, of the association headquarters, Washington, D. C.

Fitness Conference Postponed

THE President's Conference on Fitness of American Youth, scheduled for September 27–28 at the Denver White House, has been postponed because of the illness of President Eisenhower.

The Office of Education, which had been assisting in making conference arrangements, has been advised by Vice President Nixon's office that, although plans for reactivation of the conference are being held in abeyance, the conference will be held as soon as possible, probably in the early spring of next year.

About 140 people had been invited to the Denver conference. Among them were representatives of national organizations interested in education, health, and recreation, and other youth programs, as well as members of civic groups.

The President is looking to the conference to recommend ways in which his office and the Federal Government can appropriately support schools, recreation departments, and other organizations in their efforts to help all children and youth to become fully fit. It is not intended that the conference should focus only on programs for the athletically gifted, nor on prevention of juvenile delinquency *per se* except as such prevention is a by-product of wholesome youth programs.

Associations for School Library Assistants

STUDENT library assistants at colleges and universities are earning recognition for themselves as an important group in library service, reports Nora E. Beust, office specialist for school and children's libraries.

In an address she made at a student librarians' conference at Wisconsin State College, Oshkosh, on October 14, she pointed out a new trend that is appearing among library assistants in many parts of the country: their banding together into State or district organizations. "Student library assistants," she said, "have statewide associations in 11 States, and in another 4 States they are reported to have district associations."

Recruiting Teachers

LOCAL communities all over the United States are showing that they feel a responsibility for recruiting qualified teachers for their elementary schools.

Just what these communities are doing to attract good teachers has been a subject for study this year by the staff of the Elementary Schools Section, Office of Education.

Information has been gathered from more than 40 different communities in 15 States, and findings have now been published in a brief, *What Some Communities Are Doing to Recruit Elementary Teachers*, written by Jane Franseth, specialist in rural education.

Many schools and communities in effect advertise themselves as offering attractive opportunities for teachers. Others help high-school students learn about teaching, either by offering special courses, providing cadet teaching experience, or otherwise making it possible for students to study their own competencies in relation to important qualifications for teaching. As an example of this last method of recruitment, Dr. Franseth mentions the Future Teachers of America, which flourish in approximately 1,700 high schools and have a membership of more than 43,000.

In many communities local organizations, such as the chamber of commerce, the American Association of University Women, the Parent-Teacher Association, Delta Kappa Gamma, the citizens commissions for public schools, and a number of service organizations, are helping to recruit teachers.

Most communities that are aware of their responsibilities for recruitment are trying to make teaching more attractive. They are looking to the salaries they offer, the working and living conditions, the prestige, the security.

And some communities are finding out who among their adult members have once been trained for teaching. These persons are being offered brief and concentrated refresher courses to prepare them for service as substitute teachers or as emergency classroom teachers.

This study on teacher recruitment is one of several proposed by the Office on how to meet the teacher shortage. Next on the schedule is an examination of what the States are doing to recruit elementary teachers. Later will come a study of what is being done through effective programs of inservice teacher education to retain good teachers.

PUBLIC LAWS of interest to EDUCATION

Briefed here, 23 laws of national significance

PROPOSED Federal legislation with educational implications has attained great volume within the past 2 years, according to Melvin W. Sneed, director, Laws and Legislation Branch, Office of Education. In the 1st session of the 84th Congress at least 650 bills were introduced that touched on education either directly or indirectly. For this one session alone, the number almost equaled the 700 introduced in both sessions together of the preceding Congress.

The bills covered a wide range of subject matter. Greatest volume was on the subjects of educational benefits for veterans, general aid for school construction, and aid for federally affected areas, library services, and fine arts.

Although no enactment on general Federal aid for school construction resulted in the first session, the subject received more attention in congressional committees than any other matter of interest to education. On major school construction proposals, at least 34 days of public hearings were held intermittently from January through May in either the Senate or the House.

Of 11,914 bills introduced in the first session, 390 became public law, a number of which are significant for education. Twenty-three of those with some general import for education are briefed here, in the order of their public law numbers.

VETERANS' EDUCATIONAL TRAINING. Public Law 7, February 15, 1955, amended the Veterans Readjustment Assistance Act of 1952 (38 U. S. C. Sec. 911) so as to provide that persons serving in the Armed Forces on January 31, 1955, may continue to accrue educational benefits under that Act after January 31, 1955, or until completion of military service. No education or training shall be afforded after January 31, 1965.

FOREIGN SERVICE PERSONNEL. Public Law 22, April 5, 1955, amended the Foreign Service Act of 1946, as amended, by authorizing financial assistance to foreign-service personnel for the purpose of financing adequate elementary and secondary education of their dependents during service abroad of such personnel.

SCHOOL CONSTRUCTION. Public Law 24, April 22, 1955, appropriated an additional amount of $20 million for payments to school districts and $48.5 million for assistance for school construction in federally affected areas.

LOYALTY DAY. Public Law 26, April 27, designated May 1, 1955, as Loyalty Day in recognition of the heritage of American freedom. It requested the President to issue a proclamation inviting schools to observe such a day with appropriate ceremonies and flag display.

FINE ARTS. Public Law 45, May 25, 1955, amended the act establishing a commission of fine arts (40 U. S. C. Secs. 104–106) by increasing the authorized expenditure from $10,000 per year to $35,000.

FEDERAL SURPLUS PROPERTY. Public Law 61, June 3, 1955, amended the Federal Property and Administrative Services Act of 1949 so as to make clear the congressional intent that surplus property which is carried in a "working-capital" or similar fund in any Federal agency may be considered for donation to educational or health institutions on the same basis as surplus property which is not carried in such a fund.

INDIAN EDUCATION AND SPECIAL COMMISSIONS. Public Law 78, June 16, 1955, appropriated for the Department of the Interior and related agencies for the fiscal year ending June 30, 1956, the sums of $41,764,995 to provide educational and welfare services for Indians; $3,100,000 to be used in part to assist Indians attending public and private schools; $21,200 for expenses of members of the Commission of Fine Arts; and $10,000 for operation of the Woodrow Wilson Centennial Celebration Commission to June 30, 1957.

MUSEUM OF HISTORY AND TECHNOLOGY. Public Law 106, June 28, 1955, authorized an appropriation of $36 million for expenses incident to the construction of a suitable building for a Museum of History and Technology in Washington, D. C., and established a 10-member joint congressional committee to advise with the regents of the Smithsonian Institution on the planning and construction of such a building.

INDEPENDENT OFFICES. Public Law 112, June 30, 1955, appropriated additional funds for various independent offices for the fiscal year ending June 30, 1956, as follows: $15,000 additional to Alexander Hamilton Bicentennial ($10,000 originally authorized by 83d Congress); $16 million for the National Science Foundation, including graduate fellowships, and $10 million for the International Geophysical Year program of that Foundation; and not to exceed $500,000 for administrative expenses of the Housing and Home Finance Agency for the college housing loan program.

RESERVE OFFICERS. Public Law 115, June 30, 1955, amended the Reserve Officer Personnel Act of 1954 by changing certain parts pertaining to accreditation of educational achievement toward promotion points for reserve officers and clarified other administrative procedure for promotion.

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Programs of financial SUPPORT *for the* PUBLIC SCHOOLS

TRADITIONALLY the financial support of public schools in the United States has been provided by local taxes. In recent years, however, proportions from State and Federal sources have been increasing. A comprehensive depiction of this changing situation—*Public School Finance Programs of the United States*—has been published this year by the Office of Education. The 251-page report provides basic facts that will help school administrators and citizens in general to see where they stand today with respect to State and national investment in public education.

Prepared by Clayton D. Hutchins, Office of Education specialist in school finance, and Albert R. Munse, research assistant, the publication contains information about both State and local programs of public school finance in the 48 States, the District of Columbia, Alaska, American Samoa, Canal Zone, Guam, Hawaii, Puerto Rico, and the Virgin Islands, and should serve as a useful reference source for citizen groups, parent-teacher associations, boards of education, legislators, and educators. It may even spare the State departments of education from the necessity of responding to many direct inquiries regarding their school finance programs.

DATA and discussions of this study pertain to the 1953–54 school year and are similar to those for the 1949–50 school year included in Circular No. 274, issued by the Office of Education in 1950.

However, in some respects, the present publication is more comprehensive than Circular No. 274. For instance, statements averaging four pages per State are included which detail the finance programs in all of the States and in the outlying parts of the United States. These statements supply information about State funds for schools, procedures for calculating allocations of State funds, and provisions for securing local funds for the public schools.

DR. HUTCHINS and Mr. Munse begin their report by pointing out that, although the public schools in the United States have been chiefly supported by local taxes, they have had also important revenues from the State governments. Unfortunately, until the 1920's, allocation of State funds was made, in many cases, without considering the needs and abilities of individual districts and without any attempt to define a generally acceptable level of expenditure for the schools. This type of assistance, called variously flat-grant aid, matching aid, or reimbursement aid, was granted to all school districts, whether they were financially weak or financially strong.

Such flat-grant aid produced unequal financial support programs for schools throughout a State. Many communities were lacking in local funds and needed greater State aid to provide a satisfactory program. The same amount of State aid allocated to a wealthier community, however, often produced higher support levels for the local school districts. It became apparent that a standard program of education for every child or classroom in the State required a definition.

SINCE the 1920's, many States have set up standard programs, usually designated as "basic" or "foundation" programs. These programs provide assistance in recognition of the financial ability or lack of ability to provide local funds for schools. Such assistance is referred to as "equalizing" in contrast to "flat-grant" distribution.

The report points out that some of the statutes providing for foundation programs "are extremely brief, merely specifying an amount per child or per classroom for the year. Other legislation for foundation programs is quite extensive and describes in detail the amounts approved for many specific items of the school budget." Thus is reflected in each case the degree of confidence reposed in boards of education by the legislatures.

THE funds provided to support the program are derived from both State and local sources. "The State funds, used in guaranteeing the level of the foundation program to each school district, are adjusted to local financial ability. Thus, districts having lower financial abilities will also have proportionately greater State allocations to help in providing the foundation."

THE Hutchins-Munse study reveals that the foundation program plan for providing State and local revenues for education has been extended over the last 20 years. This would seem to show that the State governments and the local school districts have established a partnership arrangement for supporting the basic

The report *Public School Finance Programs* was made possible by the cooperation of the chief State school officers and their staffs in accumulating, reporting, and reexamining essential school finance data for the publication. Inquiries were sent to State departments of education late in 1953. Significant materials were selected from responses to these inquiries, organized into standardized presentations, and returned to the State officers for verification, correction, and approval. The approved statements were then reproduced for State-by-State reports, and certain items selected from them for the national tabulations.

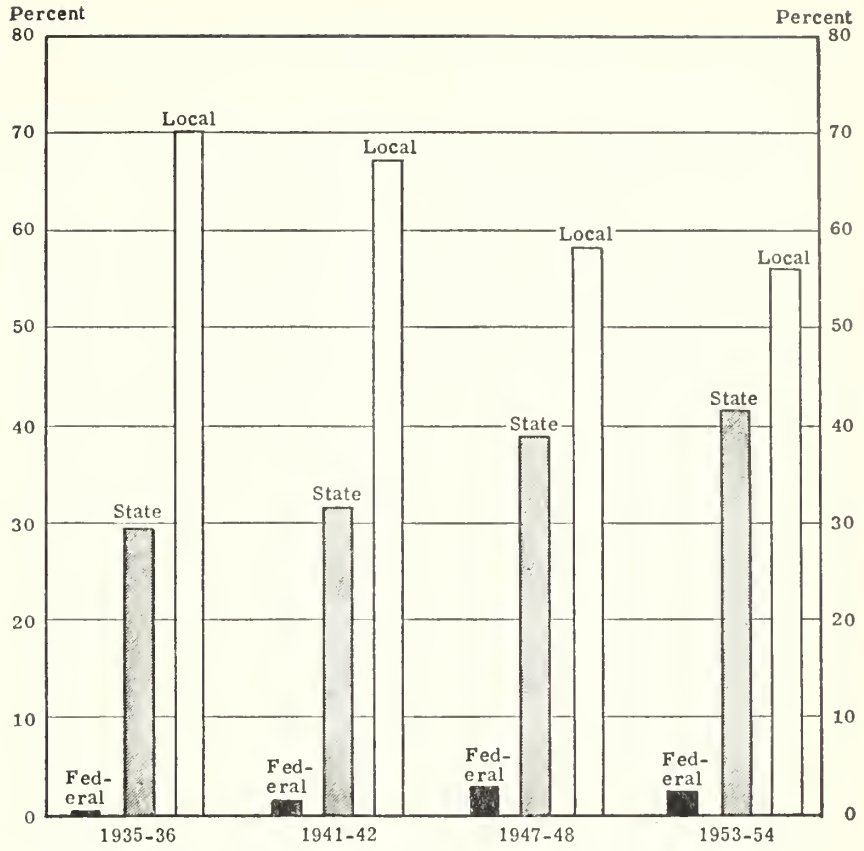
amount of edueation available for every ehild in the State. The foundation plans have not denied eommunities the right to levy taxes in excess of the amount required as their share toward the foundation. Thus, a basic program is assured without limiting the total program a community may provide for its sehools.

IMPORTANT trends in school support are reflected in the accompanying chart, selected from the many informative ones in the report. For example, more than 70 percent of all the dollars for the Nation's public elementary and secondary schools came from loeal revenues in 1935–36. By 1953–54 the percentage of local revenue had decreased to an estimated 56.1 percent. At the same time proportions of revenues from Federal and State sources had been inereasing. On the basis of the trends of the past 20 years, the report ventures the prediction that the States, on the average, will soon be providing more than half the cost.

The shift from local taxes is explained as "partially due to difficulties with the general property taxes and to the ease with whieh new State taxes are enaeted, collected, and distributed. The change also indicates the desire of many States to help provide essential funds for public schools, to secure more equalization of the tax burden, and to assure more acceptable foundation programs of education."

The report shows that, in contrast with more sensitive taxes, "the general property tax is steady and shows a considerable amount of lag in adjusting to ehanging eeonomic conditions." In some respeets, this provides a stable base to meet the continuing need for financing edueation. "However, when prices are going up and employees of the schools are leaving for higher paying positions, many have wished that at least a portion of the revenues might be more closely associated with the business eyeles."

SOURCES of school revenues for the 1953–54 school year are analyzed in considerable detail in this study, both by States and nationally. One aspect of this analysis reveals that most State funds for schools become available through legislative enaetment, some are allocated from earmarked State taxes for sehools, and a small amount is derived from permanent school endowments. The report shows in tabular form the amount from each of these sources for the several States and the outlying parts of the United States.



Percent of revenues for education derived from Federal, State, and local sources in specified years of the past two decades

THREE hundred and fifty-eight separate State aids for local school systems were reported for this study. In order to discuss and analyze these aids more effectively, Hutchins and Munse have classified them by two kinds of purposes—general and special—and by two kinds of distribution methods—flat-grant and equalizing. In addition, some States provide aid through loan funds, thus making a total of five classes identified.

ONE chapter of the report deals with county and local support for education and draws some significant conclusions with regard to the general property tax. Assessed valuations, the base for the tax, are studied with reference to other indices of ability to pay taxes with a view toward more equitable allocations of State funds. The issuance of school bonds comes in for its share of attention in connection with county and local support for education. Another chapter reviews the subject of school audits, and draws comparisons among the States as to fiscal years, prescribed budget forms, audits, and similar matters.

THE study concludes with a final chapter of nearly 200 pages in which are reproduced the State-by-State presentations for all of the 48 States, the District of Columbia, and the 7 outlying parts of the United States.

The STATE *and* EDUCATION

A basic text that focuses on the structure and control of public education at the State level

IN THE YEARS immediately ahead, State after State will face with increasing urgency the task of reorganizing and revitalizing its administrative machinery to supervise and control the State program of education. Few responsibilities call for greater vision and understanding; few will have larger consequences for the destiny of the whole people.

This situation has arisen, according to Fred F. Beach and Robert F. Will,* because of the vast growth and expansion of the public education enterprise to meet mounting tides of enrollments, spectacular advances in our civilization, and newer demands that our place in world affairs makes upon educational institutions.

To provide useful information for States that will embark upon this task, *The State and Education: The Structure and Control of Public Education at the State Level,* a 175-page volume, was written by Dr. Beach and Mr. Will in cooperation with the Study Commission of the Council of Chief State School Officers. It was published this fall by the Office of Education as the culmination of a 2-year nationwide study.

The publication will be useful to governors, members of State legislatures, legislative reference bureaus, State educational officials, school board members on both local and State levels, students of political science and school administration—in short, to anyone concerned with improving the organization and administration of public education.

Considering the broad scope of the study, only a few highlights will be treated here.

Why have boards of education?

The authors point out that the control of public education has always been a matter of deep interest and vital concern to the American people. In each State the people have given education a relatively independent status in the structure of government at all levels. Boards of education have been the instrument for this independent relationship. "Boards of education are one of America's greatest contributions to the science of public administration."

The study enumerates the reasons why people "have held firm to the conviction that the board of education system is far superior to any other yet devised for establishing policies for education":

A board of education is more representative of the total population it serves than an individual policy-making agent is.

A board of education can make wiser and sounder policy decisions than an individual can.

A board of education serves as a safeguard against the abuses of discretionary powers.

A board of education acts as a safeguard against the involvement of education in partisan politics and the spoils system.

A board of education is a safeguard against needless disruptions in the continuity of an educational program.

A board of education provides an economical means for management and control of the educational program.

A board of education provides a safeguard against fraud and malfeasance.

Boards classified

The study develops a long-needed system of classification for boards of education in terms of their major responsibilities. Boards are classified under two major headings: (1) Those for schools and colleges, and (2) those for supplementary programs.

Boards for schools and colleges fall into three major types: Governing boards, regulatory leadership boards, and dual-purpose boards.

A governing board is responsible for the direct operation of one or more educational institutions.

A regulatory leadership board heads a State system of educational institutions which are operated by governing boards.

A dual-purpose board provides both services. It operates certain institutions and regulates a system of institutions.

Two main types of boards for supplementary programs are identified:

An advisory board has no administrative powers. Its primary purpose is to study conditions, prepare reports, and make recommendations.

An administrative board for a supplementary program has definite management responsibilities but is not empowered to operate an educational institution nor to regulate a system of educational institutions. An administrative board is generally responsible for a statewide program of educational service; it may be assigned responsibility for various aspects of the work of an educational institution.

Miracle of American ingenuity

"No problem in State government," say Dr. Beach and Mr. Will, "put American ingenuity to a greater test than the development of the structure and method of control for the common school system. It was not an easy task to establish a State system which would allow the people in each school community a voice in the control, management, and operation of their schools and yet insure statewide minimum standards and foster the development of continually improved programs of education."

The answer was found in the regulatory leadership State board of education. A decentralized system of common schools was established in every

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*Dr. Beach and Mr. Will are chief and research assistant, respectively, State School Administration, Office of Education.

BIENNIAL SURVEY of EDUCATION

. . . a basic factual resource

EVEN as the Office of Education looks back on one *Biennial Survey of Education in the United States* just completed, it is already well into its work on the next one. So continuous is the process of gathering, analyzing, and publishing of educational data—the basic facts and figures on the organization, staff, students, finances, property, curriculum, etc., of organized education—that the survey for one biennium practically treads on the heels of the next.

The last of the six chapters that make up the survey for 1950–52 (i. e., from July 1, 1950, through June 30, 1952) came off the press in October; but the first chapter of the survey for 1952–54, the one now in process, has already preceded it by several months. Chapters for each biennium are printed as soon as they are completed and do not appear consecutively: the last one to be published for 1950–52 was chapter 1; the first one for 1952–54 was chapter 5.

For 1950–52, then, only the index remains to be published. The six chapters, now all available for purchase,* are these (individual chapters cover only 1 year of the biennium):

1. *Statistical Summary of Education, 1951–52* (a conspectus of education from kindergarten to university for both public and private schools; covers not only number of schools, students, graduates, and staff, but also income and expenditures), 30 cents.

2. *Statistics of State School Systems, 1951–52* (for public elementary and secondary schools, covers organization, staffing, enrollment, and finances), 35 cents.

3. *Statistics of City School Systems, 1951–52* (covers staffing, enrollment, and finances for selected school systems of 2,500 population or more), 45 cents.

4. *Statistics of Higher Education, 1951–52:* Section I, *Faculty, Students, and Degrees;* Section II, *Receipts, Expenditures, and Property;* 35 cents for each section.

5. *Statistics of Public Secondary Day Schools, 1951–52* (covers enrollment, number of schools, and professional staff, but not income and expenditures), 35 cents.

6. *Statistics of Libraries in Institutions of Higher Education, 1951–52* (covers administrative facts—book and other stock, circulation, interlibrary transactions, reference service, personnel, expenditures, and so forth, but nothing on physical plant), 25 cents.

*From the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

In the 1952–54 *Survey* there will be five chapters. Chapter 5, the one already published, is *Statistics of Special Education for Exceptional Children 1952–53*, limited to data on staff and students; the previous report on this subject was for 1947–48. The subjects of the first 4 chapters are the same each biennium; it is only the others that appear on a less regular basis. For example, statistics on offerings and enrollments in high-school subjects were last collected for 1948–49; and on public library systems, for 1949–50.

Persons interested in receiving as promptly as possible the statistical information gathered in each biennial survey need not wait until the chapters are finally published. For them, the Office provides advance information on each chapter, in the form of a brief circular, which not only gives the statistical highlights in tabular form but supplies brief commentary on significant developments.

Advance State school data for 1953–54

One of these (Circular 459) appeared last month for chapter 2, on State school systems in 1953–54. Samuel Schloss, specialist in educational statistics, and Carol Joy Hobson, research assistant, who prepared the circular, explain that the figures for public elementary and secondary schools are based on returns from the first 35 States and 5 outlying parts that furnished reasonably complete data, but they caution the reader that the figures are tentative and subject to revision.

For each reporting State and for the Nation (estimated on the basis of States reporting thus far) the statistical table in the circular shows (1) population, total and school-age; (2) number of pupils enrolled; (3) average daily attendance; (4) number of high-school graduates; (5) number of instructional staff members; (6) average salary per member; (7) receipts, revenue and nonrevenue; (8) expenditures by major purpose; and (9) current expenditure per pupil in average daily attendance. National figures are compared with those for 1951–52.

All along the line, 1953–54 showed increases over 1951–52:

- Total population was up 3.2 percent; but school-age population was up a good deal more—10.1 percent. The 22,544,000 pupils in public elementary schools represented an increase of 9 percent; the 6,275,000 in public secondary schools, an increase of 6.7 percent. And average daily attendance for pupils in both schools—25,637,000—had increased 10.2 percent. The number of public high-school graduates showed a gain of 7.3 percent.
- Instructional staff in both elementary and secondary schools gained 87,000 members, an increase of 8.6 percent, topping slightly the 8.5-percent increase in pupil enrollment. The average annual salary of the instructional staff rose from $3,450 to $3,835, but if purchasing power of the dollar is taken into consideration, the increase was only 3.7 percent over 1951–52.
- Revenue receipts (from such sources as appropriations, taxes, permanent funds, and leases of school land) showed a gain of 22.4 percent; non-revenue receipts (from bond sales, loans, and sale of property), 53.9 percent.

An analysis of revenue receipts reveals that out of each dollar the Federal Government contributed 4.7 cents; State Governments, 37.4 cents; intermediate administrative units (such as counties), 5.3 cents; and local governments, 52.6 cents.

Single copies of the circular may be had upon request from the Office of Education, Washington 25, D. C.

PUBLIC LAWS

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MILITARY TRAINING. Public Law 118, June 30, 1955, amended the Universal Military Training and Service Act by reducing the time requirement for the period of active duty for reserve military personnel; extended from July 1, 1955, to July 1, 1959, the termination date for Universal Military Service and Dependents Assistance Acts; and modified the act applying to doctors, dentists, and allied specialists by changing the age requirements for active service and extending the termination date from July 1, 1955, to July 1, 1957.

D. C. AUDITORIUM COMMISSION. Public Law 128, July 1, 1955, established a District of Columbia Auditorium Commission consisting of 21 members. The Commission, with a $25,000 authorization, was directed to consider a site, procure plans, formulate a method of financing, and report to the President and Congress with its recommendations by February 1, 1956.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. Public Law 195, August 1, 1955, appropriated for the Department of Health, Education, and Welfare and certain related agencies for the year ending June 30, 1956, as follows: American Printing House for the Blind, $224,000 for education of the blind; Freedmen's Hospital (including salaries of technical and professional personnel), $2,880,000; Gallaudet College, $539,000 for personal services and miscellaneous expenses and $2,225,000 for construction and equipment; Howard University, $2,875,400 for salaries and expenses, and $2,130,600 for construction; Office of Education, $121,251,500; and Office of Vocational Rehabilitation, $39,075,000.

SUPPLEMENTAL APPROPRIATIONS. Public Law 219, August 4, 1955, appropriated $120,000 additional to Alexander Hamilton Bicentennial Commission; $40,000 to Boston National Historic Sites Commission; $82,500 to John Marshall Bicentennial Commission; $2,288,000 to Smithsonian Institution for Museum of History and Technology; $220,000 to Office of Education for salaries and expenses, White House Conference on Education.

NATIONAL OLYMPIC DAY. Public Law 220, August 4, 1955, requested the President to proclaim October 22, 1955, as National Olympic Day and urge all citizens to support the 16th Olympic Games to be held in 1956.

INDIAN LANDS. Public Law 255, August 9, 1955, authorized the Secretary of the Interior to approve release of restricted Indian lands by Indian owners for educational, public, religious, recreational, residential, business, and other purposes requiring the grant of long-term leases.

"ON-FARM" TRAINING VETERANS. Public Law 280, August 9, 1955, amended the Veterans Readjustment Assistance Act of 1952 by providing that education and training allowances of "on-farm" training veterans may not be reduced for 12 months after they have begun training.

TRAINING FACILITIES FOR ARMED FORCES. Public Law 302, August 9, 1955, amended the National Defense Facilities Act of 1950 by increasing from $250 million to $500 million the amounts authorized for expanding State facilities for administering and training of units of the reserve components of the Armed Forces.

MILITARY RESERVE FORCES. Public Law 305, August 9, 1955, amended the Armed Forces Reserve Act of 1952 by increasing the Ready Reserve personnel quota from 1,500,000 to 2,900,000, and also changed the training requirements to a minimum of 48 scheduled drills and 17 days' active duty training annually. It improved reserve reemployment rights, provided greater sickness and medical benefits, and increased the monetary consideration for the reservist.

COLLEGE HOUSING. Public Law 345, August 11, 1955, amended Title IV of the Housing Act of 1950 relating to college housing by increasing from $300 million to $500 million the amount of loans that may be outstanding at any one time. It also expanded the program to include additional types of self-liquidating educational facilities, provided for a decreased interest rate to borrowers, and lengthened the maximum maturity on loans from 40 to 50 years.

ADMISSIONS TAXES FOR OLYMPIC EVENTS. Public Law 354, August 11, 1955, amended Section 4233 of the Internal Revenue Code of 1954 by exempting any admissions to an athletic event of the United States Olympic Association from payment of admissions taxes.

PRESIDENTIAL LIBRARIES AND PAPERS. Public Law 373, August 12, 1955, amended the Administrative Services Act of 1949 in relation to acceptance and storing of public documents by enlarging the fields covered by such documents and materials and authorizing the collection of documents of historical significance of other governmental personnel. It authorizes the Administrator to accept on behalf of the United States any gifts of land, buildings, equipment, or materials of historical significance of present or former Presidents of the United States, to administer and care for them, and dispose of these materials when they are no longer of permanent value.

FEDERALLY AFFECTED AREAS. Public Law 382, August 12, 1955, amended Public Law 874, 81st Congress, by extending for one additional fiscal year assistance to local educational agencies in areas affected by Federal activities; liberalized the formula for calculating payments; postponed for 1 more year the 3-percent absorption requirement; provided for the transfer of title to certain federally constructed school facilities to local educational agencies; and improved the administrative machinery for services to certain "unhoused" and Indian children.

STATE AND EDUCATION

continued from page 8

State, with a regulatory leadership agency heading the system, and with local governing boards operating the schools within its system.

"This miracle of American ingenuity," as *The State and Education* calls the structural pattern of control for public elementary and secondary schools, "may well be the most significant development in State school administration of the century. It is now universally accepted as the American way, the democratic method of providing public education programs in our Nation."

The State board of education

The State board of education has developed special meaning in educational literature. It is the *regulatory leadership board* for the common school system.

In American education. State boards of education have steadily increased in power and influence. A few statistics illustrate changes over the last 10 years. In 1945 there were 38 State boards of education. In 1954 there were 44. Significantly, no State that had a board in 1945 abolished it during the subsequent decade.

There is a trend toward electing State boards of education by the people. In 1945 only Nevada and Louisiana provided for the popular election of board members. By 1954, five more States had adopted the practice* and Washington elected its board members at conventions of school board directors.

The ex officio board and ex officio board member, it was reported, are slowly disappearing. Only three State boards of education were composed wholly or mostly of ex officio members in 1954.

There is a strong trend toward placing vocational education, State schools for the deaf and the blind, and public junior and community colleges under State boards of education.

*Ohio also provided for a popularly elected State board of education in 1955.

In addition, more State boards of education appoint their executive officers. In 1945 only eight boards appointed the chief State school officer. In 1954 this number had increased to 18, an average increase of 1 per year.

Unified systems for educational institutions at State level

Though each State has a unified system of common schools operated at the local level, there is no comparable system in the 48 States for schools and colleges operated at the State level. The study discloses that a number of practices are followed, but notes that "the trend is definitely toward placing these institutions within systems."

As *The State and Education* discloses, the growth and expansion of education, the increase in the number of State-level institutions, and the multiplication of State government services "are making it increasingly difficult for legislatures to deal individually with many State educational institutions." The same reasons are now being advanced for establishing unified systems for State level institutions as were advanced over 100 years ago for unified common school systems. Moreover, a number of States already have established unified systems and many others have recently conducted surveys and studies to determine their future course.

The system that will be established by the States, the study continues, will depend largely upon answers to the following questions:

Should there be decentralized control and operation of all State educational institutions with central supervision and guidance of the entire system by an educational agency? If so, a regulatory leadership board is needed to head the system.

Should there be centralized control, administration, and operation of all State educational institutions? If so, a single governing board is needed. The individual governing boards for each institution would be abolished.

Should all of the State institutions be placed under the jurisdiction of the State board of education in either a regulatory or governing board relationship? The individual governing boards would be retained if a decentralized system of control should be chosen, but would be abolished if a centralized system of control should be chosen.

The current trend in overall State structure and control is toward having two major State educational agencies with coordinate responsibility: (1) The State board of education for the common school system, and (2) a State education board for educational institutions not under the State board of education. The study stresses that this trend may be an intermediate stage in the further development of the State structure for education. "As State educational institutions come to be headed by regulatory boards and as State programs of education increase in scope and complexity, legislatures may find it desirable to establish a single educational authority."

OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

FOR SALE

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

EDUCATION IN HONDURAS, by *M. Weldon Thompson*, edited by *Marjorie C. Johnston*. 1955. 33 p. 20 cents. (Bul. 1955, No. 7.)

EDUCATION IN THE UNITED STATES OF AMERICA. Revised, 1955. 72 p. 45 cents. (Special Series, No. 3.)

*PUBLIC SCHOOL FINANCE PROGRAMS OF THE UNITED STATES, by *Clayton D. Hutchins* and *Albert R. Munse*. 1955. 251 p. $1.50. (Misc. No. 22.)

PROGRAMS BELOW THE BACHELOR'S DEGREE LEVEL IN INSTITUTIONS OF HIGHER EDUCATION, 1953–54, by *Alice Yeomans Scates*. 1955. 50 p. 25 cents. (Bul. 1955, No. 9.)

RESIDENT, EXTENSION, AND ADULT EDUCATION ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION: NOVEMBER 1954, by *William A. Jaracz* and *Mabel C. Rice*, under the general direction of *Herbert S. Conrad*. 1955. 34 p. 30 cents. (Cir. No. 454.)

*THE STATE AND EDUCATION: THE STRUCTURE AND CONTROL OF PUBLIC EDUCATION AT THE STATE LEVEL, by *Fred F. Beach* and *Robert F. Will*. 1955. 175 p. $1. (Misc. No. 23.)

STATISTICS OF LAND-GRANT COLLEGES AND UNIVERSITIES, YEAR ENDED JUNE 30, 1954, prepared by *Neva A. Carlson* under the direction of *Mabel C. Rice* in consultation with *Lloyd E. Blauch*. 1955. 61 p. 25 cents. (Bul. 1955, No. 8.)

STATISTICAL SUMMARY OF EDUCATION, 1951–52, by *Rose Marie Smith*, under the general direction of *Emery E. Foster*. 1955. 65 p. 30 cents. (Biennial Survey of Education in the United States, 1950–52, Ch. 1.)

STRENGTHS AND WEAKNESSES OF THE JUNIOR HIGH SCHOOL: PROCEEDINGS OF THE NATIONAL CONFERENCE, WASHINGTON, D. C., FEBRUARY 24–26, 1955, by *Walter H. Gaumnitz*, comp. 1955. 56 p. 40 cents. (Cir. No. 441.)

*Reviewed in this issue.

FREE

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

MORE EFFECTIVE USE OF BUSINESS-SPONSORED HOME ECONOMICS TEACHING AIDS. 1955. 4 p. (Misc. 3485.)

*PRELIMINARY STATISTICS OF STATE SCHOOL SYSTEMS, 1953–54: PROVISIONAL DATA FOR 35 STATES AND ESTIMATES FOR CONTINENTAL UNITED STATES, by *Samuel Schloss* and *Carol Joy Hobson*. 1955. 4 p. (Stat. Cir. No. 459.)

STATISTICS OF COUNTY AND REGIONAL LIBRARIES SERVING POPULATIONS OF 50,000 OR MORE: FISCAL YEAR 1954, by *Mary M. Willhoite*. 1955. 4 p. (Cir. No. 449.)

*WHAT SOME COMMUNITIES ARE DOING TO RECRUIT ELEMENTARY TEACHERS, by *Jane Franseth*. 1955. 16 p. (Education Brief No. 31.)

U. S. GOVERNMENT PRINTING OFFICE: 1955

SCHOOL LIFE

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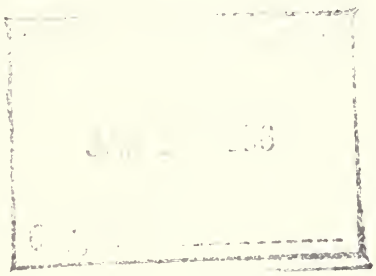
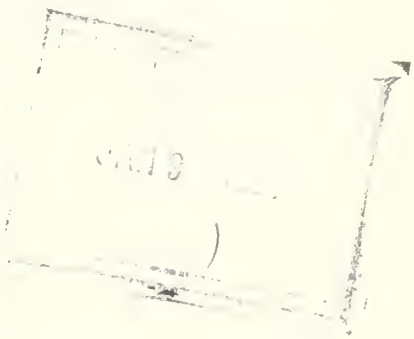
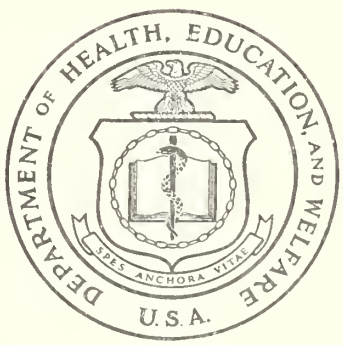
OFFICE OF EDUCATION







SELECTED ARTICLES

December 1955

Taking the Current

As I reflect upon the thrilling experience of the recent White House Conference on Education, I am reminded of the familiar lines from *Julius Caesar:* "There is a tide in the affairs of men, which, taken at the flood, leads on to fortune."

They dramatize to me the magnificent opportunity that presents itself to us, to take the floodtide of popular sentiment so apparent in the White House Conference and in the thousands of local, State, and regional conferences that preceded it, and to ride it to an unprecedented level of educational fortune.

But I am haunted by Shakespeare's observation on those who fail to seize such an opportunity: ". . . all the voyage of their life is bound in shallows and in miseries."

I say that this haunts me because it seems to me to be an alternative that faces us in the days that follow the White House Conference.

No crisis in Roman history can have exceeded, either in importance to the people or in dramatic significance, the educational alternatives that face the American people in this moment of decision; no Roman war ever approached the proportions of the struggle which we must now undertake in behalf of our educational ideals.

I only hope that Americans realize the magnitude of the choice that lies before them.

I can give you my earnest assurance that the United States Office of Education is making every effort to sustain and to strengthen the ground swell of awakened citizen interest which is now in such evidence; but I must at the same time caution you that I do not believe that any agency of government—at the local, State, or Federal level—can of itself carry the Nation on to educational fortune.

Unless we can sustain this truly popular sentiment and convert it into constructive citizen activity at every level, I fear we face a long period of educational "shallows" and "miseries."

I return to *Julius Caesar* to express my conviction that the time for concerted and constructive action is now: "We must take the current when it serves, or lose our ventures."

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

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Address all *School Life* correspondence to CARROLL B. HANSON, Director, Publications Services, Office of Education, Washington 25, D. C.

EVENTS AND DEVELOPMENTS

of national significance

Largest College Enrollment

On the basis of returns thus far, the Office of Education estimates that a total of 2,716,000 students have enrolled in colleges and universities this fall, more than ever before in our history.

The estimate is based on early returns from about 1,200 institutions of higher learning, about two-thirds of the Nation's total.

This year's new high is the culmination of 4 consecutive years of increases. It is 216,000, or 8.6 percent, more than the enrollment last fall, and 600,000, or 28.3 percent, more than in 1951.

Assuming that the institutions reporting thus far are representative of the country as a whole, we venture some details:

- Of the total, 1,788,000 (65.8 percent) are men and 928,000 are women. Compared to last fall, this means an increase of 11.6 percent for the men and 3.3 percent for the women.
- First-time students make up 694,000 of the total, an increase of 8 percent over last fall. Of these, nearly 62.7 percent are men.

A more complete report on this matter will be made in another month or two in the Office's periodical *Higher Education;* a final report will be issued in the form of a separate circular.

Future Farmers

Star Farmer Joe Moore from Tennessee, whose young face looked out on the world from the front cover of *Time* this fall (October 24), was not the only member of the Future Farmers of America to be honored by his organization when it met in annual convention at Kansas City, Mo., in mid-October.

Another name besides Joe Moore's to spring into national prominence at the convention was that of the newly elected president of FFA, Dan Dunham, 19, who farms in one-third partnership with his parents in southeastern Oregon.

It will be a busy year for Dan Dunham. He will probably spend more than two-thirds of his term working in the interest of the national FFA organization, which is sponsored by the Agriculture Education Branch of the Office of Education in cooperation with the various State Boards for Vocational Education and local high school departments of vocational agriculture.

He has already made two trips to Washington in his new capacity: One in October to receive a citation to FFA by the Military District of Washington; another in November for the White House Conference on Education. And he will make at least two more, in January and July, for meetings of the FFA Board of Student Officers and Board of Directors.

In February, with the five other national FFA officers, he will make a 3-week good-will tour to visit heads of other organizations, businesses, and industrial firms. Later, in the spring and summer, he will attend and address several of the State FFA conventions.

Three States Sign Defense Education Contracts

Civil defense education projects have been set up in California, Connecticut, and Michigan, in accord with a contract entered into by each State's superintendent of public instruction and the Office of Education.

By the terms of the contracts (effective September 26 in Michigan, November 16 in Connecticut, December 9 in California), each State department of education is continuing a pilot center established last year under similar contract with the Office.

Purpose of these centers is to develop curriculum materials for teaching, at all levels, the skills and fundamentals of behavior that are needed in times of emergency and disaster.

The Office of Education, for its part, will supply the pilot centers with basic technical materials. And the States, through actual classroom use, will test and evaluate the teaching materials developed under last year's contracts.

"This year," says John R. Ludington, who now serves the Office of Education both as chief of the Secondary Schools Section and as director of the civil defense education project, "the teaching materials developed in the pilot centers of these three States will be brought together in a publication appropriate for use in schools throughout the United States."

In this cooperative effort the Office is acting under a delegation of authority by the Federal Civil Defense Administration to the Department of Health, Education, and Welfare.

$500 Million for College Housing

The college housing loan fund, which the 84th Congress in its first session increased from $300 million to $500 million, has been released to the Housing and Home Finance Agency without any budgetary limitation.

This freedom from budgetary restriction was announced before the annual meeting of the Association of Land-Grant Colleges and Universities in East Lansing, Mich., on November 14, by John C. Hazeltine, Commissioner of the Community Facilities Administration, Housing and Home Finance Agency.

Hitherto, in each year since the Housing Act of 1950 was passed (Public Law 475, 81st Congress), a budgetary limit—usually $40 million to $50 million—has been set on how much of the authorized fund could be loaned.

But this year, as a result of the new amendments to the Act, by which Congress increased the college-housing program in a number of ways, colleges have sent in such a flood of applications that the usual limits have been removed.

Role of the Office of Education in this program is to provide educational advisory services.

Guaranteed Expenditure Levels

Any State that uses a State salary schedule as a base for calculating the amount of funds the school districts should receive for maintaining their foundation programs is likely to produce inequalities in its guaranteed-support levels.

This was one of the points made by Clayton D. Hutchins, Office of Education specialist in school finance, as he addressed the Council of Chief State School Officers in Washington, D. C., on December 2. Speaking on "A Program for Adequate Financing of Public Schools," Dr. Hutchins examined various reasons for the inequalities that arise in many States in the distribution of funds for guaranteeing a basic foundation program in all schools.

In place of the State salary schedule as a base for computing the amounts due the various districts, Dr. Hutchins recommended an alternative:

"To assure equitable guaranteed levels of support which are fair to the pupils in all parts of the State, it appears that foundation programs should be based on *numbers of pupils or classrooms* and not on a State salary schedule. The level type of foundation program is more defensible and is considered to be an essential feature of the more adequate program for financing the schools."

Surplus Property

Since Public Law 61 was signed into effect on June 3, allocations of Federal surplus property for education and health purposes have reached a new high—$18 million a month.

The new law permits Federal "stock fund" property to be available for donation to health and educational organizations before it is offered for sale. The change is significant because stock funds cover items in common use.

Thus colleges and universities are now obtaining free of cost (except for handling charges) such valuable personal property as laboratory equipment, machine tools, office machines, surveying instruments, and even boats for marine research.

Technical Education in Indonesia

Through the eyes of foreign educators, Indonesia has been taking a long look at its vocational and industrial schools this fall.

It all began early last summer, when the Indonesian Planning Commission, an advisory body responsible for making recommendations to the various Indonesian ministries, asked the International Cooperation Administration in the United States to send them a team of specialists in technical education, for the purpose of studying the country's vocational and industrial schools.

Four men were sent: William Sterton, vice president of Wayne University; William Burr, dean emeritus of the School of Agriculture at the University of Nebraska; Douglas Sherman, professor of industrial arts at the University of Alabama; and Floyd L. Barloga, staffing specialist in the Education Missions Branch, Office of Education.

What the Indonesians most wanted advice on, said Mr. Barloga this fall upon his return from a 3-month tour of duty in the Far East (which involved also a survey of the Technical Institute at Bangkok), was how to strengthen their technical education program in both colleges and secondary schools and how to train "middle-level" technicians.

"Among their chief needs," reported Mr. Barloga, "are more adequate teacher training at all levels, a redistribution of existing equipment, and full utilization of existing facilities." Already, he says, the Indonesians are working on a program that will incorporate many of the recommendations made by the visiting team.

Bibliography on Automation

Last month the Office of Education published a selected bibliography on industrial technological advances, with particular emphasis on automation.

The bibliography, which had been prepared by Howard K. Hogan, consultant in employee-employer relations, Trade and Industrial Branch, was first distributed to directors and supervisors of vocational and industrial education. It went also to members of the American Society of Training Directors and to various industrial and labor organizations.

Appropriately, the compilation appears at a time when interest in the implications of technological advances to education has reached a new keenness; and it both reflects and anticipates the discussions that are taking place on the subject at highly responsible levels.

Role of Office of Education as seen in

WHITE HOUSE CONFERENCE REPORTS

When the 1,800 participants in the White House Conference on Education prepared their six reports on the six questions they had been asked to answer, they took opportunity in five of them to be explicit about the role of the U. S. Office of Education in the forthcoming educational effort.

At every level, responsibility

Even the report that did not name the Office—the one devoted to the first question, "What should our schools accomplish?"—had something to say about the Federal Government's share in the task of seeing that every child gets a full opportunity for a free public education:

"The fullest measure of local initiative and control should be maintained, but no level of government (local state, or national) should be relieved of its appropriate responsibility in fulfilling this commitment."

More of the same

Fullest statement of the role of the Office appeared in the second report, which was devoted to the question of school-district organization.

Pointing out that responsibility for efficient organization of school districts is vested in many persons and groups at all levels, the conference said that "consideration should be given to the strengthening of the position of the Office of Education in keeping with the importance of education to the Nation."

More specifically, it recommended that the Office "be adequately staffed to perform the functions it is now performing in making reports on the progress of education throughout the Nation, in carrying on essential research activities, and for providing promptly the needed statistical information."

The Office should also provide leadership, the report said, "of the sort represented by this Conference."

Research on school construction

In their discussion of the third question—"What are our school building needs?"—the participants said firmly that the Federal Government should have "no control whatsoever" over school building plans and specifications.

Some participants, however, were reported as thinking that the Office of Education should carry out research "in all areas of school building materials and construction and make results available to schools."

Certification study

An equally specific recommendation for research in the Office came up in the fourth report, on "How can we get enough good teachers—and keep them?"

After going on record against any lowering of standards in teacher preparation and certification as an aid in teacher recruitment, the conferees recommended that the Office make a study of certification standards and "establish a basis for reciprocity among States."

Administration of grants

Two to one, the participants approved the proposition that the Federal Government increase its financial participation in public education. In their report on the fifth question, "How can we finance our public schools—build and operate them?" they carefully stated a proviso: that Federal funds be administered only through the appropriate State agency.

It was in this connection that the place of the Office of Education was discussed. "There was some opinion," said the report, "that Federal administration of financial grants for education should be vested in the Office."

Information to the people

In the final report, on "How can we obtain a continuing public interest in education?" the conference stated as its firm conviction that "when the people have all the facts, they will make the right decisions."

Many of the activities that the report suggested for the local and State levels as means of giving the people the facts, it extended also to the national scene. As part of this extension it recommended that government agencies, specifically the Office of Education, compile and distribute "pertinent information concerning education."

Promised cooperation

As the participants gathered for their final general session, on the evening of December 1, they received pledges of cooperation at the national level.

Speaking about the plans of the Office of Education, Commissioner S. L. Brownell said, "You may expect that we will give the highest priority to study of the reports of this Conference and its Committee, especially as they relate to ways in which you believe the Office can be most helpful."

Secretary Marion B. Folsom, Department of Health, Education, and Welfare, told of a decision to "recommend to Congress a major expansion and improvement in educational research and statistics. This will help all of us to understand just what the problems are, where future problems may be developing, and what needs to be done about them."

FALL FACTS ABOUT PUBLIC SCHOOLS

State departments of education report data on enrollment, teachers, and housing for elementary and secondary schools

Rising enrollments, overcrowded classrooms, and shortages of qualified teachers—once again these circumstances get new statistical support.

They are the facts that emerge from data reported this fall to the Office of Education by the various State departments of education, in response to a brief questionnaire known as Form RSS–052. For the second consecutive year the Office has sent out this questionnaire to gather information on fall enrollment, teacher supply, and housing in full-time public elementary and secondary day schools.

Crowded classrooms

The reports say that we now have enrolled nearly 2.4 million pupils in excess of the normal capacity of the publicly owned school plants in current use in our country. Serious as this situation is, however, overcrowding seems to be somewhat less—9.8 percent less—than it was a year ago, when the number of pupils in excess of classroom capacity was 2.6 million.

Not all States have felt an easing of the strain. Actually, only 23 States reported less overcrowding; 17 and the District of Columbia reported more. (Two States reported no change and 6 made no report on this particular item.)

Findings of the survey are more fully reported in the Office of Education Circular No. 467 (preliminary), Fall 1954 Statistics on Enrollment, Teachers, and Schoolhousing in Full-Time Public Elementary and Secondary Day Schools. *There, all totals are broken down by States.*

What is "excess"?

For the purposes of the survey the Office of Education has defined "normal capacity" as the number of pupils that can be accommodated for a full day, without multiple sessions, in the instruction rooms of the *accessible, permanent, publicly owned* school plants *in use*. As for the number that can be accommodated in a room, that has been left to each State's standard of what is proper.

Putting it another way: the pupils "in excess of normal capacity" are not only those who crowd an instruction room beyond its standard accommodation but also those who attend in makeshift or improvised quarters, or in buildings not publicly owned, or in nonschool public buildings.

No schoolhouse has been counted outside the pale of "normal capacity" just because it is antiquated, or unsafe, or unsuitable. And pupils housed in such structures have not been included (except inadvertently by one State) among "excess pupils" unless they exceed the capacity of those structures. As a result, the gap reported here between enrollment and capacity gives only a partial measure of the schoolhouse shortage.

In this connection the user of the data should consider the fact that at least two States this year departed from the specified definition of what constitutes a pupil "in excess of capacity."

For instance, the State that this fall reported the biggest increase in overcrowding—over 200,000—counted as excess every pupil who was attending school in a substandard facility. Had the count been confined to those "in excess of normal capacity," the figure would have been only 88,000—hardly 2,000 more than the number reported a year ago.

And the State that reported the biggest decrease in overcrowding, is able to charge a fair amount of it to the fact that in the fall of 1954 it counted *all* children in overcrowded classrooms as "excess" instead of only those in excess of the standard accommodations.

Scheduled construction

Twenty-seven of the States reported that they have scheduled for completion this year more instruction rooms than they scheduled for last year; 19 reported a decrease; 2 reported no change; 1 made no report.

For the country as a whole, the report shows a stepped-up construction program. Scheduled for completion in 1955–56 are 66,300 new classrooms—10.4 percent more than last year's 60,000.

Georgia reported the greatest gain. Its construction schedule has increased from 2,000 rooms in 1954–55 to 7,000 rooms in 1955–56.

It is should be remembered that the figures given in both fall surveys have been for rooms "scheduled for completion" during the fiscal year and are not necessarily the same as the number actually completed.

In reporting on the number of instruction rooms they plan to complete this year, the States counted only classrooms, laboratories, and shops—not auditoriums, gymnasiums, lunchrooms, libraries, study halls, and multipurpose rooms although of course many such also will be built.

Overall classroom situation

Estimates are that next year's enrollment will exceed this year's by 1.3

million pupils. At an average of 28 pupils per classroom (30 per elementary classroom and 25 per secondary) these new pupils would fill 46,666 of the 66,300 classrooms scheduled for completion during the current school year. The remaining 20,000 scheduled classrooms would accommodate only about 50,000 of the 2.4 million pupils who now overcrowd their classrooms.

Some school buildings still in use have long since become educationally obsolete; some are also questionable as to safety.

Other factors, too, impose further replacement needs on the school districts: fire, flood, population shifts, and reorganization of districts. The number of classrooms required annually to meet these needs we do not know. It has been estimated to run from 8,000 to 20,000.

Obviously the next few years will not see an end to the schoolhousing shortage, not under a school-construction program of the scope reported this fall by the States, sizable and commendable though it is.

Enrollment

This fall the overall enrollment in the public elementary and secondary schools reached new highs:

	Last fall	*This fall*	*Percent increase*
	(In millions)		
Elementary	21.3	22.1	3.7
Secondary	8.2	8.4	3.1
Total	29.5	30.6	3.5

(A slight change in reporting may have reduced the comparability of this year's elementary and secondary enrollments with those of last year. In the current survey the terms "elementary" and "secondary" are more clearly defined than they were last year. This year the State departments of education were requested to report data by the type of school organization rather than by grade groups (considering kindergarten through grade 8 as elementary); therefore pupils in junior high schools are now considered as included in secondary enrollments.)

This year's increase in enrollment is rather unevenly distributed among the States. Although thirty-nine States and the District of Columbia reported more pupils, almost half of the increase occurred in six States—California, Massachusetts, Michigan, New York, Texas, and Wisconsin.

Enrollment figures as here reported may be slightly below real enrollment: some States, at the time when they made their reports, might still have lacked information from some of their school districts. The figures are now being checked further, in preparation for a revised report planned to appear before the end of this month.

Classroom teachers

Judging by the reports, the total number of classroom teachers (excluding such staff members as supervisors, principals, and librarians) has grown faster than the number of pupils:

	Last fall	*This fall*	*Percent increase*
Elementary	690,109	730,822	5.9
Secondary	375,694	408,100	8.6
Total	1,065,803	1,138,922	6.9

continued on page 10

ADULT EDUCATION CONFERENCE

"This is the first time we've ever gathered together at one time and in one place a panoramic view of methods and materials for use in the literacy education of adults."

When he made this statement, Ambrose Caliver, Assistant to the Commissioner of Education, was speaking of the symposium held during the annual convention of the Adult Education Association of the United States, at St. Louis, Mo. November 11–14.

Dr. Caliver, who last summer was made chief of the Office of Education's newly established Adult Education Section, attended the convention in his capacity as chairman of the Association's section on fundamental and literacy education.

One of the acts of the Association at this meeting that is of particular interest to the Office of Education was the passing of a unanimous resolution that commended the Office for establishing a section on adult education.

During the convention, Dr. Caliver reports, he conferred with a group of leaders about the long-range program of research and services that the Office of Education is planning in the field of adult education.

Members of the group were Kenneth Benne, president of AEA and director, Institute of Human Relations, Boston University; John Biggers, assistant secretary, National Association of Public School Adult Educators (NAPSAE); Ralph E. Crow, president of NAPSAE and director of adult education, Cleveland, Ohio; John Duff, head, department of adult education, New York University; Paul Durrie, associate director, Fund for Adult Education; Herbert Hunsaker, head, adult education department, Purdue University; Homer Kempfer, director, National Home Study Council; Malcolm Knowles, executive director, AEA; Grady E. Moates, coordinator of adult and veteran education, Tallahassee, Fla.; Everrett Preston, director of adult education, State of New Jersey; and Thomas A. Van Sant, director of adult education, Baltimore, Md.

The new *Handbook* of the Office of Education is available without charge to *School Life* readers. It presents the history, organization, and functions of the Office and sets forth the legal bases for its operation. Order from Publications Inquiry Unit, Office of Education, Washington 25, D. C.

Some details about

354,000 ACADEMIC DEGREES

earned in 1954–55

The total number of earned degrees conferred by institutions of higher education in the United States has decreased for the fifth consecutive year. But for the third consecutive year the decreases have grown smaller, both numerically and percentagewise: in 1952–53 the decline from the preceding year was 29,005, or 7.2 percent; in 1953–54 it was 15,490, or 4.1 percent; and in 1954–55 it was only 4,254, or 1.2 percent.

Totals for the year

Between July 1, 1954, and June 30, 1955, a total of 354,445 earned degrees were conferred by institutions of higher education in the United States.* Bachelor's and first professional degrees made up 81.1 percent; master's and second professional, 16.4 percent; and doctor's, 2.5 percent.

Bachelor's degrees decline

Like the total, the number of degrees at the first level (bachelor's and first professional) has declined for the fifth consecutive year. Persistent though it is, the loss is not to be judged as evidence that interest in higher education is waning in the United States. Interest is growing, rather: enrollment in colleges and universities has steadily increased for 4 consecutive years and is now the largest in the Nation's history.

Too, the ratio of first-level degrees to that segment of the population which is 21 years old—of "college-graduating age"—has increased considerably since the prewar years, from 7.9 percent in 1939–40 to as much as 13.7 percent in 1954–55.

*"*United States" here is used to include not only continental United States but also its outlying parts.*

Explanation for the steady decline in first-level degrees since 1950—and in the total number of degrees, for that matter—is chiefly this: In 1946 the biggest wave of veteran enrollment hit the colleges and universities; and by the summer of 1950 those students had earned their degrees.

Actually, therefore, the recent reduction in degrees is but a surface phenomenon, beneath which the normal college enrollment continues its less spectacular but steady increases. Of course 1953 and 1954 brought another, though smaller, wave of veterans under the Korea G. I. Bill, but these students have not yet had time to strongly affect the degree totals.

One other factor in the decline in bachelor's degrees in 1954–55 should be mentioned here, if for no other reason than that it lies more than 20 years in our past and so is easily forgotten. The low birthrate in the early 1930's, during the Great Depression, showed its effects particularly in the freshman class in the fall of 1951, the smallest we have had since the war. And it was the students in that class who earned their first-level degrees in 1954–55.

Graduate levels: increase and decrease

At the second level (master's and second professional), however, the number of degrees in 1954–55, instead of continuing the decline begun in 1951–52, increased slightly.

This year's rise probably reflects the increased holding power that institutions of higher learning have demonstrated over the last quarter of a century. In 1929–30, graduate degrees made up only 12 percent of the total number of earned degrees. But in 1939–40 they had risen to 14 percent; in 1951–52 to 18 percent; and in 1954–55 to nearly 19 percent.

Moreover, for each year since 1950–51 the number of second-level degrees has been increasing in proportion to the number of first-level degrees conferred the year before; i. e., the number of master's degrees in 1950–51 was 15 percent of the number of bachelor's degrees in 1949–50; in 1951–52 it was 16.5 percent of the bachelor's degrees in 1950–51; and so on.

The subsequent annual increases have brought 1954–55's second-level degrees up to 19.9 percent of the first-level degrees in 1953–54—a fact that indicates the increased disposition of students to continue their efforts into graduate study.

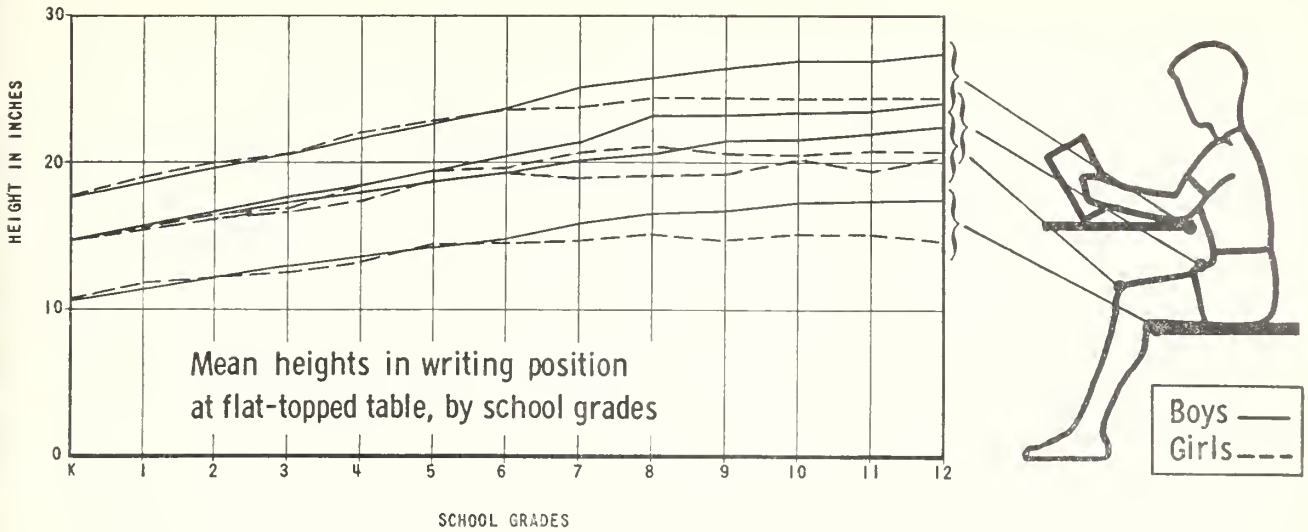
As for the number of doctor's degrees, they showed a decline for the

continued on page 11

This analysis is based on data which will appear in Earned Degrees Conferred by Higher Educational Institutions, 1954–55, *eighth in a series of annual reports on the subject by the Office of Education.*

For this report, data have been furnished by the registrars of the 1,320 degree-granting institutions in the United States, in response to a questionnaire sent out by the Office in June.

The report is now being prepared in the Research and Statistical Services Branch, by Mabel C. Rice, supervisory survey statistician, and Neva A. Carlson, reports analyst, under the general direction of William A. Jaracz, head, Statistical Services Unit.



For planners of schools: 130 BODY MEASUREMENTS OF CHILDREN

For at least two good reasons the people responsible for planning and equipping new schools these days ought to have the latest facts on the body sizes of children in the various grades.

- Reason 1: The standards we have been using are outmoded. Many of them are arbitrary and rule-of-thumb; others are based on data collected years ago.

Today's child is markedly larger than the child of 50 years ago. That fact has been well established by a number of reliable scientific studies.

Besides, most of the samples of children used in studies of growth and development conducted in the past have been of similar or identical ethnic groups, rather than of the mixed groups now attending our schools.

- Reason 2: Today's school differs from the school of the past. It has supplemented the traditional program of "reading and reciting" with an active program of "learning by doing." Therefore today's school must be designed and equipped for a greater variety of learning activities than that which prevailed in the past.

Three organizations join

In the spring of 1954 three organizations with a mutual interest in improving the physical environment of school children joined in a research study to get current and accurate information on all body measurements that would have any relationship to characteristic school activities—whether carried out in sitting, standing, bending, or reaching positions—and to get them for children in all grades.

The study was planned and supervised by W. Edgar Martin, Office of Education specialist in school furniture and equipment. The sample of pupils was measured and the data were analyzed by the staff of the Laboratory of Physical Anthropology of the University of Michigan. And assistance in the planning, the measuring, and the processing of data was provided by 30 companies, members of the National School Service Institute, an association of manufacturers and distributors of school furniture, equipment, and supplies.

Over 3,000 Children Measured

The measuring was done on 3,318 children from 7 elementary and 3 secondary schools in southern Michigan, in the area between Ann Arbor and Detroit. They represented all grades from kindergarten through grade 12 and ranged in age from 5 to 21 years. The ethnic origins of the children and the occupations of their parents were varied and representative of an industrialized and defense area which has drawn its population from many diverse regions of the United States.

In describing the sample of children, Dr. Martin said that it "is not taken to be representative of the total school population of the United States, nor to account for regional variability," but that it "is highly heterogeneous in origin and does not represent any one segment of the Nation's population."

A total of 52 different measurements were made on each pupil, beginning with such standard measurements as weight and stature and proceeding to such specific measurements as "maximum upward reach" and "height of hands in working position."

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Accreditation of High Schools

State educational agencies are constantly reexamining and revising their practices for accrediting secondary schools. Of the 44 States that have formalized statements of accreditation, all but 7 have revised those statements since 1950, and 19 have done so as recently as 1953 and 1954.

Those were the facts as Grace S. Wright, Office of Education specialist in secondary education, found them when in 1954 she analyzed State accreditation practices in this country. Her analysis is now published in an 81-page report, *State Accreditation of High Schools: Practices and Standards of State Agencies*—the first major publication on this subject that the Office of Education has offered in more than 20 years.

"Statements of standards currently in force in the several States," says Mrs. Wright, "are both alike and different. They are alike in their continuance of the kind of requirements that were set up . . . in the early years . . . and in their reflection of criteria of the regional associations. They are different in the recognition they take of emerging practices and in the extent to which they are general and subjective or specific and objective."

To these similarities and differences the author devotes the largest part of her report. One by one, she examines the 30-some standards that recur most frequently in the States' compilations of accreditation requirements. For each she specifies the number of States that apply it; in a table she names each State.

This comparison is prefaced by a section that gives the historical background and establishes the present status of secondary-school accreditation, and is followed by a section that points out the seven chief trends now discernible in such accreditation. A bibliography, together with appendixes that acknowledge the various sources of information, closes the volume.

For State agencies, *State Accreditation of High Schools* provides an easy opportunity to examine their own standards and practices in the light of what other States are requiring and recommending. The report is available for 30 cents from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

BODY MEASUREMENTS

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Measurements based on measurements

On the basis of these 52 measurements, an additional 78 were computed. Among the computed ones were "hand height in carrying position," "height of stool for use at standing-height work surface," and "hand height in easy forward bend."

All in all, therefore, 130 measurements were recorded for each child, all having direct application to the planning of school buildings or the designing of school furniture and equipment.

Data were recorded by grade, age, and sex.

Two reports of data

Two reports have been written on the study, both by Dr. Martin.

The first, published by the National School Service Institute, appeared late last year under the title *Functional Body Measurements of School Age Children.* It was prepared for use by designers and manufacturers of school furniture and equipment and gave only average measurements of pupils by age and grade.

The second, *Children's Body Measurements for Planning and Equipping of Schools,* was published this fall by the Office of Education.

Prepared for use specifically by school officials and architects, this second report groups the data on the 130 different measurements not only by age and grade but also by sex. In addition, it has a series of graphs and several tables that did not appear in the first publication. The additional tables give information on the distribution of sizes of chairs, desks, and tables in the grades of schools organized according to the different patterns used in the United States.

A useful factor of both reports is a table of measurements that makes it possible to use the measurements secured in the study for planning buildings and equipment for children in a local school or community for whom the average stature is known but who differ in average size from the Detroit sample.

FALL FACTS

continued from page 7

Such an overall increase reduces the pupil-teacher ratio from 27.7 to 26.8. It must be emphasized, however, that the average conceals a great many local situations in which the pupil load per teacher has increased.

All but six States—New Mexico, Kansas, Maine, Minnesota, Pennsylvania, and South Dakota—showed an increase in the number of teachers employed.

Shortage of qualified teachers

The report that the number of teachers with substandard credentials has decreased—from 91,191 last year to 77,646—requires explanation.

There was a change of definition of "substandard credentials" in the reports of three States—Louisiana, Massachusetts, and Missouri. If these States are excluded from the totals for both this fall and last, a net *increase* of 2,700 substandard teachers appears. Of the other 45 States, 26 reported increases.

A national definition of what constitutes "substandard credentials" is not at present available. Despite the variation among States, however, the data on substandard teachers are valuable in that they point up the shortage of qualified teachers in each State according to each State's standards.

EARNED DEGREES

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first time since 1945–46. Degrees reported at this level include such degrees as Ph. D., Ed. D., S. T. D., and Sc. D., but not M. D. and D. D. S., which are counted as "first professional."

Five Favorite Fields

The degrees in 1954–55 were conferred in 68 different fields of study; but nearly half of them were concentrated in only 5 of those fields:

Field	*Number of degrees*	*Percent of total*
Education	70,408	19.9
Business and commerce (all)	45,135	12.7
Engineering	27,672	7.8
English	15,109	4.3
History	11,049	3.1
Total	169,373	47.8

At the first level, the same 5 fields led as in the total, with fairly similar percentages: Education,* 15.0; all business and commerce, 14.5; engineering, 7.9; English, 4.6; and history, 3.3.

At this level the first four fields have been the same for years, with some shifting among them for position; but fifth place has been alternately held by law. economics, and now, for the second time since the Office of Education began its separate series of reports on earned degrees, history.

**At this level most of the degrees reported under education are in elementary education. Students in secondary education usually major also in the field they plan to teach—English or mathematics, for example; and their degrees are counted under that field instead.*

Education leads at all levels

But at the second level some deviations from that order appeared. Education (44.4%) still topped the list, but engineering (7.7 percent) took the lead over all business and commerce (5.7 percent); and music and English virtually tied for fourth place (2.9 percent). These five fields have been dominant in second-level degrees for a number of years.

At the doctor's level the first five fields have been the same for 4 years' running: Education, chemistry, psychology, engineering, and physics, in that order. This year's percentages were 15.3, 11.4, 7.8, 6.8, and 5.8, respectively.

Men's share in total still declines

Men earned 65 percent of all degrees conferred in 1954–55.

At the bachelor's level their share was only slightly less—64 percent—but it was the smallest share they have had since the presence of the veteran first substantially altered the usual ratio of men to women (in prewar years it was less than 60 percent). In 1949–50 men earned 76 percent of the first-level degrees, but ever since that year the proportion has steadily declined.

At the master's level, men earned a somewhat larger proportion of the degrees (66.6 percent), more than the prewar ratio of about 60 percent but a continuation of the decline that has steadily gone on since 1950–51, when the ratio was 71 percent.

The doctor's degree is particularly in the male domain, despite the fact that the number of women earning it has increased in recent years. In 1954–55 the ratio was roughly 10 to 1.

Sexes choose different fields

Men and women show considerable difference also in the fields in which they choose to earn a degree.

At the first level, the 5 fields ranking highest for each sex had only 2 fields in common—education, and business and commerce. And even in those, differences appeared: Women earned about 83 percent of the degrees in education, and men earned about 85 percent of the ones in all business and commerce.

For the other principal fields at the first level, men chose engineering, law, and medicine. Women chose English, nursing, and home economics.

At the doctor's level, the 5 highest choices for each sex overlapped in 3 fields: Education, chemistry, and psychology. Here, however, education ranked first for both men and women, accounting for 14 percent of the degrees earned by men and 28 percent of those earned by women. For men the other fields were engineering and physics. For women the choices were English and home economics.

OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

FOR SALE

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

*Children's Body Measurements for Planning and Equipping Schools, prepared by *W. Edgar Martin.* 1955. 113 p. 50 cents. (Special Pub. No. 4.)

Clerical and Custodial Staff in Public Secondary Day Schools, 1951–52, by *Ellsworth Tompkins* and *Mabel C. Rice.* 1955. 83 p. 55 cents. (Cir. No. 445.)

Educational Objectives in Vocational Agriculture. 1955. 14 p. 15 cents. (Mono. No. 21 revised.)

Education Directory, 1954–55: Part 4, Education Associations, prepared by *Edith Haswell Rogers.* 1955. 56 p. 25 cents.

Education for Homemaking in the Secondary Schools of the United States, by *Berenice Mallory* and *Mary Laxson Buffum.* 1955. 32 p. 30 cents. (Special Series, No. 4.)

Programs Below the Bachelor's Degree Level in Institutions of Higher Education, 1953–54, by *Alice Yeomans Scates.* 1955. 50 p. 25 cents. (Bul. 1955, No. 9.)

Resident, Extension, and Adult Education Enrollment in Institutions of Higher Education: November 1954, by *William A. Jaracz* and *Mabel C. Rice.* 1955. 34 p. 30 cents. (Cir. No. 454.)

*State Accreditation of High Schools: Practices and Standards of State Agencies, by *Grace S. Wright.* 1955. 81 p. 30 cents. (Bul. 1955, No. 5.)

*Reviewed in this issue.

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1954, prepared by *Neva A. Carlson.* 1955. 61 p. 25 cents. (Bul. 1955, No. 8.)

The Superior Pupil in Junior High School Mathematics, by *Earl M. McWilliams* and *Kenneth E. Brown.* 1955. 57 p. 25 cents. (Bul. 1955, No. 4.)

FREE

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

*Fall 1955 Statistics on Enrollment, Teachers, and Schoolhousing in Full-Time Public Elementary and Secondary Day Schools, by *Samuel Schloss* and *Carol Joy Hobson.* 1955. 4 p. (Stat. Cir. No. 467 preliminary.)

*Handbook, Office of Education. 1955. 18 p.

High School Graduation Requirements Established by State Departments of Education, by *Grace S. Wright.* 1955. 14 p. (Cir. No. 455.)

Preliminary Statistics of State School Systems, 1953–54: Provisional Data for 35 States and Estimates for Continental United States (Full-Time Public Elementary and Secondary Schools), by *Samuel Schloss* and *Carol Joy Hobson.* 1955. 4 p. (Cir. No. 459.)

*Selected Bibliography on Industrial Technological Advances, With Particular Emphasis on Automation, compiled by *Howard K. Hogan.* Nov. 8, 1955. 6 p. (Misc. 3494.)

U. S. GOVERNMENT PRINTING OFFICE: 1955

SCHOOL LIFE

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

OFFICE OF EDUCATION

January 1956

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Keeping Cows out of Wells

"IF THE cow falls into the well, get her out." This is an old American adage, and one we have been following in the educational world. Unhappily, one of the prices we've had to pay as a result of the depression, war, and sudden population growth, is the high price of fishing the cow out of the educational well. As a result, a kind of crisis atmosphere has surrounded American education.

The time has come, I feel, when we'd better devise means for keeping cows out of our wells. And one of the best ways of preventing the "crash" operation in education is to enlarge the national effort in educational research.

I am impressed with the fact that progress has been made in many fields of human endeavor much faster than in education. The farmer, the worker, the doctor—each has had his efficiency multiplied manyfold, largely because systematic and extensive research has made new knowledge available to him. His problems have been analyzed and possible solutions have been tried by careful, skilled men. Results have been painstakingly evaluated. Many ideas and projects have been unsuccessful, but search and research have continued.

The yield from one farm acre has been multiplied many times by what has been learned of soils and seeds. Diseases that long have cursed the human race have yielded to new drugs and vaccines developed through meticulous study. And technological developments have made human labor tremendously productive.

The Office of Education is convinced that the benefits of research should be as richly felt in the field of education.

For the immediate future we have plans to begin research in three major areas: Developing and conserving human resources, housing and staffing the Nation's schools, and the implications for education of our expanding economy and advancing technology. We shall enlist in these researches the active cooperation of our colleges, our universities, and our State departments of education; and we hope thereby to enlist the cooperation of educators everywhere in a concerted, careful study—on the most massive scale possible—of the basic problems of American education, present and future.

Basic, cooperative effort in this direction is one way, I am sure, of heading off many cows before they fall into the well.

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

OFFICE OF EDUCATION

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Address all *School Life* correspondence to CARROLL B. HANSON, Director, Publications Services, Office of Education, Washington 25, D. C.

Educational news

EVENTS AND DEVELOPMENTS

of national significance

AVA Convention

The 16 staff members from the Office of Education who attended the 49th annual convention of the American Vocational Association, held in Atlantic City, December 5–9, came away with some impressions that promise well for the future efficiency of vocational education:

- That a large number of persons other than vocational educators were attending the meetings, giving evidence of the public's growing interest in programs of vocational education.
- That there is a general awareness of the challenge posed by the technological advances of our age, and a widely expressed need for basic studies on the aims of vocational education.
- That vocational educators are convinced that the worker of tomorrow must be taught not only the manual skills but also the scientific principles that underlie the tools he uses and the equipment he installs.

Aviation Award

The Nation's highest award in the field of aviation education was given this year to a member of the Office of Education staff.

On the evening of December 17, at the annual Wright Day Dinner of the Aero Club of Washington, before a gathering of 2,000 people, Willis C. Brown, specialist in aviation education, received the Frank G. Brewer Trophy from the hands of Vice President Nixon.

Mr. Brown is the eleventh person (two of the recipients have been organizations: The Civil Aeronautics Administration and the Civil Air Patrol) to receive the trophy, which since 1943 has been awarded annually by the National Aeronautics Association to "the individual or organization which has contributed most to the development of air youth in the field of education and training."

In one phase of aviation education or another, Mr. Brown has been connected with the Office of Education since 1942. During World War II he developed aviation training programs in the public vocational schools; since 1947 he has served in the Secondary Education Section.

In 1954 Mr. Brown was chairman of the *ad hoc* Committee on Aviation Education, which formulated Government policy for the Air Coordinating Committee of the Department of Commerce. At present he is a member of the Civil Air Patrol's Education Advisory Committee and treasurer of the National Aviation Education Council. He is also the author of a school textbook, *Airplane Models and Aviation.*

Conferences on Accounting Handbook

Eight regional conferences are being held across the country this winter to minutely examine the manuscript of a handbook in financial accounting for the public schools.

The manuscript has come up the hard way. One year and two months ago, representatives of five national organizations for education decided on the scope and content of it; and subsequently it has been through several stages: Preliminary draft, examination by a committee, second draft, examination by the First National Conference on Financial Accounting for Local and State School Systems, and third draft.

It is the third draft that is now undergoing final scrutiny. Two of the regional conferences have already been held—in Washington, D. C., on January 9–11; in Boston, Mass., on January 16–18. The others will follow shortly: in Atlanta, Ga., January 25–27; Little Rock, Ark., January 30–February 1; Lincoln, Nebr., February 6–8; Salt Lake City, Utah, February 13–15; Spokane, Wash., February 20–22; and Chicago, Ill., February 27–29.

Each State has been invited to send to its regional conference one representative from its State department of education, one superintendent of schools, one school business officer, one school board member, and one rural school administrator.

Suggestions made at these conferences will be incorporated into a fourth and final draft, which will be submitted this spring to a second national conference on financial accounting.

In this project to develop a guide to uniform financial accounting for State and local school systems, the Office of Education has taken the leadership. Fred F. Beach, chief, State School Systems, is project director.

Teacher Exchange Again With France

Last month the Department of State notified the Office of Education that the teacher interchange program between the United States and France, which has been suspended during the

current school year, will be resumed in September 1956.

Announcement of this opportunity has been sent out by the Office to teachers who had applied for a grant to attend a special seminar in France next summer. Teachers interested in the exchange have been asked to inform the Office of their availability.

Cornelius R. McLaughlin, chief, Teacher Exchange Section, says that French school authorities will give preference to teachers who are under 40 years of age, hold a master's degree, and have no accompanying dependents. All applicants must furnish evidence of proficiency in the French language.

Four positions are in prospect, all for teaching of English in a French lycee.

Williamsburg Workshop

When the Study Commission of the National Council of Chief State School Officers (NCCSSO) met in Williamsburg, Va., December 1–7, for its seventh annual workshop, it heard three reports from the Office of Education.

Purpose of the reports: to inform the Study Commission on how far the Office has come in the three status studies it is making at the request of NCCSSO. Each study centers about the responsibility of State departments of education for one of the following: (1) Curriculum development, (2) school plant services, and (3) pupil transportation.

The studies have been under way since the summer of 1955, when the NCCSSO made its request, and will be completed this spring. The Study Commission will use them as a basis for the statements of principle and policy it will formulate on the three subjects.

Reporting for the Office were, on the first study, Howard Cummings, specialist, social sciences and geography; on the second, Nelson E. Viles, associate chief, School Housing; and on the third, E. Glenn Featherston, director, School Administration Branch, and secretary of the Study Commission's Planning Committee.

Also representing the Office were Fred F. Beach, chief, State School Systems; Ray L. Hamon, chief, School Housing; J. Dan Hull, director, Instruction, Organization, and Services Branch; and Helen Mackintosh, chief, Elementary Schools.

Dr. Beach was consultant to the Commission's committee on the responsibility of State departments of education for improving the administration of local school systems; Dr. Hamon, consultant to the School Plant Services Committee; and Dr. Hull and Dr. Mackintosh were consultants to the Improvement of Instruction Committee.

Science Education

For two days in mid-December, leaders in science and in teacher education sat down together in Washington to consider how the much-deplored shortage of scientists in this country could eventually be overcome.

The meetings were jointly sponsored by the National Science Foundation and the Office of Education. They brought together two organizations eminently well qualified to discuss the problem and to offer solutions: the American Association for the Advancement of Science (AAAS) and the American Association of Colleges for Teacher Education (AACTE).

One of the most significant accomplishments of the sessions, according to John R. Mayor, director of the Science Teaching Improvement Program of AAAS and chairman of the meetings on the first day, was that "action was taken to insure careful consideration of the possibility of a joint study on teacher education in science, to be sponsored by AAAS and AACTE."

Among those participating in the conference were John A. Behnke, associate administrative secretary, AAAS; Kenneth E. Brown, specialist for mathematics, Office of Education; S. M. Brownell, Commissioner of Education; Fred Cagle, Department of Zoology, Tulane University; John S. Coleman, Division of Physical Sciences, National Academy of Sciences; M. L. Cushman, dean, College of Education, University of North Dakota; Bowen C. Dees, National Science Foundation; W. L. Duren, Jr., dean, College of Arts and Sciences, University of Virginia; Carter V. Good, dean, Teachers College, University of Cincinnati; and L. D. Haskew, dean, College of Education, University of Texas.

Others were D. W. Houk, president, State Teachers College, Slippery Rock, Pa.; J. W. Jones, president, Northwest Missouri State College; Harry C. Kelly, National Science Foundation; John R. Mayor, AAAS; E. B. Norton, president, State Teachers College, Florence, Ala.; Edward M. Palmquist, National Science Foundation; Edward C. Pomeroy, executive secretary, AACTE; J. R. Rackley, Deputy Commissioner of Education; B. R. Stanerson, American Chemical Society; Oswald Tippo, president, Botanical Society of America, Department of Botany, Yale University; M. R. Trabue, dean, College of Education, Pennsylvania State University; H. D. Welte, president, Teachers College of Connecticut; Dael Wolfle, administrative executive secretary, AAAS; and Mark Zemansky, Department of Physics, College of the City of New York.

NCPT Members Meet With OE

Five representatives of the National Congress of Parents and Teachers met in Washington on January 20, making the sixth in a series of conferences between the Office of Education and national organizations with an overall relationship to education.

Visiting conferees were Mrs. Rollin Brown, California, president; Joseph A. Hunter, Maryland, vice president, region 2; Mrs. Clifford N. Jenkins, New York, chairman of legislation; Mrs. T. H. Ludlow, Illinois, vice president, region 4; and James H. Snowden, Delaware, treasurer.

1955 Fall Enrollment Survey of MEN AND WOMEN IN COLLEGE

ALL the returns are in, and the Office of Education is now publishing the final figures on the 1955 fall enrollment of college-grade students in the United States. Estimates given last month in *School Life* were based on returns from only 1,196 (64.4 percent) of the country's 1,858 institutions of higher education.

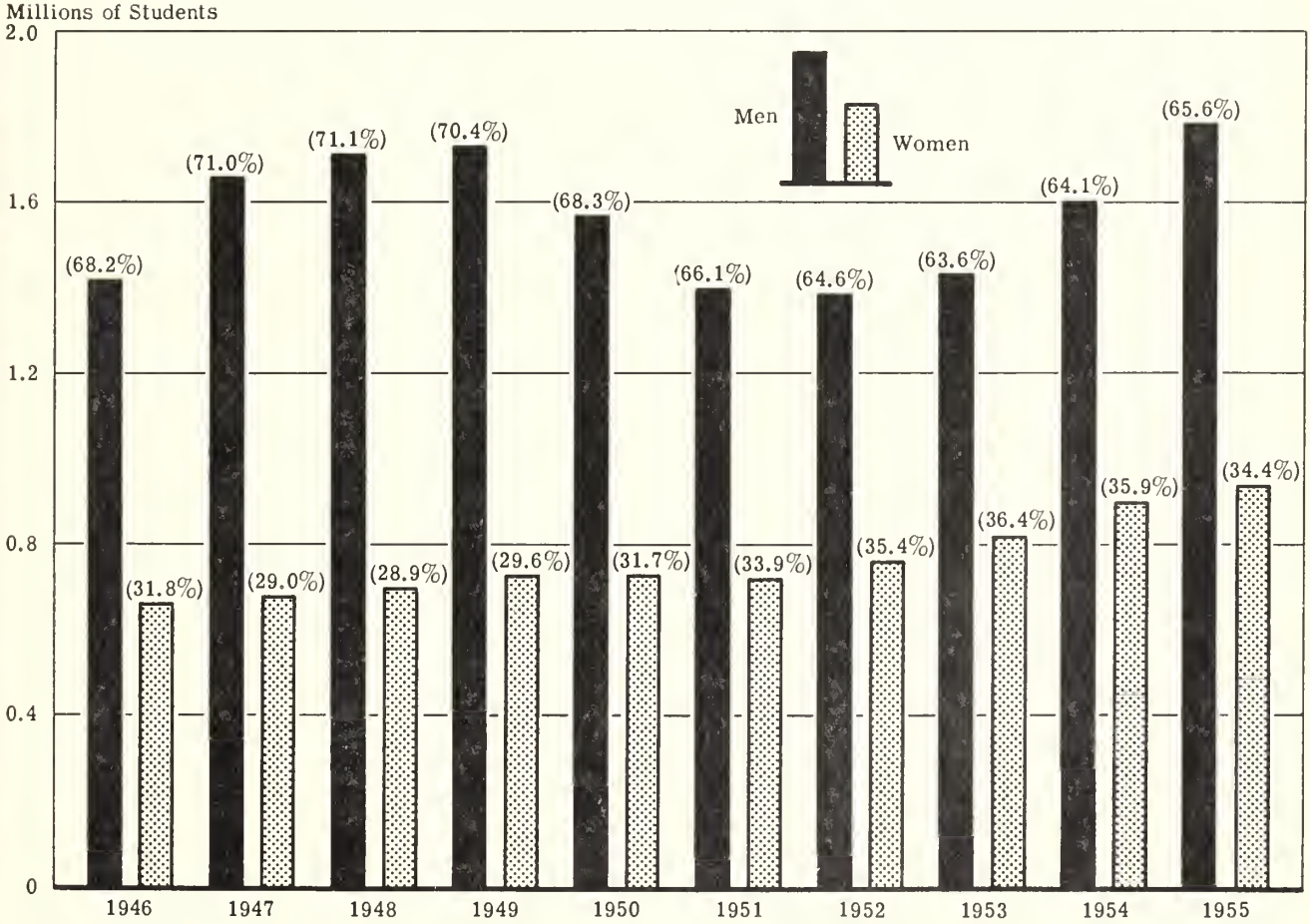
Enrollment has reached the highest total in our history—2,720,929. It tops both of our previous highs, being 8.8 percent more than in 1954 and 10.7 percent more than in 1949. It is the climax of 4 consecutive years of increases, with the last 2 years adding about ¼ million students each.

The eleventh consecutive annual report by the Office on the fall enrollment in higher education, prepared by William A. Jaracz, chief of the Statistical Services Section, will be off the press early in 1956. It presents data by sex of student, type of institution, and first-time enrollment. A summary of the report appears this month in *Higher Education*.

The 2-year decline (in 1950 and 1951) that preceded this 4-year increase was no doubt caused chiefly by a falling off in veteran enrollments. The subsequent increases, though augmented by the presence of veterans under the Korea GI bill, are mainly the result of a combination of more normal circumstances: High school graduating classes are growing larger; and the segment of population that is coming of "college age" is expanding, thanks to the upturn in our birthrate in the late 1930's. These are the cir-

continued on page 11

FALL ENROLLMENT OF MEN AND WOMEN IN HIGHER EDUCATIONAL INSTITUTIONS 1946-55



Office of Education cooperates in the national effort for AGRICULTURAL MIGRANTS

THE migrant child, like every other child in these United States, has a right to a good education, to the opportunity to become a well-adjusted, useful member of society.

But how to give him his due, how to give him a sense of belonging, of security, of accomplishment—that is a knotty problem. Moving, as he does, from State to State, sometimes as often as seven or eight times a year, the migrant child barely has time to feel at home in a new school with new teachers and new classmates—if indeed he enters school at all—before he must be taken away, to be subjected once more to the painful processes of adjustment.

No wonder that migrant children have the lowest educational attainments of any group in the Nation. No wonder that they enter school later than other children, attend fewer days, make the least progress, drop out of school sooner, and constitute the largest single source of illiterates.

What is more, they are many. No one has ever counted them all, no one has been able to; but employment records estimate the total migrant farm labor force at nearly 1½ million. Assuming, as some States do, that for every 7 migrant workers, there are 3 children of school age, we may well say that every year at least 600,000 children are being denied the privileges of a public school education, simply because they are always on the move.

OF COURSE the problem of how to educate the migrant child, along with other problems of the public schools, is basically the responsibility of the States and the local school districts. And at those levels thought and effort have long been expended toward a solution. But the Federal Government, too, has its responsibility in a situation that has become nationwide in scope and has taken on formidable proportions.

Federal Agencies Join Forces

The Office of Education, as the Federal agency concerned with the child in the school, for some years has been working to improve the educational opportunities for migrant agricultural workers. But it has not worked alone. Recognizing that the problems of the child grow out of the problems of his parents, the Office has joined forces with other agencies, in Government and out, that have an interest in the welfare of migrant families.

There are now two interagency groups in the Federal Government that devote themselves exclusively to the migratory laborer and his dilemma.

Committee on Children and Youth

The one that has been longer in existence is a subcommittee of the President's Interdepartmental Committee on Children and Youth. The subcommittee was set up in 1950 as the Special Committee on Migrants and Their Families; but in recognition of the fact that large aspects of the migrant program have been taken over by a more recently established committee, its name has been changed to the Subcommittee on Children of Agricultural Migrants.

Eleven members sit on this subcommittee, representatives of the Departments of Agriculture (Extension Service); Health, Education, and Welfare (Bureau of Public Assistance and Children's Bureau in the Social Security Administration, Office of Education, Public Health Service); Interior (Bureau of Indian Affairs); and Labor (Bureau of Labor Standards, Bureau of Employment Security, Wage and Hour and Public Contracts Division); and the Housing and Home Finance Agency. Office of Education representative is Paul E. Blackwood, specialist in elementary education.

Purpose of the subcommittee is threefold: (1) To give the member agencies a means of informing each other about their various programs for the well-being of migrants, (2) to stimulate better programs, and (3) to strengthen working relationships between the Federal Government and the State and local governments and organizations in solving a common problem.

Committee on Migratory Labor

The second interagency group is the President's Committee on Migratory Labor, established in August 1954. Its purpose is to stimulate and coordinate programs that will improve the *total* welfare of migrant laborers and their families. Members are the heads of the same five agencies that now are represented on the Subcommittee on Children of Agricultural Migrants.

An adjunct of this second committee is a working group made up of staff members of the five agencies; it carries out certain assignments necessary to implement the various programs of the agencies. Office of Education representative on this working committee also is Paul Blackwood.

Just now, the working group is planning for a meeting it will hold on January 26. One of the specific objects of the meeting is to define the role of the President's Committee in implementing a resolution that the Committee itself endorsed on October 20: "That the Committee place special emphasis upon the need for providing opportunities for the education of migrant children, and vocational

and fundamental education of youths and adults."

The working group has a number of subcommittees of its own, for housing, transportation codes, and so forth. For problems relating primarily to children it has the cooperation of the Subcommittee on Children of Agricultural Migrants, of the Interdepartmental Committee on Children and Youth. Thus, as the chart shows, that subcommittee actually serves both of the interagency committees.

Effort within HEW

Closer home, within its own Department, the Office joins with some of its fellow constituents—Public Health Service, Social Security Administration, Food and Drug Administration, Office of Vocational Rehabilitation, and Office of Field Administration—in the intramural Committee on Migratory Labor. This committee maintains coordination in program planning among the constituents, participates in the work of the Subcommittee on Children of Agricultural Migrants, and serves as liaison with the President's Committee on Migratory Labor. Joseph H. Douglass, assistant to the Assistant Secretary for Program Analysis, is chairman of this departmental committee.

Besides, the Office has its own working committee of four assigned to better education for migrants. It was established in 1951, at the time when the Office first began to give concentrated attention to the problem.

Since 1951, too, the Office has had a staff member continuously assigned, on a part-time basis, to the migrant problem. For a few months during 1952 a grant of funds from the President's budget gave the Office the help and leadership of a special consultant on migrant problems.

Some of the Office's specific activities have been carried out in cooperation with the National Council of Chief State School Officers. One of these was the arranging in 1952 of a series of four conferences on education for migrants, held along the four main routes of migrant labor. Another was the preparation of a directory of migrant-education coordinators in various State departments of education.

To explore ways in which satisfactory school records for migrant children can be transferred from school to school, the Office, in cooperation

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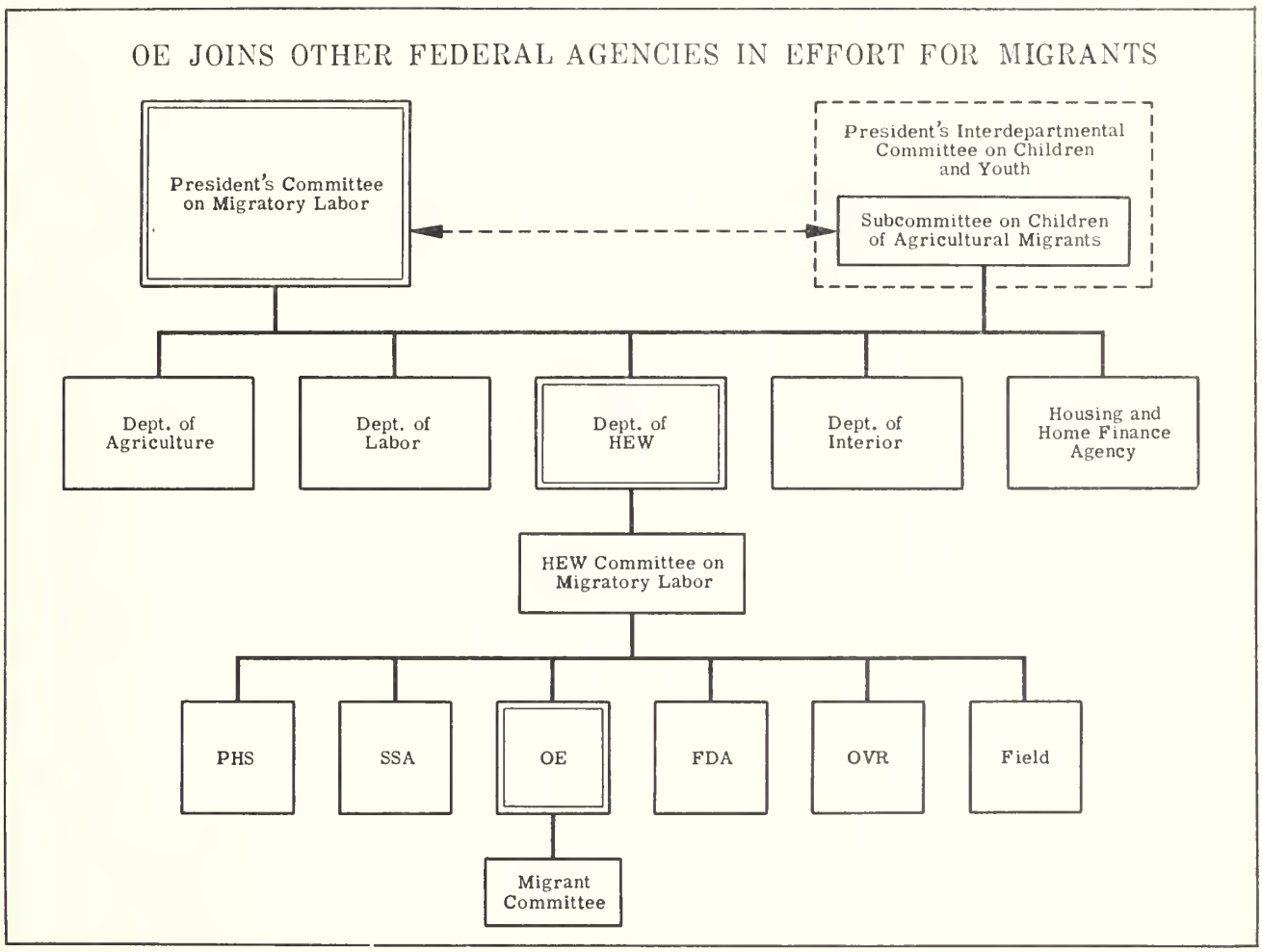

Technical Assistance

TRAINING PROGRAM

in the Office of Education

WHAT twelve Austrian educators saw and learned in the commercial schools they visited in the United States last fall probably will have a good deal to do with how Austria, in the next year or two, revises its commercial-education curriculums.

Under a project jointly worked out by their own government and the United States International Cooperation Administration (ICA), the twelve were sent to the United States in early October. Already their training programs had been developed cooperatively in Washington by ICA and the Office of Education. The project under which they came was one of several in which the United States has joined in the past few years for the purpose of assisting underdeveloped countries by sharing with them our technical knowledge.

Both the visiting educators and their government wanted to learn what we think are the best methods in business education; they felt that their own courses of study were inadequate to meet the needs of a changing economy; and they considered a visit to the United States schools and industries one of the best ways of obtaining a new perspective and ideas.

This team was composed of highly competent persons. Some of its members were directors, headmasters, or professors from the leading commercial schools in Austria. Others were university professors in departments of business education, representatives of the ministry of education, and provincial inspectors of commercial education.

During their 5 weeks in this country they visited schools and universities in 7 cities in the United States: Washington, D. C.; Wilmington, Del.; Columbus, Ohio; Urbana, Chicago, and Evanston, Ill.; and New York City.

In Washington they were oriented to business education in the United States by Office specialists. This orientation was supplemented by visits to a private business college, an insurance company that offers in-service training to its employees, and three high schools that offer full commercial courses.

In Wilmington they visited the city school system, which has an outstanding program for integrating studies in schools with practices in business.

In Columbus they had opportunities to see commercial education at three different levels: In the department of distributive education at the State university, in the division of business education under the State department of education, and in the city school system.

In Urbana, through the cooperation of the University of Illinois, they observed how a college of business operates, especially its department of distributive education. And from the business service of the State department of education they received a cross-section presentation of business education on the State and local level.

In Evanston, at Northwestern University, they visited the school of commerce and the department of business education; in Chicago they visited the Gregg School, also a part of Northwestern University.

And in New York City they saw the kind of cooperation that can exist between a school of business education and administration and various commercial establishments having their own training programs.

PLANNING this "course of study" for the Austrians—and for all other educational personnel coming to the United States under the technical assistance programs—is the responsibility of the Office of Education. Since 1951 the Office, through its Technical Training Section in the Educational Exchange and Training Branch, has cooperated with ICA and the various technical assistance agencies that preceded it.

The Office planned its first training programs for 9 participants from Afghanistan, Pakistan, and Brazil in the fall of 1951. Between September 1951 and November 1955 the Office planned and supervised the study, trips, and training in this country of approximately 1,300 foreign participants from 42 countries. The visitors represented almost every field of educational interest: Home economics, audio-visual education, engineering, physical and health education, labor relations education, counseling and guidance, educational statistics, and many others.

Before planning training programs, the Office first determines the qualifications of the visitors and the purpose for which they are coming. Once these two facts are clearly defined, the Office surveys the educational resources of the United States to find the ones that can best give the team the experience and knowledge they need.

"We do not limit their training to academic work alone in our efforts to secure meaningful experiences for them," says John W. Grissom, who heads the Technical Training Section of the Office. "We use all resources available that may give the participants a practical understanding of our educational programs and our society. We arrange to have them live in homes in rural communities and cities, or work in shops when feasible; or we place them in public schools for practical training."

Some trainees receive a combina-

tion of academic and practical training; others, academic training only. Some, like the short-term Austrian team, are best served by a trip that takes them to outstanding educational institutions or projects in the field in which they are studying. Cooperating with the Office this year in giving the visitors the training and information they seek are more than 200 colleges, universities, and trade schools. Many others receive participants for brief visits to observe classes and to consult with appropriate faculty members.

Length of stay for these participants ranges from 30 days to 4 years, but most of them spend from 6 to 12 months here. High-level missions, such as the French High Council for Industrial Education or the Belgian Mission on Vocational Education, visit for only a few weeks.

It is anticipated that between 700 and 800 foreign educators will participate in this training program during the fiscal year of 1956.

SUMMARIES OF OE PUBLICATIONS

CLERKS AND CUSTODIANS IN SCHOOLS

In what is believed to be a pioneer study, the Office of Education has provided information dealing with the numerical status of clerical and custodial staffs in all public high schools with an enrollment of 500 or more. *Clerical and Custodial Staff in Public Secondary Day Schools,* Circular No. 445, portrays current practice on assignment of clerks and custodians by size of school, type of school, and size of place.

Presented in 9 tables of basic information and 18 tables of derived statistics, the nationwide and State-by-State data should be of value in planning for the rapidly expanding enrollments about to be faced by the secondary schools in this country. By 1956 the population bulge with which the elementary schools have been struggling will have reached the junior high schools in full force.

The authors, Ellsworth Tompkins, specialist on large high schools, and Mabel C. Rice, supervisory survey statistician, having devised a tabular presentation that is clear and easy to read, have resisted the tendency to develop a lengthy textual review of the data. Seven of the 86 pages suffice to point out the highlights of information contained in the derived statistics; the rest are devoted to tabular presentation. The reader can scan the statistics for his own purposes.

Among other things, the report reveals that public secondary day schools enrolling 500 or more pupils:

——employ 10,668 full-time clerks, 10,096 of them women,

——average 2.4 clerks per school and 417.2 students per clerk,

——employ more clerks in cities of 10,000 to 15,000 population than in other cities,

——employ 26,347 custodians, 19,525 of them women,

——employ more custodians in senior high schools than in any other type,

——employ more men custodians in cities of 10,000 to 15,000 population than in other cities, and more women in cities of 1 million or more.

The authors emphasize that this is a report of numerical status only and express the hope that no one will interpret status as desirable practice.

The circular is sold for 55 cents a copy by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

TRAINING BETTER FARMERS

"A century ago there were approximately 85 people on the land to 15 others. This relationship is almost in reverse today with about 15 on the land to 85 others. A further decline in the number on the land is expected."

Beginning with this statement, Educational Objectives in Vocational Agriculture, *a 1955 Office of Education revision of a monograph published in 1940, proceeds to emphasize the increasing significance of the educational factor in the "race between efficient output or productivity per farmworker and the pressures of an increased standard of living and an increasing population."*

Only by the application of technological developments to agricultural techniques can the dwindling farm population, while maintaining a satisfactory way of life on the land, be enabled to meet the demands made upon it for the necessities of life by the ever-increasing nonfarm population. Along with the development of the technological aspects of agriculture, there is manifested the increasing need for training and education to impart essential technical skills and knowledge.

Not a course of study, this monograph is intended to lay down a series of guidelines for teachers to follow in developing vocational programs for high school students and out-of-school youth and adults—programs designed to train present and prospective farmers for proficiency in farming.

In order to achieve the aim of vocational education in agriculture in concert with the aims of public-school education generally, there are proposed seven major objectives of the former. An explanatory statement concerning each major objective is followed by a list of "contributory ob-

jectives," stated in terms of abilities required or helpful in attaining the major objectives. Suggestions for using the statements on objectives are offered in the concluding section of the monograph.

Intended primarily for use by teachers of vocational agriculture, the monograph should also be useful to school administrators, boards of education, and others who are concerned with programs of vocational education in agriculture.

Educational Objectives in Vocational Agriculture (*Monograph No. 21*) *has 14 pages and is for sale, at 15 cents a copy, by the Superintendent of Documents, United States Government Printing Office, Washington 25.*

STATISTICS OF NEGRO EDUCATION

I

Tremendous increases in the enrollment in Negro public high schools—that is one of the indications of the progress that Negro education in the Southern States has made during the past three decades.

In 1919–20, only 1.6 percent of the total enrollment in Negro public schools in those States was at the secondary level. By 1951–52 the proportion had risen to 15.1 percent—a much faster increase than the one that has occurred in the United States as a whole, where the proportion of pupils in secondary schools during the same period has no more than doubled.

Thus reports the Office of Education Circular No. 444, *Statistics of Public Elementary and Secondary Education of Negroes in the Southern States, 1951–52,** by Carol Joy Hobson, research assistant in the Research and Statistical Services Branch. The data it presents were obtained in the Office's 1951–52 Biennial Survey of Education in the United States.

It reports other signs of progress, too, in the separate Negro schools. The average school term has lengthened; the gap between teachers' salaries in white schools and Negro schools has narrowed; and the capital outlay for Negro schools has increased at an accelerated rate—in 4 States to such an extent that outlay per pupil in 1951–52 was higher in Negro schools than in white.

But, despite the recent extensive efforts to improve facilities for Negro pupils, in some States there is still a wide disparity between Negro and white schools, both in the annual current expenditure per pupil and in the value of school property per pupil.

Comparisons between white and Negro schools in the South are not the only ones presented in the circular. There are also comparisons between white and Negro schools in the same State, between Negro schools in different Southern States, and between public schools in the Southern States and public schools in the rest of the country.

II

For the Negro college in the United States, another circular, No. 448, *Statistics of Negro Colleges and Universities: 1951–52 and the Fall of 1954*, by Henry G. Badger, specialist in educational statistics, brings together a number of salient facts. Among them, these:

Of the 104 separate institutions maintained in 1951–52 for Negroes, 74 were universities, colleges, or professional schools; 13 were teachers colleges; 17 were junior colleges. Thirty-eight were publicly controlled. About two-thirds were fully accredited.

Resident undergraduates predominate more in Negro colleges (86.3 percent) than they do in colleges attended primarily or exclusively by whites (65.4 percent). Graduate degrees conferred by Negro institutions have been confined to master's or second professional; the doctorate has not been conferred as an earned degree, at least not through 1953–54.

Although Negro institutions in 1951–52 made up 5.7 percent of the total number of institutions of higher education in the United States, held 3.1 percent of the plant, incurred 2.5 percent of the current expenditures, and spent 2.9 percent of the totals for resident instruction and libraries, they accounted for only one-tenth of 1 percent of all research expenditures.

* * * * *

Each of these publications (the first, 18 pages; the second, 16) is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 20 cents a copy.

*The States are the 18 (including the District of Columbia) that, at the time the data were collected, maintained separate schools for Negroes on a statewide basis.

EDUCATION IN HONDURAS

Education in Honduras *is the latest study in the Office of Education's series on education in the American Republics.*

Prepared by Professor M. Weldon Thompson of Lynchburg College, Lynchburg, Va., the original study was edited by Marjorie C. Johnston, Office specialist in comparative education. Dr. Johnston has also added an appendix of programs of study in the Honduran schools, presented in 13 tables.

The bulletin is arranged in two sections.

Part 1 contains background information on Honduras, covering the topography; historical and political development; and the geographical, economic, and sociological conditions. The discussion is brief and directly related to the state of education in this Central American Republic.

Part 2 deals with public education as prescribed by the country's constitution, and with the organization of the national school system.

The educational opportunities in Honduras are set forth in sections on elementary, secondary, vocational, and higher education. Enrollment at the

various education levels is reported, and the facilities available are covered in some detail.

Educational efforts outside the public school system, such as the National School of Fine Arts and the National Center for Fundamental Education, are fully explained.

The 33-page report is well illustrated with a map of Honduras and photographs of many of the schools. It is available for 20 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

BEGINNING TEACHERS IN RURAL SCHOOLS

Beginning teachers in small rural schools have a median salary of only $2,700 a year. On the average, men get $300 more than women; high school teachers, $500 more than elementary. In academic preparation, men are better qualified: 73 percent of the men are college graduates, but only 28 percent of the women. Fifty-two percent of the men—in contrast to only 10 percent of the women—begin their teaching in a high school.

These are some of the facts that have come out of a pilot study made this past year by the Office of Education and reported in a circular entitled *Salaries and Other Characteristics of Beginning Rural School Teachers, 1953–54.*

The authors emphasize that their sample was small. For, though the survey covered 28 States and included 880 small rural school districts (defined as having fewer than 300 pupils), only 105 beginning teachers were found. Nevertheless the findings suggest that in small rural districts both salaries and qualifications of teachers fall below the averages that obtain in larger and urban districts.

The study at once focuses on two areas in American education that are in particular need of attention: Rural schools and teachers' salaries. This—and the fact that data on beginning teachers in rural schools are scarce—make the circular particularly interesting reading.

Single copies may be had free from the Office of Education, Washington 25, D. C.

MIGRANTS

continued from page 7

with several East Coast States, has developed and distributed a school transfer card. In the past 2 years 12,000 of these cards have been distributed for use; reports of their effectiveness are now coming in.

The Office also periodically distributes packets of materials on the education of migrants; they include such information as bibliographies, descriptions of good practices in situations dealing with migrants, inventories of State and Federal resources, and analyses of problems. About 250 persons regularly receive these aids.

Cooperation with Nongovernment Groups

Cooperation with a number of organizations outside of Government gives the Office further outlets for its services. One of its staff is a consulting member of the Migrant Project Board of the National Council on Agricultural Life and Labor. In addition the Office gives consultant service to several other organizations such as the Migrant Mission Board of the National Council of Churches and the Girl Scouts of America, both of which have programs for migrant children and families.

COLLEGE ENROLLMENTS

continued from page 5

cumstances that probably will make for continued increases in college enrollments in the years ahead.

For both men and women, enrollment is at an all-time high.

For men (1,784,000 enrolled) it means exceeding for the first time the record set in 1949, when veterans made up 34.9 percent of all college-grade enrollment.

For women (937,000 enrolled) it means the fourth consecutive year of setting a record. Behind the rise for women there is doubtless more than one reason. Certainly one of the biggest is the increasing prosperity in our country, which has made many more families able to send their daughters, as well as their sons, to college.

Percentagewise, this fall's increases are larger for men than for women—11.4 percent compared with 4.3. As records show year after year, most of the substantial changes in enrollment are caused by men and not by women, who are the more stable element in college enrollment totals.

VISIT THE OFFICE OF EDUCATION EXHIBIT,
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AASA convention, Atlantic City, February 18–23

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Administration of Public Laws 874 and 815, 4th Annual Report of the Commissioner of Education, June 30, 1954. $1.

Annotated Bibliography for Teachers of English as a Foreign Language. Bul. 1955 No. 3, 65¢.

Annual Report of the Office of Education, 1954 (*in* Annual Report of the U. S. Department of Health, Education, and Welfare, 1954). 75¢.

Biennial Survey of Education in the United States, 1950–52: *Ch. 1, Statistical Summary of Education* (30¢); *Ch. 2, Statistics of State School Systems* (35¢); *Ch. 3, Statistics of City School Systems* (45¢); *Ch. 4, Statistics of Higher Education* (in 2 sections, 35¢ each); *Ch. 5, Statistics of Public Secondary Day Schools* (35¢); *Ch. 6, Statistics of Libraries in Institutions of Higher Education* (25¢).

Children's Body Measurements for Planning and Equipping Schools. Special Pub. 4, 50¢.

Clerical and Custodial Staff in Public Secondary Day Schools. Cir. 445, 55¢.

Current Expenditures Per Pupil in Public School Systems, 1953–54: *Large Cities* (25¢); *Small Cities* (30¢).

Earned Degrees Conferred by Higher Educational Institutions, 1953–54. Cir. 418, 50¢.

Education Directory, 1954–55: *Part 1, Federal Government and States* (25¢); *Part 2, Counties and Cities* (35¢); *Part 3, Higher Education* (55¢); *Part 4, Education Associations* (25¢).

Education for Homemaking in the Secondary Schools of the United States. Special Series 4, 30¢.

Education for the Professions. $2.75 (buckram), $1.75 (paper).

Education in Honduras. Bul. 1955 No. 7, 20¢.

Education in the United States of America. Special Series 3, revised 1955, 45¢.

Educational Objectives in Vocational Agriculture. Voc. Mono. 21, 15¢.

Engineering Enrollments and Degrees, 1954. Cir. 421, 25¢.

Fall Enrollment in Higher Educational Institutions, 1954. Cir. 419, 30¢.

General and Liberal Educational Content of Professional Curricula: Architecture. Pam. 116, 15¢.

Girls' and Women's Occupations—Selected References, July 1948–September 1954. Voc. Bul. 257, 35¢.

Junior High School Facts—a Graphic Analysis. Misc. Bul. 21, 50¢.

Keystones of Good Internal Administration. Misc. Bul. 20, 15¢.

Programs Below the Bachelor's Degree Level in Institutions of Higher Education, 1953–54. Bul. 1955 No. 9, 25¢.

Public School Finance Programs of the United States. Misc. Bul. 22, $1.50.

Resident, Extension, and Adult Education Enrollment in Institutions of Higher Education: November 1954. Cir. 454, 30¢.

Salaries and Other Characteristics of Beginning Rural School Teachers: 1953–54. Cir. 446, 20¢.

School Shop—Learn Safe Work Habits Here! 10¢.

State Accreditation of High Schools—Practices and Standards of State Agencies. Bul. 1955 No. 5, 30¢.

State and Education. Misc. Bul. 23, $1.

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1954. Bul. 1955 No. 8, 25¢.

Statistics of Negro Colleges and Universities, 1951–52 and Fall of 1954. Cir. 448, 20¢.

Statistics of Public Elementary and Secondary Education of Negroes in the Southern States: 1951–52. Cir. 444, 20¢.

Strengths and Weaknesses of the Junior High School. Cir. 441, 40¢.

Summaries of Studies in Agricultural Education, Supplement No. 8. Voc. Bul. 256, 35¢.

Superior Pupil in Junior High School Mathematics. Bul. 1955 No. 4, 25¢.

Teaching as a Career. Bul. 1955 No. 2, 15¢.

Teaching Nutrition in the Elementary School. Nutr. Ed. Pam. 7, 25¢.

U. S. Government Films for Public Educational Use. Bul. 1955 No. 1, $1.75.

U. S. GOVERNMENT PRINTING OFFICE: 1956

SCHOOL LIFE

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

OFFICE OF EDUCATION

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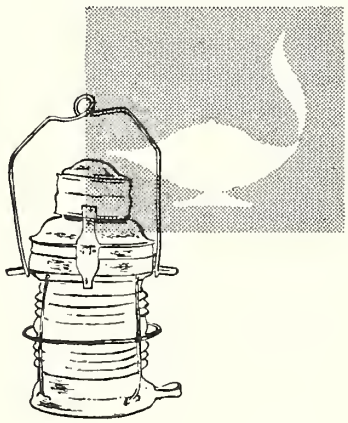
The LAMP



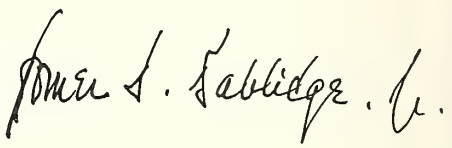
ONE of my favorite passages in Herman Melville's classic, *Moby Dick*, is found in an intriguing chapter called "The Lamp." It is a favorite of mine because it seems to offer reassurance to those who labor in the cause of learning.

On the surface, the passage has to do with whale men and lamps, but I have emphasized the words which seem to me to contain its essential significance:

"In merchantmen, oil for the sailor is more scarce than the milk of queens. To dress in the dark, and eat in the dark, and stumble in darkness to his pallet, this is his usual lot. But the whaleman, as he seeks the food of light, so he lives in light. *He makes his berth an Aladdin's Lamp, and lays him down in it; so that in the pitchiest night the ship's black hull still houses an illumination."*

Teachers, to my mind, are not unlike Melville's whalers, in the sense that the pursuit of knowledge also is an occupation that greatly brightens the personal lives of those who engage in it. *"As he seeks the food of light, so he lives in light."* What a heartening motto for all who serve the cause of learning and enlightenment! And yet, how seldom we stop to remind ourselves of that greatest reward we have in our work—living in light.

Imperfect as my light is, it gives me comfort to remind myself that to "stumble in darkness" might be the "usual lot" of many of us if it were not for the fact that we in education seek the "food of light," and thereby keep alive our own lamps of understanding, even "in the pitchiest night."



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Address all *School Life* correspondence to CARROLL B. HANSON, Director, Puhlications Services, Office of Education, Washington 25, D. C.

Educational news

EVENTS AND DEVELOPMENTS

of national significance

International Workshop

JUST NOW—from February 11 to February 25—50 leading teachers and school administrators from 9 Central American and Caribbean countries are in Rio Piedras, Puerto Rico, participating in a special teacher-development workshop. Through a series of seminars on the philosophy and principles of American education these educators are pooling their knowledge and experience to seek solutions to some common problems in primary and secondary education.

Besides the participants, who come from Costa Rica, Cuba, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, and Panama, 8 observers are present. These are members of the regular 1955–56 International Teacher Education Program who have just concluded 6 months of observation and study in the United States and who are now returning to their own schools in Cuba, Guatemala, Mexico, Panama, and Nicaragua.

The workshop is being administered by the Office of Education in cooperation with the United States Department of State and the University of Puerto Rico. Arrangements have been made by the Teacher Education Section of the Educational Exchange and Training Branch, Office of Education.

For the Retarded Child

MORE educational advantages for the mentally retarded child—that is the goal toward which a new project in the Office of Education is pointed. Director of the project is Viola Cassidy, on leave for 6 months from the Ohio State University, Columbus.

Dr. Cassidy's advisory committee has been appointed, to serve through June, and has already met once, on January 23–24. Members are Salvatore G. DiMichael, executive director, National Association for Retarded Children; Elizabeth Kelly, director of special education, public schools, Newark, N. J.; Samuel A. Kirk, director, Institute for Research on Exceptional Children, University of Illinois; Romaine Mackie, chief, Exceptional Children and Youth Section, Office of Education; Herschel W. Nisonger, director, Bureau of Special and Adult Education, the Ohio State University; and Harvey Stevens, Superintendent, State Colony, New Lisbon, N. J.

Education for Disaster

A HANDBOOK on civil defense for use in the schools throughout the United States moved another step closer to completion last month when 30 civil defense coordinators from 20 States and 5 "target-area" cities gathered in Battle Creek, Mich., for a civil defense education conference jointly sponsored by the Federal Civil Defense Administration Staff College and the Office of Education.

One of the big jobs for the conferees, the job that took all their time and attention during the last two days of meetings (January 19–20), was to examine the three preliminary bulletins that had been prepared in the civil defense pilot projects in California, Connecticut, and Michigan—textbooks entitled respectively *Civil Defense for Personal and Family Survival, Integrating Civil Defense Into the School Curriculum,* and *Civil Defense in the Classroom.* Appraisal and recommendation by the conferees was one part of the evaluation processes that the publications are now undergoing, another part of which is the actual testing of the publications in actual classroom use. Eventually, what is deemed best in each of the three will be brought together into one publication for distribution to all schools.

The first three days of the conference were spent in considering civil defense preparedness in schools from many angles, to cover both enemy attack and natural disaster—panic, evacuation, communication, shelter, and a dozen others.

For Teachers of Science and Math

THIS summer, selected high school teachers of science and mathematics will have opportunities on 14 college and university campuses to gather for intensive exploration of the professional challenge that faces them. Their tuition and basic expenses will be paid by grants from the National Science Foundation; stipends will vary from campus to campus.

Plans for these summer institutes have been worked out between each of the 14 educational institutions and a committee in Washington composed of representatives of the American Association for the Advancement of Science, Science Clubs of America, Inc., the National Science Foundation,

and the Office of Education. Office representatives are John R. Rackley, deputy commissioner of education and acting assistant commissioner for research; Kenneth E. Brown, specialist in mathematics; and Ellsworth S. Obourn, specialist in science.

Teachers who want information on an institute in astronomy, chemistry, mathematics, or the natural sciences may write to one of the following: For astronomy, William A. Calder, Agnes Scott College, Decatur, Ga.; for biology, Shelby D. Gerking, department of zoology, Indiana University, Bloomington, or Loren C. Petry, department of botany, University of Missouri, Columbia (the latter, for an institute to be held at the University of Utah, Salt Lake City); for chemistry, L. O. Binder, Jr., department of chemistry, Montana State College, Bozeman; for mathematics, Henry Van Engen, department of mathematics, Iowa State Teachers College, Cedar Falls, or Donald E. Richmond, department of mathematics, Williams College, Williamstown, Mass.; for natural science, L. F. Bailey, department of botany, University of Arkansas, Fayetteville.

Teachers interested in physical science, physics, or science in general may write to one of these: For physical science, Keith C. Johnson, department of chemistry, American University, Washington, D. C., or Donald C. Martin, department of physics, Marshall College, Huntington, W. Va., or Ralph T. Overman, special training division, Oak Ridge, Tenn.; for physics, Howard R. Anderson, University of Rochester, Rochester, N. Y., or Marsh W. White, department of physics, Pennsylvania State University, University Park (the latter, for an institute to be held at the University of Wyoming, Laramie); for general science, Paul C. Bailey, department of biology, Alabama College, Montevallo, or William H. Powers, arts and science extension, Pennsylvania State University, or H. B. Goodrich, department of biology, Wesleyan University, Middletown, Conn.

Institutes will be held at the colleges and universities named, except in the two cases explained in parentheses.

Facts—and an Error

WHEN the Office of Education *Fall 1955 Statistics on Enrollment, Teachers, and Schoolhousing in Full-Time Public Elementary and Secondary Day Schools* comes off the press in final form, sometime this month, it will revise the figures presented in the preliminary report in December. This is how some of them will read:

- Enrollment: 30,532,166, an increase of 3.8 percent over the fall of 1954.
- Number of classroom teachers: 1,135,930, an increase of 6.5 percent.
- Number of teachers with substandard credentials: 77,554, an increase of 3.7 percent.
- Number of pupils in excess of normal capacity of accessible publicly owned school plants in use: 2,262,434, a decrease of 3.2 percent.
- Number of classrooms scheduled for construction during the year: 67,098, an increase of 11.8 percent.

And this brings us to the correction of an error *School Life* made in its report of the preliminary statistics (December 1955, p. 7). In estimating what the scheduled classroom construction would do to relieve overcrowding, *School Life* stated that, in addition to taking care of next year's increase in enrollment (estimated at 1.3 million pupils), the new classrooms would accommodate "only about 50,000 of the pupils who now overcrowd their classrooms." *School Life* had dropped a cipher: it should have said, "only about 500,000."

End of a Term

FOR 242 visiting educators from 40 countries, this month marks the end of a 6-month grant in teacher education in the United States. From February 13 to 23 these visitors have been in conference in Washington, joining with specialists and program officers in the Office of Education to evaluate their recent experiences and studies. They are also being interviewed by the Voice of America and the international news press; and on February 23, the closing day of the 1955 International Teacher Education Program, they will be awarded their certificates.

The 6 months have been full. After orientation courses in Washington last fall, the grantees dispersed, in groups of about 20, to 10 college and university centers across the country, where they spent 3 months in study. Since January 4 they have been assigned individually to selected school communities in 24 States to observe and receive further training. Together, they have visited more than 6,000 public and private schools and as many communities in the 48 States and have made more than 8,000 talks to business and professional organizations.

VOD Winners

FROM more than 1 million contestants in this year's national Voice of Democracy contest, the judges have selected 4 winners: Jan Hogendorn, Oskaloosa High School, Oskaloosa, Iowa; Gabriel Kajeckas, Gonzaga High School, Washington, D. C.; Dennis P. Longwell, Herrin Township High School, Herrin, Ill.; and Isabel Marcus, Teaneck High School, Teaneck, N. J. This is the second straight year that the honor has gone to an Oskaloosa student.

This week the four are in Washington as guests of the sponsors—the National Association of Radio and Television Broadcasters, the Radio-Electronics-Television Manufacturers Association, and the United States Junior Chamber of Commerce. At a luncheon on Washington's birthday each receives a $500 scholarship check; Bradshaw Mintener, assistant secretary, Department of Health, Education, and Welfare (DHEW), is presenting the awards.

One of the judges of the contest, which is endorsed by the Office of Education and the Department of Secondary School Principals, National Education Association, was Herold C. Hunt, under secretary, DHEW.

Our Educational System

MESSAGE FROM THE PRESIDENT TO THE CONGRESS JANUARY 12, 1956

FOR several years now our educational system has been the object of intensified appraisal.

Signs of heartening progress have come to light. Among these are classroom construction at a higher rate than ever before; teachers' salaries increased in many communities; the number of small, uneconomical school districts reduced; substantially more young people preparing for the teaching profession; private gifts to higher education at new heights; support of education at all levels greater than ever before.

Encouraging as these advances are, they are not enough to meet our expanding educational needs. Action on a broader scale and at a more rapid rate is clearly imperative.

We still do not have enough good classrooms for our children. There is insufficient emphasis on both short-range and long-term research into the core of educational problems. We need examination and study, from a broad viewpoint, of the increasing needs of higher education. These lacks are magnified by an ever-increasing stream of student enrollment and the increasing complexity of modern society.

The White House Conference on Education

Two years ago the Congress approved my recommendation of a program to direct nationwide attention and action to our educational problems and opportunities. As a consequence, more than 4,000 State and local conferences were held throughout 1955. The White House Conference on Education, the first such conference in our history, was held last November. The work of the conferences has aroused the Nation. The final report of the White House Conference Committee should receive wide and serious attention.

Benefits already are apparent. About half a million people across the Nation, representing all segments of life, came to grips with the problems of education. The status of American education—where it is; the future of American education—where it should and can go—have been illuminated as perhaps never before. Most important of all, there has been a reawakening of broad public interest in our schools. The conferences helped to erase the corroding notion that schools were the other person's responsibility.

In our society no firmer foundation for action can be laid than common understanding of a problem; no more potent force can be devised for assailing a problem than the common will to do the job. For the improvement of our educational system, the people themselves have laid the foundation in understanding and willingness.

The Need for Federal Aid in Meeting the Classroom Shortage

The responsibility for public education rests with the States and the local communities. Federal action which infringes upon this principle is alien to our system. But our history has demonstrated that the Federal Government, in the interest of the whole people, can and should help with certain problems of nationwide scope and concern when States and communities—acting independently—cannot solve the full problem or solve it rapidly enough.

Clearly this is the kind of situation we face today in considering the school-classroom shortage. In the war and postwar periods school construction was drastically curtailed by shortages of materials. And then schools were filled to overflowing by the largest, most rapid enrollment increase in history. Today hundreds of thousands of children study under overcrowded conditions, in half-day or doubled-up school sessions, or in makeshift buildings not designed as schools. Further, many classrooms in use today are obsolete, inadequate—and each year more rooms become so. School enrollments will continue to increase rapidly over the years ahead—and this will require still more classrooms.

Against this backdrop of needs, States and communities are substantially increasing their classroom construction. But many communities simply do not have available lo-

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EDUCATION *and* RESEARCH

A 10-point program of cooperative research is formulated by the Office of Education for 1956-57

THE debt we owe to research is illimitable. Research has banished superstition and welcomed health, has shortened distance and lengthened life, has reduced risk and increased productivity. No matter what the progress, it has come to us because in every generation men and women devoted to the truth have acted on their faith that those who seek will find.

But seeking is not ended and research yet has far to go. Everywhere we are beset by questions that we cannot answer and by problems that we cannot solve. Especially are we thus beset in the world of education, where research hitherto has not been so assiduously engaged in or so generously supported as in the world of physical science.

AUTHORITATIVE information is being sought about education at every level. Federal agencies, national associations in commerce and industry, professional groups, State departments of education, local school districts, citizens groups—all are demanding more facts.

The extent to which the Office can satisfy this demand is the extent to which it can fulfill its basic obligations. Because research is the only way to get at the facts, the Office has formulated a cooperative research program for the coming fiscal year. It is directed by John R. Rackley, deputy commissioner of education and acting assistant commissioner for research, with the help of Alice Y. Scates.

The program has taken shape under authority granted by the 83d Congress, Public Law 531. Under that law the Commissioner is permitted "to enter into contracts or jointly financed cooperative agreements with universities and colleges and State educational agencies for the conduct of research, surveys, and demonstrations in the field of education."

The Commissioner's first step was to consult with specialists within the Office, asking them to identify what they considered to be the most pressing problems.

Next, in accord with the law, he sought the advice of educational research specialists "competent to evaluate proposals as to the soundness of their design, the possibilities of securing productive results, the adequacy of resources to conduct the proposed research, surveys, or demonstrations, and their relationship to other similar educational research already completed or in process."

COOPERATIVE RESEARCH PROGRAM proposed by Office of Education for fiscal year 1957

AREA A

Conserving and Developing Human Resources

✢PROJECT 1. Education of the mentally handicapped.

PROJECT 2. Development of special abilities of students.

PROJECT 3. Educational aspects of juvenile delinquency.

✢PROJECT 4. Retention and continuation of students in schools and colleges.

AREA B

Housing and Staffing the Nation's Schools

✢PROJECT 5. Staffing the Nation's schools and colleges.

✢PROJECT 6. College buildings—present status and future needs.

AREA C

Educational Implications of Expanding Technology and Economy

PROJECT 7. Implications of expanding technology for vocational education.

PROJECT 8. Educational problems resulting from population mobility.

PROJECT 9. Educational needs of low-income rural families.

PROJECT 10. Educational uses of television.

✢Projects on which the Office is doing research in the current fiscal year.

Early in 1955 he invited five specialists in educational research to be his advisers: Frank Hubbard, director, Research Division, National Education Association; Erick L. Lindman, professor of school administration, George Peabody College for Teachers; Willard C. Olson, dean, School of Education, University of Michigan; J. Cayce Morrison, director, Puerto Rican Study, New York City; and H. H. Remmers, director, Division of Educational Reference, Purdue University.

At their first meeting, February 14–15, 1955, they organized into the *ad hoc* Research Advisory Committee, with Dr. Morrison as chairman. Subsequently they have held two meetings, on October 11 and on January 6–7. At their last meeting they drew up a plan for a permanent committee of nine members.

Others outside the Office who have advised the Commissioner in formulating the program have been J. E. Butterworth, professor emeritus, Graduate School of Education, Cornell University; Samuel A. Kirk, professor of education, University of Illinois; Herschel W. Nisonger, director, Bureau of Special and Adult Education, the Ohio State University; John J. Lee, dean, Graduate School, Wayne University; Walter W. Cook, dean, College of Education, University of Minnesota; and J. W. Tilton, acting chairman, department of education, Graduate School, Yale University.

Now, after a year of planning and consulting, 3 major areas for research have been agreed on, and within these areas 10 major projects have been proposed. These, all shown in the chart on the preceding page, make up the cooperative program that the Office proposes.

These areas and projects have been identified within the Office, with the assistance of advisory groups. But in the future, it is hoped, suggestions will come from many parts of the country. All that is required of a project is that it meet three criteria. First, it must be expected to have a demonstrable value to education within a reasonable time. Second, it must be concerned with a problem in which progress has been delayed by wide gaps in knowledge. Third, it must have significance for the country as a whole.

CURRENT RESEARCH IN THE OFFICE

FOUR research projects now in progress in the Office of Education may be considered as preliminary to the proposed broad program of cooperative research that is presented on these pages. In fact, the four basic problems for which the Office projects were developed are included in the program.

Education of the mentally handicapped is a research area with high priority. We are said to have approximately 1 million children thus handicapped and 2 million to 4 million adults. For nearly all of them, education can make life more full and productive.

For this segment of our population the Office is continuing a study that has been going on since 1952 with the advice of leaders in special education from all over the country. Two State departments of public instruction—in Kansas and Wisconsin—have loaned members of their special-education staffs to hasten the completion of two publications scheduled to appear this spring: one is devoted to the competencies needed by teachers of mentally retarded children; the other, to the training of such teachers, from the standpoint of college programs and instruction. These publications are only part of a series reporting on the study.

Financial assistance to students is an aspect of the large problem of how to retain students in school. Data show that many students who are capable of finishing high school do not do so, and that an even larger number capable of finishing college do not even enter.

On the basis of considerable evidence that financial reasons loom large in nearly every decision to leave school, the Office is undertaking a study of financial assistance that is available to students in higher education. By the end of the year it plans to have surveyed the literature on financial assistance to college students and prepared an annotated bibliography, made a survey of scholarships and fellowships provided through colleges and universities and by State and local governments, written a handbook on available scholarships, and prepared a plan for a series of institutional case studies of scholarship programs.

The Commissioner has appointed an advisory committee of 5 college and university administrative and student-aid officers to consult with Office staff in charge of the project.

Staffing the Nation's schools and colleges is the single most serious problem in education today. It promises to continue to be so for the next 10 years.

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AFTER 5 YEARS . . .

2 laws have provided nearly $900,000,000 to help build and operate schools

TWO LAWS provide for Federal aid to school districts that feel the impact of Federal activity in their vicinities. They are Public Laws 874 and 815, both passed in September 1950 and now half-way into their sixth fiscal year.

For the 5 fiscal years that lie behind, the Congress has appropriated nearly 900 million dollars to make those laws serve their purposes. What has been accomplished with the funds is the subject of a report submitted this month to the Congress by the Commissioner of Education, who is charged with administering the laws.

PUBLIC Law 874 authorizes Federal contributions toward the *operating costs* of public elementary and secondary schools in districts that feel the Federal presence in one or more of these ways: As a loss of revenue through the tax-exempt status of Federal properties; or as added school costs either (1) because of the attendance of children who live on Federal property or whose parents are employed on such property or (2) because of a sudden and substantial increase in school enrollment growing out of Federal-contract activities.

In every year since the law was passed, the number of eligible school districts and the amounts to which they are entitled have grown, and the size of the appropriation has increased:

Year	*Eligible districts*	*Entitlements (Millions)*	*Appropriation (Millions)*
1950–51..	1,171	$29.7	$29.1
1951–52..	1,762	47.8	51.6
1952–53..	2,212	57.7	60.5
1953–54..	2,524	71.9	72.3
1954–55..	2,683	75.2	75.0

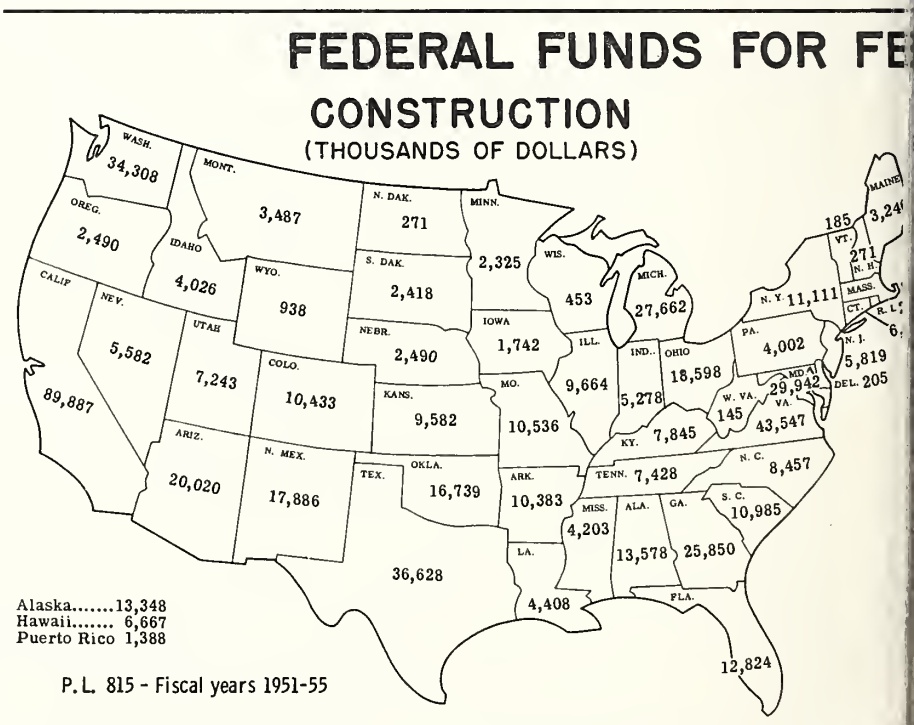
The entitlements for 1954–55 exceeded the funds appropriated by approximately $165,000. Consequently it was necessary to prorate the final payments to eligible districts at 99.5 percent of their entitlements.

Entitlements are based on approximately 910,000 "federally connected" children in average daily attendance. But, since the recipient districts may use the Federal funds for all current operating expenses, all the pupils attending those schools—6 million of them—are benefited. The districts receiving assistance last year enrolled about one-fifth of all elementary and secondary pupils in the Nation.

In the first 5 years of the law the Federal contribution per federally connected child has risen 29 percent, from an average of $58 in 1950–51 to $75 in 1954–55.

"Federal payments in 1954–55," says the report, "constituted on the average about 5 or 6 percent of the total operating budgets in the eligible districts, whereas the federally connected children who were counted for entitlement purposes constituted approximately 16 percent of the school children in the eligible districts."

The report tells of a study carried out in 1955 to compare federally affected school districts with other districts. "School districts receiving assistance under Public Law 874," it concludes, "seem to be growing in attendance at about twice the rate of other districts throughout the country. At the same time, per-pupil expenditures in federally affected districts have been increasing at a faster pace than those for the Nation as a whole. In 1950–51 the average per-pupil cost in all federally affected districts was $178; in 1955 it amounted to $241.50, an increase of approximately 36 percent. [The national average in 1950–51 was $224; in 1954–55 it probably approximated $280—an increase of 25 percent.]"



In measuring the effects of the law, the Office of Education's Division of School Assistance in Federally Affected Areas reports that the law has aided eligible districts to keep up with the increasing needs of their rapidly expanding school populations. At the same time, State and local funds in the affected districts have increased in even greater proportion to meet the growing educational expenses.

Public Law 874, which was first enacted for 4 years, has been extended twice—to June 30, 1956, by Public Law 248, and to June 30, 1957, by Public Law 382.

PUBLIC LAW 815 provides funds for *building* schools in areas affected by Federal activities. Unlike Public Law 874 it does not yield easily to a year-by-year measure of what has been done under it. Rather, its data of accomplishments are cumulative.

The law has four titles. For the purposes of this discussion, Title I can be ignored, for it deals with another aspect of school facilities entirely. Title II covers the school-construction program for the 2-year period for which it was first enacted—to June 30, 1952. Title III covers it for the two extensions that the law has since been given (to June 30, 1954, by P. L. 246, 83d Cong., 1st sess., and to June 30, 1956, by P. L. 731, 83d Cong., 2d sess.). Title IV, which was added by Public Law 246, provides for assistance to school districts educating large numbers of children (most of them Indians) who live on tax-exempt Federal property. First enacted to extend to June 30, 1955, Title IV was subsequently extended to June 30, 1956, by Public Law 382, 84th Congress, first session.

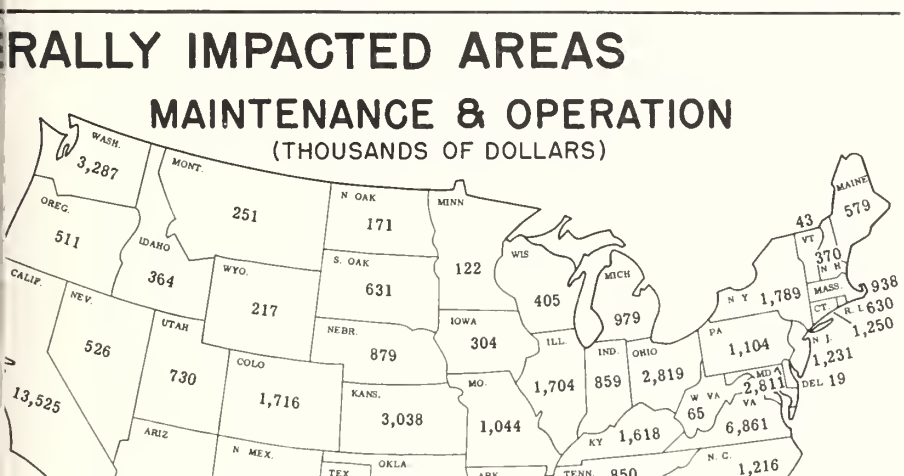
Under Title II the appropriation was $341,500,000. In 740 school districts receiving funds 1,222 construction projects were approved: 584 new schools (420 elementary and 164 secondary); 587 additions; and 51 auxiliary projects. As of August 31, 1955, all but 84 of these had been completed and were in use; the others were rapidly nearing completion. In addition to these projects in local educational agencies, 99 projects were approved for children who live on Federal property and for whom no local agency is able to provide facilities. These projects will provide 1,280 classrooms for 36,381 children; all but 15 have been completed. Still another accomplishment under Title II is the construction of 20 completed temporary projects—almost all near atomic energy installations—for approximately 8,833 children.

The appropriation for Title II was not adequate to pay all the entitlements under it—in fact, it was $99 million short. The 83d Congress, therefore, in its second session, appropriated $55 million more (P. L. 357) to pay about 60 percent of the amounts still due. Under this law, 405 districts reapplied for their remaining entitlement on 503 eligible projects. For 307 of the projects the districts requested reimbursement; the other 196 projects were new construction.

Under Title III the total appropriation is $217 million, including $4.5 million left over from Title II (of the total, $20 million has been reserved for Title IV). As of last August, 445 applications had been found eligible for assistance under the first extension of Title III; and 340 under the second extension, with final action yet to be taken on 33 applications. The 934 projects approved under these applications will provide 7,708 classrooms for 230,359 children. As of the end of last August, 88 were finished; of 389 others under way, 257 were close to completion. Forty-four projects on Federal property also have been approved, and 12 projects for temporary facilities.

Under Title IV, 80 school districts, most of them in Oklahoma, New Mexico, Montana, Arizona, and Minnesota, have been found eligible for assistance. At the end of last August $16,102,900 had been allotted to 91 projects for housing 18,645 pupils.

More than Federal money has gone into the projects that have been constructed under Public Law 815. Local school districts not only have borne the cost of sites and off-site improvements, but also have contributed funds to the extent of $210 million—about 30 percent of project costs.



GUIDANCE *and* STUDENT PERSONNEL SERVICES

In a rapidly developing phase of education the Office provides a national service

GUIDANCE and student personnel services have come into existence within the past 30 years. More recently these services have become identified with educational institutions, where their growth has been rapid. The growth has occurred both through the expansion of services that already existed and through the initiation of services in schools that had never had them before. What is more, it has taken place at all levels, from the elementary school to the college and university.

Why this sudden growth of guidance and student personnel services in the schools? No one answer can be given to the question, for many factors have contributed to the development. The complexity of the machine age, with the accompanying impact it has made on the lives of people, has been one influence. Another has been the rise of the mental health movement, which is based on a philosophy that makes guidance and student personnel services a necessity.

The increase in the number and kinds of courses now offered in both high school and college poses problems of choice on which the student of today needs more than casual assistance. And decisions, even those in college, are not final but are subject to change as occasion rises. For example, the selection of a college major presents problems in which decisions must be made sooner or later. A graduate in law may become a practicing lawyer; but he finds that he also meets the academic requirements for an FBI agent. He may have several opportunities offered for employment and must make his own decision as to the one most appealing or most practical.

Whether the problem has its origin in the home, the school, or society, the end product of all the motivating forces, however, has been an emphasis on understanding the individual and developing an educational program that will meet his needs.

It is, of course, the aim of the entire educational process to assist the individual in attaining his maximum development. Although the teacher must assume major responsibility for this development, it is not reasonable to expect him to be competent in a field that has become technical.

For it *has* become technical. Counseling techniques such as standardized tests, rating scales, sociometrics, interest inventories, and other techniques for appraising the capacities of the individual have become the necessary tools of the field. And the effective use of these tools requires special training.

Compared to the other established disciplines, guidance and student personnel work is a recent field and is still experiencing unavoidable growing pains. There are not enough specialists being trained to meet the demand for counselors. There is still a controversy as to the type of preparation that specialists should have. Organization and administration problems are ever present. Even the lack of a standardized nomenclature presents many difficulties.

But because the trend in the use of guidance and student personnel services has been persistently upward, there is every reason to believe that the demand for these services will increase in the future. The problems of our times—the growth of juvenile delinquency, the disturbing transitions that go with automation, the complexity of life in general—all call for counselors who understand both the problems and us.

A PROGRAM as comprehensive and diversified as guidance needs many agencies and groups to help in the solution of problems. It is for this reason that the Office of Education has established its Guidance and Student Personnel Section.

This Section, a part of the Division of State and Local School Systems, has the responsibility of working with guidance and student personnel programs at all educational levels. At present the professional staff is composed of Frank L. Sievers, chief, and four specialists—Paul MacMinn, David Segel, Royce E. Brewster, and Walter J. Greenleaf.

Stating it broadly and briefly, the Section serves the cause of guidance and student personnel work by (1) assisting local and State authorities to initiate or expand services suitable to their needs, (2) cooperating with all interested public and private schools and agencies, (3) serving as a clearing house for information especially adapted to school use, and (4) preparing and issuing professional materials.

The Guidance and Student Person-

nel Section is an overall service for guidance workers who deal with individuals—a national service. Such a service cannot offer individual counseling, but aims to provide assistance to programs which in turn deal with the individual. Persons who request individual assistance are referred to their appropriate local agencies.

Examples of ways in which the Section serves programs include preparation and distribution of printed pamphlets and leaflets pertaining to occupations, guidance programs, bibliographies, lists of guidance officials, testing programs, and so forth. The staff does continuing research on such selected guidance areas as the problem of "drop-outs," financial aids in colleges and universities, building needs for guidance services, and summer and academic-year offerings in colleges and universities.

Every year thousands of letters from all parts of the United States come to the Section, requesting all types of services. Because they follow a general pattern—that is, because the same questions tend to be asked over and over again—the Section has been able to prepare duplicated or printed materials that will make adequate answers. In these materials, gathered through considerable research, more information can be given than would be possible in a letter.

A few examples of the requests that come in show the variety of information that is sought:

From a guidance director in a junior high school: What are the best types of tests? What are the ideal guidance programs in the junior high schools throughout the country?

From a supervisor of education for veterans: We are organizing a new phase of our program and want information on correlational studies.

From a veteran: Can I get any facts and figures from a State organization about the relationship of superior intelligence to mental disorder?

From a mother: Is there a school for a 13-year-old boy who is mentally normal but rebellious and reluctant to accept discipline?

From another mother: My son is interested in television. What school offers the best course in television announcing, and how much does it cost?

From a college administrator: We will welcome materials to use in giving guidance to the high school students who visit our campus every year.

From a manufacturers association: We need vocational guidance information, particularly on the junior high school level.

From a school superintendent: What materials can you supply that we can use in our new vocational guidance unit for 10th graders?

From a counselor: Please send me information that I can use to help teen-age girls plan their vocations.

From an elementary teacher: What is the outlook for guidance work in New England, New York, and California? I am working toward a master's degree in guidance and am interested in finding employment in one of those areas.

Standard replies to these letters consist of free pamphlets from these two series: GUIDE LINES, which includes such titles as *Directory of Counselor Trainees* and *State Testing Programs and Services;* and GUIDANCE LEAFLETS, which includes such titles as *Choosing an Occupation, Medicine as a Career, Psychology as a Career, Buyer, Florist,* and *Engineering.*

CURRENT RESEARCH

continued from page 7

Effective programs to alleviate the serious shortage of teachers can be developed only on the basis of reliable fundamental data regarding the social, economic, and professional status of teachers at all levels in the profession. During the rest of the fiscal year the Office of Education research project in teacher personnel will do the following:

design and try out a questionnaire concerning the social, economic, and professional status of elementary and secondary school teachers;

plan a questionnaire to collect similar data from college and university professors;

plan an interview procedure to secure data that cannot be elicited by questionnaire;

make a compilation of the last 10 years of research in teacher personnel;

plan procedures that will insure a statistically representative sample of all teachers throughout the United States.

College buildings—present status and future needs—is a subject for research that grows out of three major factors: The current backlog of shortages, the increasing number of students who are seeking admission to colleges and universities, and the plans of the various educational institutions for adjusting to the problem.

To measure these factors, the Office, with the assistance of an advisory committee of college officials, is developing a survey instrument. After it has been tested and revised, early this spring, the instrument will be sent to all institutions of higher eduation in the country.

Meanwhile the Office is acquainting college officials with the scope and purpose of the project, through regional and national organizations concerned with college administration. Cooperative arrangements are being made to provide for the collection of data that may not be readily available in certain types of institutions.

EDUCATIONAL GOLD IN WASHINGTON

THERE'S gold in the hills along the Potomac—or rather in the U. S. Government buildings that top these hills—and the gold is not in bullion, stored out of sight far below ground, but in a wealth of educational materials available now for school and college use.

The variety of these materials is almost unbelievable. Consider the "best-sellers" of Government publications, topped by *Infant Care*, which has sold more than 10 million copies, and including *Your Federal Income Tax* (with its annual spring appeal), *Survival under Atomic Attack*, *Light Frame House Construction*, *Know Your Money*, *and Postage Stamps of the United States, 1847–1955*!

With films, as with publications, the resources of our Government are fabulous. The fact is demonstrated in a new catalog, *U. S. Government Films for Public Educational Use*,* compiled by Seerley Reid, Chief of the Visual Education Service in the Office of Education, with the Assistance of Anita Carpenter and Annie Rose Daugherty. The catalog describes and locates 4,500 separate motion pictures and filmstrips.

In titles, the Government films listed range from the terse "Chisels" to the lengthy and definitive "Dynamic Stability and Control Characteristics of a Cascade-Wing Vertically Rising Airplane Model in Take-offs, Landings, and Hovering Flight." In subjects, the films extend from ACTH to Zoology and treat such a variety of subjects as *Electronics*, *Elephantiasis*, *Ellice Islands*, *Embolism*, *Embryology*, and *Emotions*.

As Chapter I of the catalog explains, the distribution of Government films is complex: each agency, having produced its films for a particular purpose and audience, uses those distribution methods best calculated to reach this audience and effect this purpose.

Recognizing the complexity, to most film users, of the pattern of distribution, the authors of *U. S. Government Films for Public Educational Use* specify exactly how and where each film may be obtained. The catalog notes, for example, that the film *Realm of the Wild* can be borrowed from the Forest Service, rented from Department of Agriculture film libraries, and purchased from United World Films; and gives the addresses of these various sources.

The Office of Education recognizes the necessary specialization of Government films and the autonomy exercised by individual agencies in the distribution of their particular films to segments of the population and, in certain instances, such as the U. S. Information Agency, to foreign populations. At the same time, the Office believes, indeed knows, that many Government films produced for specific programs also have values and uses in various informal educational groups. With this conviction, it has initiated and followed three courses of action designed to bring Government films to the classroom; in a way, *U. S. Government Films for Educational Use* is a monument to the success of these endeavors. Succinctly, these three achievements have been (1) the cataloging of information about all Government films available to the United States public, (2) effecting the release for public use of films not made for such use, and (3) establishing a mechanism whereby schools, colleges, and others can purchase, at nominal prices, copies of Government films.

There are some who believe there should be a control source for all films of the Federal Government—a single film library to handle the distribution of all 4,500 films so that users would need to write only to this library. Such a proposal, plausible as it may sound, ignores the basic rationale of the Government's use of films (and of other communication materials). Government agencies make films not simply to provide projection materials to schools, colleges, and other public audiences, but to implement certain specific programs that are authorized by Congress and for which funds are provided by Congress. Films are tools to be used toward the achievement of the particular program objectives. Their audience and the means of reaching this audience depend upon the programs of which they are an integral part.

Cataloging

The Office of Education has almost continuously taken the lead in cataloging information about the films of the Government. It prepared and issued, in 1940, a *Directory of U. S. Government Films* and, in 1945, *U. S. Government Motion Pictures and Filmstrips*. Parenthetically, requests still come in for these publications although one has been out of print for 15 years, the other for 10 years. It was in 1950, however, that the Office securely assumed leadership in this field. By direction of the President, all executive agencies were requested to furnish on a continuing basis information about their nonclassified films to the Office of Education. (This directive was rescinded in 1954 simply because there was no longer any need for it. Reporting procedures had been established on their own merit). And in 1951, the Office of Education and the Library of Congress entered into a coopera-

*For sale by the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at $1.75 a copy.

tive agreement whereby the Office would furnish specified information about all Government films available for public educational use to the Library, and the Library would print and distribute 3 x 5 catalog cards for these films. The cooperative cataloging service is now firmly established, and Library of Congress cards are available for some 5,000 Government films. These cards provided the basic material for the catalog, *U. S. Government Films for Public Educational Use*, and for a more specialized catalog, *U. S. Government Films for Television*, being prepared by the Office Visual Education Service.

Releasing Films

Some Government agencies produce films for audiences other than the United States public and are either forbidden or reluctant to use their funds to distribute their films to schools and colleges and other educational institutions. Yet many of these could be used profitably in our schools. Such training films of the Armed Forces as "The Basic Principles of Frequency Modulation" have equal usefulness in civilian education. Likewise, films made for overseas use portraying aspects of American life—the Southwest, for example, in "And Now Miguel"; children using public libraries in "The Impressionable Years"—can and should be shown to United States audiences. In order to make such films available for public educational use, the Office agreed to act as releasing agent and so entered into agreements with the Armed Forces and the U. S. Information Agency. By this service, some 1,000 films not made for United States public use became available to United States education.

Sale of Films

Many schools and colleges and libraries wish to buy prints of Government films for their permanent retention and use. To a large extent, the sale of such films is now handled by United World Films, Inc., New York, under a competitive bid contract awarded by the General Services Administration. Two-thirds of the 4,500 titles in *U. S. Government Films for Public Educational Use* can be purchased from this concern. The Office of Education originated this method of selling Government films in 1941 as a means of distributing its own training films which by Congressional action were distributed on a sales basis only. Over the years this method has been so successful that today some 20 different agencies are selling their films through the Government's overall contract, and the Office of Education administers this contract under authority delegated by the General Services Administration.

Through these three services—cataloging, releasing, and selling Government films—the Office of Education through the Visual Education Service has uncovered and made available for public use some of the educational materials of our Government. Next come similar services for maps and charts, photographs, facsimiles of famous documents, and other visual teaching materials. Did you know that you can buy a topographic quadrangle map of your community for 20 cents from the Geological Survey? Or an 18-x-22-inch reproduction of the original Declaration of Independence from the National Archives for 50 cents? There's educational gold in Washington for your use.

PRESIDENT'S MESSAGE

continued from page 5

cally the resources needed to cope both with the legacy of shortages from past years and with future needs. Unless these communities get help, they simply cannot provide enough good schools. The best estimates indicate that, on a nationwide basis, the current rate of construction only a little more than meets each year's new enrollment and replacement needs. This rate barely dents the large accumulation of needs from past years.

The rate of classroom construction must be further increased, as the White House Conference on Education asked, by a greater combined effort of local and State governments. And the Conference concluded that Federal assistance also is necessary. The facts support this conclusion.

The Administration's Proposals

A year ago I proposed a Federal program designed to aid the States and communities in overcoming the classroom shortage. The Congress has not yet enacted legislation. In the light of a full year of further experience and study, in the light of congressional hearings and the White House Conference on Education, I now submit a revised and broadened program to meet our pressing classroom needs. I propose—

A program of Federal grants amounting to $1,250 million, at a rate of $250 million annually for 5 years, matched with State funds, to supplement local construction efforts in the neediest school districts.

A program to authorize $750 million over 5 years for Federal purchase of local school construction bonds when school districts cannot sell them in private markets at reasonable interest rates.

A 5-year program of advances to help provide reserves for bonds issued by State school-financing agencies. These bonds would finance local construction of schools to be rented and eventually owned by the local school systems.

continued on next page

A 5-year, $20 million program of matching grants to States for planning to help communities and States overcome obstacles to their financing of school construction.

If speedily and fully utilized, this Federal program, added to the increased basic efforts of States and communities, should overcome the Nation's critical classroom shortage within 5 years. Once this shortage is overcome, the Federal-grant program can and must terminate. The States and localities should then go forward, without Federal funds, to meet their current and future needs. Present construction levels indicate their ability to do this.

I am confident the Federal Government with this program can help construct schools without in any way weakening the American tradition that control of education must be kept close to the local communities. Any legislation enacted should embody this principle.

Essential Principles in Federal Grants

I strongly urge the Congress, in providing grants for school construction, to follow certain principles, which are indispensable if Federal aid is to serve the cause of American education most effectively.

The first broad principle is that Federal grants must not reduce the incentive for State and local efforts—but rather should stimulate an increase in such efforts. If Federal funds are used merely to replace funds which otherwise would or could be provided at State and local levels, there is no net gain of schools for our children. I propose, therefore, that Federal grants be matched by State appropriations. Because many of the State legislatures will not have a session this year, I recommend, in order to speed the program at the outset, that during the first year of the 5-year period the matching of Federal funds may be by either the States or by local school districts. The requirement for State matching will result in a larger total program of school construction, and will assure active participation of the States in improving laws relating to financing of school construction, as well as sound administration of the program.

Furthermore, I propose a formula to reduce the proportion of Federal funds for those few States which are noticeably lagging, behind their ability, to support their public schools. This feature should act as an incentive for the lagging States to increase their effort.

Another fundamental principle is that Federal funds, under this type of program, should be distributed according to relative need. We must recognize that some States have more financial resources than others. We must recognize that a weakness in education anywhere is a weakness in the Nation as a whole. Federal appropriations will most quickly accomplish the most good if a relatively larger share of Federal funds is distributed where local and State resources are least adequate to meet classroom needs.

I propose that this principle be fulfilled in three ways: First, in distributing Federal funds, larger amounts per school-age child should be allotted to States with lower income per child. Second, in fixing matching requirements, States with lower income should not be required to put up as large a proportion of funds as higher income States. For the Nation as a whole, the total of State matching funds would approximately equal the total of Federal funds. Third, as the States distribute these funds, the highest priority should be given to school districts with the least economic ability to meet their needs.

Credit Support for School Construction

Some school districts find difficulty in marketing bonds to finance needed school construction. To meet this situation, I again recommend that the Congress authorize Federal purchase of local school-construction bonds unmarketable except at excessive interest rates.

Some school districts, however, are unable to raise capital funds needed for school construction because of bonding limits. To encourage school construction in these districts, as well as in districts where construction would be speeded by the lease-purchase method, I propose again that Congress authorize advances to the States as a reserve for bonds of State school-financing agencies.

Several States have made marked progress in building schools through State agencies which issue long-term bonds to finance school construction in the districts. The school district leases the new building. Revenue from rents is used by the agencies to retire their bonds. After the bonds have been paid, title to the school is transferred to the local district. The program of Federal support is aimed at helping more States start such school-financing agencies, and thus at helping local districts overcome barriers to building more schools.

The credit support for bonds of communities and State agencies, taken together with the planning grants, should help the States and communities continue their present annual rate of substantial increase in school construction over the next 5 years. The partnership program of Federal grants, matched by the States, should complete the task of building the classrooms that are critically needed.

Aid to Federally Affected Areas

In considering the school-construction problem, there is a special, related area which should have the attention of the Congress at this time. The Congress has for some years recognized the responsibility of the Federal Government to aid communities where Federal activities result in excessive burdens on the local school system. Authority to provide Federal funds for school construction in federally affected school districts will

expire next June and should be extended.

Educational Research

Basic to all endeavors in improving education is a vigorous and far-sighted program of educational research. This has been a sorely neglected field.

Such a program should be comprehensive in its approach, planned on a broad scale and executed thoroughly. In this way, educational research can, among other things, point the way to advances in making life more meaningful to more people and in the more efficient use of manpower and funds for education.

To increase the effectiveness of education, national leadership could well be directed to research in such areas as ways of educating more people to their fullest capacity; staffing and housing the Nation's schools and colleges; educating the retarded child to help him lead a more normal life, and educating the child of special abilities so that he may utilize these abilities more fully; the relationship of schools to juvenile delinquency; educational effects of population mobility; educational needs of low-income families. These studies would be conducted through the Office of Education in cooperation with the Nation's colleges, universities, and State departments of education, thus encouraging and strengthening existing research efforts.

It is imperative that we now give renewed attention and support to this arm of education—to the end that the country may have a sound, factual basis for identifying and analyzing problems and finding solutions. For these research purposes, and also to expand and improve other services, I urge the Congress to provide a major increase in funds for the Office of Education.

Education Beyond High School

Our vision would be limited if we failed at this time to give special thought to education beyond the high school. Certain problems exist now in this field, and already we can foresee other needs and problems shaping up in the future.

Shortages now exist in medicine, teaching, nursing, science, engineering, and in other fields of knowledge which require education beyond the level of the secondary school. Changing times and conditions create new opportunities and challenges. There are now possibilities for older persons, properly trained, to lead more productive and rewarding lives. The tide of increasing school enrollment will soon reach higher educational institutions. Within 10 years we may expect 3 students in our colleges and universities for every 2 who are there now.

Higher education is and must remain the responsibility of the States, localities, and private groups and institutions. But to lay before us all the problems of education beyond high school, and to encourage active and systematic attack on them, I shall appoint a distinguished group of educators and citizens to develop this year, through studies and conferences, proposals in this educational field. Through the leadership and counsel of this group, beneficial results can be expected to flow to education and to the Nation, in the years ahead.

Teaching

In all our efforts for education, in providing adequate schools, research and study, we must never lose sight of the very heart of education: good teaching itself.

Good teachers do not just happen. They are the product of the highest personal motivation, encouraged and helped in their work by adequate salaries and the respect, support, goodwill of their neighbors. The quality of American teaching has never been better. But the rewards for too many teachers are not commensurate with their work and their role in American life.

It is my earnest hope that, along with progress in other aspects of education, the States and communities will give increasing attention to this taproot of all education—good teachers, and hence good teaching.

Conclusion

These several proposals are designed not only to correct current problems but to build for the future. For today's decisions will influence tomorrow's education—and, hence, the welfare of the Nation.

The actions here proposed, I believe, constitute a sound and realistic approach to those educational problems on which the Federal Government should now act. They have a primary reliance on the private initiative which wells from the free spirit of a free people.

With this program, we can lay the basis for better education in America in the years ahead. In this way we keep faith with our children.

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OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

FOR SALE

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

ANNOTATED BIBLIOGRAPHY FOR TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE, by *Robert Lado*. 1955. 224 p. 65 cents. (Bul. 1955, No. 3.)

DISTRIBUTIVE EDUCATION FOR YOUTH: WORK-EXPERIENCE LABORATORIES. 1956. 19 p. 15 cents. (Voc. Div. Bul. No. 260, Distributive Education Series No. 22.)

SALARIES AND OTHER CHARACTERISTICS OF BEGINNING RURAL SCHOOL TEACHERS, 1953–54, by *Wells Harrington* and *Mabel C. Rice*. 1955. 16 p. 20 cents. (Cir. No. 446.)

STATE POLICIES AND REGULATIONS AFFECTING THE JUNIOR HIGH SCHOOL, by *Grace S. Wright*. 1955. 32 p. 20 cents. (Bul. 1955, No. 12.)

STATISTICS OF NEGRO COLLEGES AND UNIVERSITIES, 1951–52 AND FALL OF 1954, by *Henry G. Badger*. 1955. 16 p. 20 cents. (Cir. No. 448.)

STATISTICS OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION OF NEGROES IN THE SOUTHERN STATES, 1951–52, by *Carol Joy Hobson*. 1955. 18 p. 20 cents. (Cir. No. 444.)

SUPERIOR PUPIL IN JUNIOR HIGH SCHOOL MATHEMATICS, by *Earl M. McWilliams* and *Kenneth E. Brown*. 1955. 57 p. 25 cents. (Bul. 1955, No. 4.)

SUPERVISION IN RURAL SCHOOLS: A REPORT ON BELIEFS AND PRACTICES, by *Jane Franseth*. 1955. 44 p. 25 cents. (Bul. 1955, No. 11.)

U. S. GOVERNMENT FILMS FOR PUBLIC EDUCATIONAL USE, by *Seerley Reid* with the assistance of *Anita Carpenter* and *Annie Rose Daugherty*. 1955. 651 p. $1.75. (Bul. 1955, No. 1.)

FREE

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

CHARACTERISTICS OF STATE PLANS FOR FINANCING PUPIL TRANSPORTATION, by *E. Glenn Featherston*. October 1955. 4 p. (Cir. No. 458.)

CHOOSING AN OCCUPATION, by *Walter J. Greenleaf*. January 1956. 3 p. (Guidance leaflet.)

COOPERATIVE EDUCATION IN THE UNITED STATES, by *Henry H. Armsby*. November 1955. 7 p. (Cir. No. 463.)

HIGH SCHOOL GRADUATION REQUIREMENTS ESTABLISHED BY STATE DEPARTMENTS OF EDUCATION, by *Grace S. Wright*. September 1955. 14 p. (Cir. No. 455.)

MEDICINE AS A CAREER, by *Walter J. Greenleaf*. December 1955. 5 p. (Guidance leaflet.)

PLANS FOR AND PROCEDURES IN PURCHASING SCHOOL BUSES, by *E. Glenn Featherston*. October 1955. 5 p. (Cir. No. 457.)

PSYCHOLOGY AS A CAREER, by *Walter J. Greenleaf*. December 1955. 3 p. (Guidance leaflet.)

PUPIL TRANSPORTATION—STATE LAWS, by *E. Glenn Featherston*. October 1955. 4 p. (Cir. No. 451.)

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SCHOOL LIFE

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

OFFICE OF EDUCATION

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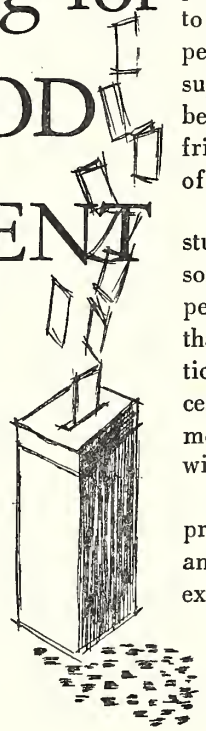
March 1956

Educating for GOOD GOVERNMENT



THE hope for good politics—for good government—lies in its practitioners, from the highest office holder to the citizen casting his vote for the first time.

Schools have a responsibility for much of the preparation that makes good practitioners of politics.

Thus schools need to exemplify good government in their operation; to provide opportunities for students to participate in appropriate school government activities; to foster an understanding that good government depends on the citizen's active concern in the selection and support of individuals who operate government for the benefit of all—not of individuals who reward their friends, relatives, and partisan supporters at the expense of people generally.

It is one of the tasks of schools and colleges to help students, as they progress in their schooling, to gain some comprehension of the vast range of human experiences and ideas; some realization of the false trails that have been followed in the development of civilizations, as well as of the right roads that have led to success; some basis on which they as citizens can make more intelligent choices than they might have made without their schooling.

Citizenship training—education of good political practitioners—is a lifelong process in which the schools and colleges have an important but by no means an exclusive role.

S. M. Brownell

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

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Educational news

EVENTS AND DEVELOPMENTS

of national significance

Co-op Plan Gains Favor

MORE and more, colleges are offering the kind of program in which the student alternates his periods of class attendance with periods of employment in industry, business, or government. Although this plan of education, known as the cooperative plan, started in a school of engineering and is probably more adaptable to that field than to many others, it is finding increasing favor in schools of business administration and has been extended in some institutions to curriculums in architecture, science, education, home economics, and the arts.

This is the trend that Henry H. Armsby, chief for engineering education in the Office, pointed out in a paper he presented on February 1 in New York City, before a meeting of the Education Section of the American Institute of Electrical Engineers.

"A total of 62 institutions have established co-op programs in the 50 years since the University of Cincinnati first developed it," said Dr. Armsby. "Of these, 43 programs leading to the bachelor's degree and 8 nondegree programs were active during the academic year 1954–55.

"The 43 degree-granting institutions offered 16 different engineering curriculums and 18 nonengineering curriculums under their co-op programs in 1954–55, with an enrollment of 13,161 in engineering curriculums and 5,945 in nonengineering. The institutions cooperated with an average of 1 employer for each 5.4 students.

"In the nondegree programs, 8 institutions offered 7 different engineering courses and 6 nonengineering courses. Here the co-op enrollment was 1,810 in engineering courses and 1,612 in nonengineering. The schools cooperated with an average of 1 employer for each 4.3 students."

300 Opportunities

FOR teachers in the United States who want a year of professional experience abroad, 300 opportunities will soon be announced. Through the United States International Educational Exchange Program, conducted by the Department of State, that many teaching positions in some 30 countries will be available to them for the school year 1957–58.

The Office of Education, as the agency designated to recruit or recommend teachers for these positions, will be receiving applications from August 1 through October 15 this year. "A little more than half of the positions," says Cornelius R. McLaughlin, chief, Teacher Exchange Section, "are interchanges, or arrangements by which United States teachers exchange places with teachers from other countries. The rest are one-way arrangements."

Closed-Circuit TV

CLOSED-circuit television for the classroom is no longer just a dream. Experiments conducted within the last 2 or 3 years have furnished both data and direction in this new field, and a number of schools and colleges already have installed coaxial distribution systems in their plants.

Just how many have done so is shown in a list, *Closed Circuit Educational TV*, recently prepared by Franklin Dunham, chief, Radio-Television Services, Office of Education. In no less than 34 States at least one educational agency is using closed-circuit TV to do such efficient things as to give every science and shop student a ringside seat at classroom experiments and demonstrations.

Most of the installations are in universities and colleges (the list names about 50), but a few are in public schools and vocational schools—in Denver, Colo., for instance, and in Miami, Fla., Emporia, Kans., South Hamilton, Mass., Columbus, Ohio, Vancouver, Wash., and Milwaukee, Wis.

Largest single user thus far is the United States Defense Department, which pioneered in the training possibilities of closed-circuit TV during the war. Dr. Dunham's list mentions nine military establishments in various parts of the country as being equipped with systems.

Financing the Public Two-Year College

"THE 336 public 2-year colleges in the United States are supported chiefly by local taxes, State school funds, and tuition fees paid by students. What they get through gifts and grants or from foundations or endowment earnings is almost negligible."

This is the kind of statement that almost any informed person could make about the income of the public junior college. But it is not an ade-

quate statement—not, at least, for the purposes of the school district or State that is thinking of establishing such an institution for itself, or of the district or State that already has such an institution and wants to compare its own financing procedures with those of others.

To make more detailed information available to the public the Office of Education has inaugurated a study—"Financing the Public 2-Year College"—which will be conducted under the joint direction of Clayton D. Hutchins, specialist in school finance, and S. V. Martorana, specialist for community and junior colleges.

Two questionnaires are being prepared. One will go to the State departments of education; the other, to the 336 public 2-year colleges themselves. Together, they will bring in information basic to the issuance of a bulletin that should prove its worth in the next 15 years, when the number of public junior colleges will certainly increase to meet the growing demand for college facilities.

Scientific Manpower Shortage

COMMON concern over the critical shortage of scientific manpower in the United States has brought together a dozen Government agencies and national organizations in a committee formed specifically to consider the problem.

The committee had its beginning on January 17, at a meeting called by the Commissioner of Education to discuss the related problems of the shortage of scientists and mathematicians and the shortage of teachers of science and mathematics. Representatives of seven agencies—American Association for the Advancement of Science, Atomic Energy Commission, Department of Defense, National Academy of Sciences, National Science Foundation, Office of Defense Mobilization, and Office of Education—attended the meeting; together they agreed that an inter-agency committee should be formed to meet once a month to exchange ideas, explore promising proposals for action, and produce a fact sheet for distribution.

By mid-February the committee had been formed and on March 6 it held its first session. Its members are representatives of the seven agencies who were in on the early planning and of five others—American Council on Education, National Bureau of Standards, National Education Association, Public Health Service, and Scientific Manpower Commission.

National Organizations to Advise the Office

IN an address to the closing session of the White House Conference last December the Commissioner of Education recognized the contribution that had been made to the Conference by the "many national organizations who are anxious to help advance education." Then, speaking of the greater responsibilities the Office of Education hoped soon to assume, he said, "We propose to establish a section of our Office which will continue and coordinate services to these important organizations."

That section has now been established. It exists chiefly in the person and talents of Mrs. Henry Grattan Doyle, who in the past year has had an unusual opportunity—working with the Advisory Committee on Participation of National Organizations in the White House Conference on Education—to become acquainted with goals and policies of each represented organization.

She entered on her assignment with the Office on February 13, just 3 days after that same advisory committee had held a meeting about follow-up on the White House Conference. In the future the committee will meet as an advisory group for Mrs. Doyle and the Office of Education.

Among those present at the meeting were Max Birnbaum, American Jewish Committee; Nadine Blair, National Council of the Churches of Christ in the United States of America; Lowell A. Burkett, American Vocational Association; John D. Connors, American Federation of Labor and Congress of Industrial Organizations; Mrs. David Cushman Coyle, Girl Scouts of the United States of America; R. Harvey Dastrup, American Farm Bureau Federation; Harry K. Eby, Boy Scouts of America; and Zilpha C. Franklin, National Health Council.

Others who attended were Frances Hamilton, Association for Childhood Education, International; Right Rev. Msgr. Frederick G. Hochwalt, National Catholic Education Association; Charles M. Holloway, National Education Association; Mrs. James W. Irwin, Young Women's Christian Association of the United States of America; John R. Miles, Chamber of Commerce of the United States; R. Maurice Moss, National Urban League; Cecil H. Munson, The American Legion; Philip Schiff, National Jewish Welfare Board; and Margaret G. Twyman, Association of the Junior Leagues of America.

Other members of the committee are Nicholas C. Brown, American Council on Education; Mrs. Theodore S. Chapman, General Federation of Women's Clubs; Christine M. Heinig, American Association of University Women; Mrs. T. H. Ludlow, National Congress of Parents and Teachers; Mrs. Alfred Mudge, National Social Welfare Assembly; and J. E. Sproul, National Council of Young Men's Christian Association.

New OE Staff

SINCE the turn of the year the Office has filled seven vacancies in its professional staff.

New members are Ralph G. Beelke, specialist, education in the arts; Viola Cassidy, consultant, education of the mentally handicapped; Myrtle M. Imhoff, specialist, early elementary education; Ellyn G. Lauber, research assistant, education of the mentally handicapped; Selma F. Lippeatt, specialist, home economics education; Ellsworth S. Obourn, specialist, science education; and Virginia Thomas, research assistant, home economics education.

States report long-range plans for

SCHOOL FACILITIES

Projections call for 476,000 classrooms by September 1959

THIRTY-EIGHT States* have submitted to the Office of Education their projected proposals for school plant construction in the light of their elementary and secondary classroom needs by September 1959.

If their projections should be fulfilled, and if the other States should do equally well, then approximately $16 billion would be spent throughout the Nation between September '54 and September '59 to provide 476,000 new classrooms and related facilities.

Briefly, that is the heart of the matter in *Report of the Long-Range Planning Phase of the School Facilities Survey*, prepared by Ray L. Hamon, chief, School Housing Section, Office of Education, and members of his staff. The report comes off the press this month.

This report and the survey that lies behind it had their beginning in September 1950, when the 81st Congress authorized a nationwide survey of facilities for public elementary and secondary schools.

The survey was carried out in two phases. The first consisted of an inventory of school facilities and a measure of the needs as they existed in September 1952 (final report of this phase was published by the Office of Education in December 1953 in *Report of the Status Phase of the School Facilities Survey*). The second was the long-range planning phase of 1954, in which the States planned construction programs up to September 1959 and studied the adequacy of their financial resources to accomplish the task.

Forty-five States participated in the first phase; 38 States in the second. Altogether they have spent about $1.8 million in Federal funds; and participating States have matched or overmatched the amounts they received from the Federal Government. Since June 30, 1954, the States have continued the survey without Federal financial assistance.

Purpose and procedures

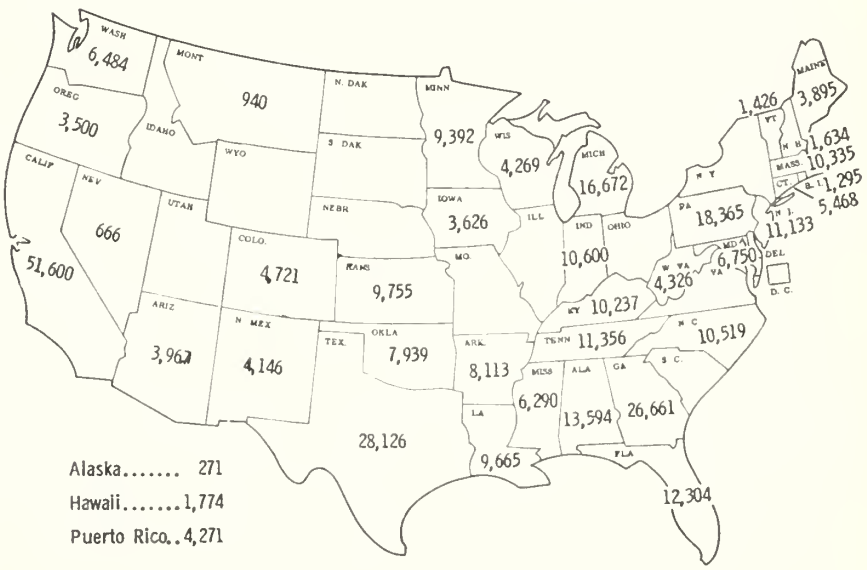
One of the chief purposes of the second phase of the survey, Dr. Hamon says, was "to encourage and assist States and local communities in developing logical long-range school-plant planning and financial programs on the basis of current [1954] and anticipated needs and financing possibilities."

Each State carried out its own survey under the jurisdiction of its own educational agencies and according to its own procedures. The School Housing Section of the Office provided consultative services to the State agencies and coordinated the studies at the Federal level; but, as the authors emphasize, the survey, though national in scope, "has truly been a series of State studies, rather than a Federal study, of public school facilities."

Patterns of procedures varied widely across the country, being influenced in each State by current programs, legislation, policies, and availability of personnel with survey experience.

Some States assigned responsibility for the survey to an already existing division of school plant planning; some organized a special survey staff;

38 States report projected plans for building 346,085 classrooms before school opens in September 1959



*Throughout this article the term "State" is used to refer not only to 1 of the 48 but also to the District of Columbia, Alaska, Hawaii, Puerto Rico, and the Virgin Islands.

How To Interpret the Report

The Report of the Long-Range Planning Phase of the School Facilities Survey **contains tables devoted to the detailed report of each participating State. But, as the reader studies them and attempts to make comparison, he will do well to remember the comments of Commissioner of Education S. M. Brownell in the foreword:**

"States differ in the plans they have for reorganization of districts, and for financing school construction. They do not necessarily agree on such policies as the number of pupils per classroom, or when buildings should be replaced. These and other differences among States may lead to erroneous conclusions unless one examines the bases used by the States in arriving at their figures. . . .

"However you determine the facts, it is clear that there is a big classroom deficit."

some gave the task to a division already working on problems closely related to it—the division of school district reorganization, for instance.

Choice of the local survey unit also showed variation. A few States set up local planning areas that crossed district lines; some used the county as a unit; others used the existing administrative units; and a fairly large number used the high-school-attendance area.

Some States gave much consultative assistance; some gave less. In most local units, leadership was provided by local school administrators.

Scope of survey

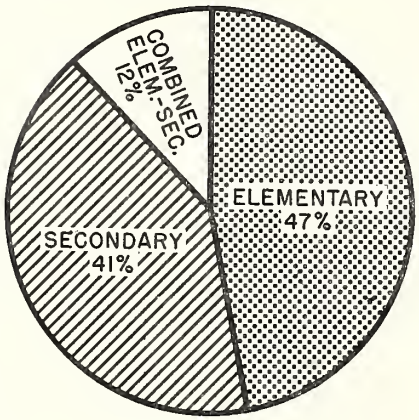
For States that began the planning phase of the survey at the earliest opportunity, it meant a 6-year program. For others it meant a shorter one. By and large, however, the average projected State plan covers a period of 5 years, 1½ of which have now passed.

State and local planning committees were asked to give judicious consideration to all conditions that would affect the school-facilities program and financing pattern up to 1959–60, including—

- Enrollment
- Type of program
- Logical attendance units
- Logical administrative units
- Best utilization of existing facilities, including remodeling and rehabilitation
- Applicable capital outlay resources.

Certain possible factors, problematical in nature, such as migration into or out of a community and unforeseen demands for certain educational and community facilities, complicated the task of projecting definite plant needs up to 1959.

Distribution of programed cost, by type of school



Plans of 38 States

In reporting to the Office on their long-range plans, the participating States listed them project by project.

For each project they reported (1) type of school, i. e., whether elementary, secondary, or a combination of the two; (2) definiteness of the project;* (3) pupil capacity; (4) number of classrooms, or instruction rooms, which for the purposes of this survey include laboratories and shops but not large general-use rooms such as auditoriums, gymnasiums, libraries, and multiple-purpose rooms; (5) estimated cost; and (6) estimated gross floor area.

Projects were further described as new plants, additions to existing plants, or rehabilitation of existing facilities. Construction costs were reported to include architect's fees, administrative costs, furniture and equipment. The cost of the sites was separately reported.

Together, the 38 participating States reported that they were projecting 27,517 construction projects, which, together with residual facilities (those in category C), would provide 346,085 instructional rooms, or class-

continued on page 14

*Three categories of definiteness were set up. Category A included all projects in which a firm decision had been made as to need, type of school, size, location, and cost; category B, all projects about which there was a tentative decision; and category C, additional or residual facilities that could not yet be clearly enough defined to be reported as specific projects.

If Proposals Are Carried Out

If the 38 reporting States are able to carry out their plans, they will do these things by September 1959:

- **reduce the number of their administrative units from 42,000 to 17,000;**
- **abandon 31,000 of their 87,000 school centers and add 14,000 new centers, making a total of 70,000;**
- **abandon 139,000 of their 722,000 classrooms and construct 346,000 new ones (*plus* the 26,000 already under construction when the States reported their plans), making a total of 955,000 in 1959.**

And if these States are representative, this is what *the country as a whole* will do:

- **abandon 43,000 of its 120,000 school centers and add 19,000 new centers, making a total of 96,000;**
- **abandon 191,000 of its 995,000 classrooms and add 476,000 new ones (plus the 35,000 already under construction when the 38 States reported their plans), making a total of 1,315,000.**

A SERVICE *in* TEACHING MATERIALS

. . . for teachers from all over the world

NO out-of-date books accumulate on the shelves of the Educational Materials Laboratory in the Office of Education, of that the user can be assured, be he a United Nations fellow from southeast Asia, or one of the 800 other foreign educators who this year came to the United States to study or to teach, or one of the many United States teachers who every year visit the laboratory.

Such up-to-dateness is accomplished by regular weeding-out visits from representatives of the 40 or 50 textbook publishers, members of the American Textbook Publishers Institute, who annually supply the laboratory with their publications. Thus, whenever a book is superseded by a new edition, or by a new book deemed better, it is withdrawn from the shelves.

For nearly 3 years now the laboratory has been in existence, offering to every visitor a pleasant place in which to sit down and examine textbooks for elementary and secondary schools, as well as books on teaching methods, curriculum developments, and educational psychology and philosophy. It was established especially as a collection of educational materials for use in the various international education programs, but it goes without saying that it serves also the United States teacher and school administrator.

As of now, the laboratory has nearly 5,000 books on its shelves, nearly 1,000 of them having been added during the past year.

"But we have more than textbooks to offer," says Delia Goetz, chief of the laboratory. "We have such teaching aids as manuals, standardized tests, pictures, and handicraft objects. We have a country file, in which we collect all kinds of materials about life, education, and customs in each country—government bulletins, for instance, reports of studies, and materials prepared in the several education missions abroad under the International Cooperation Administration [ICA]." This file, she explains, is consulted especially by United States educators who have been recruited for service abroad and who want to learn as much as possible about their new locale before they arrive in it. It is useful also to teachers in this country who are planning projects and courses to develop international understanding.

Besides, there are materials for use in teaching English as a foreign language; a collection of courses of study, both State and local; and many pamphlets and periodicals that illustrate professional activities of educational organizations in this country.

From time to time the laboratory sets up a special exhibit to catch the eye, stimulate interest, and cover a field. Most popular during the past year was one called "Children at School Around the World," which in appealing array presented more than 100 photographs of school scenes in 38 countries. Another, planned chiefly for an influx of teachers from abroad, showed samples of many free or inexpensive teaching materials and specified where they and others could be obtained.

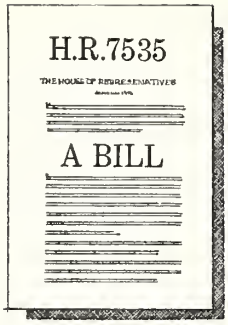
Not the least of the laboratory staff's services is the series of 6- to 15-page annotated lists that it publishes for United States teachers under the title "Teaching Aids for Developing International Understanding." In these lists, each devoted to a single country or area, the teacher finds not only background books for herself but supplementary readers for her students, free and inexpensive materials, and audiovisual aids. Currently available, free of charge, are *Australia and New Zealand*, *Canada*, *France*, *Latin America*, *The Netherlands*, *Outlying Areas of the United States*, and *Scandinavia*. *Switzerland* is just off the press, *India* is in press, and *Africa* is in preparation. A special issue is entitled "Useful References for Teachers of Spanish, French, and German." Brief 2- or 3-page lists also have been prepared on some 20 additional countries.

Visitors come to the laboratory in greatest numbers during the early fall, when several hundred teachers from other countries arrive here under either the Teacher Exchange Program or the Teacher Interchange Program. So that all of them can have a leisurely time in the laboratory, they arrange to visit it in groups of 25 to 40.

At other times the flow of foreign visitors is smaller but steady. In recalling those from abroad during the past year, Miss Goetz mentions a member of the Ministry of Education in Korea, an ICA fellow from Paraguay, a number of educational and cultural officers from the foreign embassies in Washington, the Soviet Union observer at the White House Conference. Just now a UNESCO fellow, who is a representative of the Ministry of Education in Thailand, is using the laboratory as his headquarters for examining and reviewing materials as background for his scheduled tour of United States schools and colleges.

And all the while, the teachers in the United States come and go. To them, as to the others, the laboratory stands ready to lend a helping hand.

Mr. Kelley introduced the committee bill on July 21, 1955. On July 28, 1955, the bill was reported out of committee. At this writing, the bill is pending before the House Rules Committee.



SCHOOL CONSTRU

Two major bills now before the Cong

Administration bill (S. 2905)—diffe

HOW THEY DIFFER

Grants-in-Aid

AUTHORIZATION

Administration bill. Authorizes $250 million a year for 5 years; total, $1.25 billion.

Kelley bill. Authorizes $400 million a year for 4 years; total, $1.6 billion.

ALLOTMENT OF FUNDS TO STATES

Administration bill. Bases it on a formula that takes into consideration not only (1) number of school-age children in the State but also (2) financial need of the State, as measured by State income per child, and (3) amount that the State is spending on education (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, and the total amount of such reductions would be reallotted among the remaining States).

Kelley bill. Bases it on number of school-age children.

MATCHING OF FUNDS

Administration bill. Provides that on a cumulative basis the Federal share in all projects may not exceed a certain percent—from 33⅓ to 66⅔—of that cost *which the State and the Federal Governments bear together*, not counting the cost borne by the local governments (the percent of the Federal share varies from State to State, from 33⅓ for the State with the highest income per child to 66⅔ for the State with the lowest). In the first year, however, the Federal share is to be based on the *total* cost of the project, whether the rest is met from State or local sources, or both; this exception is devised to give the State legislatures time to meet.

Kelley bill. Provides that on a cumulative basis the Federal share in all projects may not exceed 50 percent of the *total* cost, whether the rest is borne by State or local governments or both.

STATE PLANS

Administration bill. Requires that school facilities to be constructed must be consistent with State redistricting policies and in accord with the State construction standards.

Kelley bill. Has no comparable provision.

Bond Purchases

Kelley bill. Provides a *revolving fund* for bond purchases, and authorizes for it an initial appropriation of $300 million and such later sums as may be necessary.

Administration bill. Has no comparable provision.

Grants to States for Administering Programs To Increase School Construction

(These programs could include, for example, projects designed to extend technical help in planning or financing school construction, as well as programs relating to school construction that may have been recommended by the recent State conference on education.)

Administration bill. Authorizes up to $20 million for the 5-year period beginning July 1, 1956, distributed as follows: $5 million each for the fiscal years 1957, 1958, and 1959; $3 million for 1960; and $2 million for 1961. Allotment to each State would be based on relative school-age population; State and Federal Government would match funds fifty-fifty.

Kelley bill. Has no comparable provision.

Definition of "State"

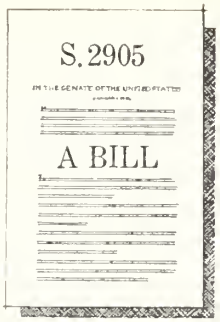
Both bills include not only the 48 States but also Alaska, Hawaii, Puerto Rico, Guam, and the Virgin Islands. In addition, for the purposes of the titles that provide for grants-in-aid for school facilities—

Administration bill. Includes the District of Columbia.

Kelley bill. Includes the District of Columbia, American Samoa, and the Canal Zone.

ION LEGISLATION

–the Kelley bill (H. R. 7535) and the some provisions, are alike in others



The Administration bill was introduced on January 12, 1956, by Mr. Smith of New Jersey for himself and other senators. At this writing, the bill is pending before the Senate Committee on Labor and Public Welfare.

HOW THEY ARE ALIKE

Grants-in-Aid

STATE PLANS

Both bills require each State to work out a plan for administering the program and require the State educational agency to administer the plan.

PRIORITY OF ELIGIBILITY

Both bills specify that the highest priority shall be given (1) to financially needy school districts that are making an effort "commensurate with their resources," and (2) to the facilities most needed to relieve overcrowding and other undesirable conditions.

JUDICIAL REVIEW

Both bills provide that any State not satisfied with Federal action, if any, in withholding grants may have such action reviewed in a Federal court (initially, the Federal district court in the Kelley bill; the Federal circuit court of appeals in the Administration bill).

LABOR STANDARDS

Both bills require assurance that labor standards relating to payment of prevailing wages and overtime pay for work in excess of 40 hours per week or 8 hours per day would be observed in construction of school facilities under Federal grants.

Bond Purchases

AMOUNT AUTHORIZED

Both bills limit to $750 million the amount that can be appropriated for bond purchases during the entire period of the law.

MATURITY

Both bills specify 30 years or less.

LIMIT ON PURCHASES

Both bills limit to 15 percent the amount of Federal funds appropriated for bond purchases that in any 1 fiscal year may be available for purchase in any 1 State.

CERTIFICATION

Both bills specify that obligations of a local educational agency cannot be purchased with Federal funds unless the State educational agency applies for such purchase and certifies to the eligibility of the local agency.

INTEREST

Both bills specify Federal long-term rate plus three-eighths of 1 percent.

Federal Credit Assistance to State School-Financing Agencies

Both bills authorize Federal advances of funds to assist States to support bonds issued by State school-financing agencies to finance school construction. With the proceeds of the bonds, these agencies would finance the construction of schools in local school districts on a "lease-purchase" plan. The districts would lease the schools and, from current revenues, would pay rentals sufficient to cover interest, principal, and certain other costs of the plan.

Definition of "School Facilities"

Both bills *include* classrooms and related facilities (initial equipment, machinery, and utilities necessary or appropriate for school purposes) for public elementary and secondary schools; and interests in land on which such facilities are constructed.

Both bills *exclude* athletic stadia and other structures or facilities intended primarily for events for which admission is to be charged to the general public.

Prohibition Against Federal Interference

Both bills assure against any Federal direction, supervision, or control over the personnel, curriculum, or program of instruction of any school or school system.

TEACHERS' SALARIES

They were left behind during World War II

TEACHERS' salaries vary so much from State to State and from district to district that we cannot easily generalize about them. The State with the lowest teachers' salaries in 1953–54, for instance, paid an annual average of $1,864; the State with the highest, $4,787.

When we arrive at an *average salary* for the country as a whole, we have a figure that conceals the extremes and portrays neither the plight of the underprivileged teacher nor the comparative affluence of the highest paid. Nevertheless, it is a figure that we can compare with some other national average.

In the two charts on this page, the average salary of teachers in the full-time public elementary and secondary day schools of our country is compared with the average personal income of members of the labor force. By "teachers" we mean instructional staff—not only classroom teachers but also supervisors, principals, librarians, counselors, psychologists, and other specialists. By "labor force" we mean all persons 14 years old or older who are employed, or seeking employment, in *all* occupations, agricultural and nonagricultural; in the term are included also members of the Armed Forces.

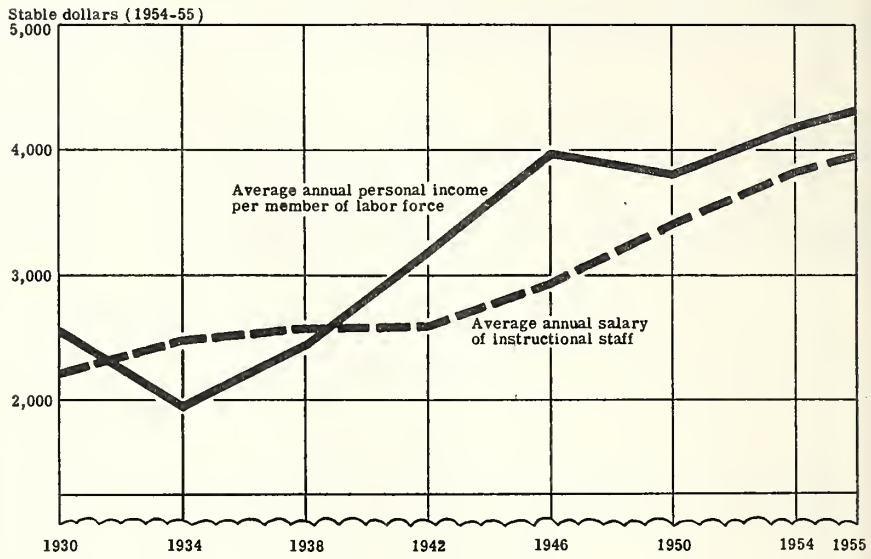
"Personal income" of a member of the labor force includes what he receives from all sources. Both it and the salary of instructional staff are measured *before* income taxes and other direct personal taxes but *after* contributions to social security, government retirement, and other social insurance programs.

There might be greater logic in a comparison between teachers and professional people as a group; but adequate data on the latter are not available. As it is, the comparison offered here has its own logic: it shows the salary position of the teacher in the United States in relation to that of the average citizen.

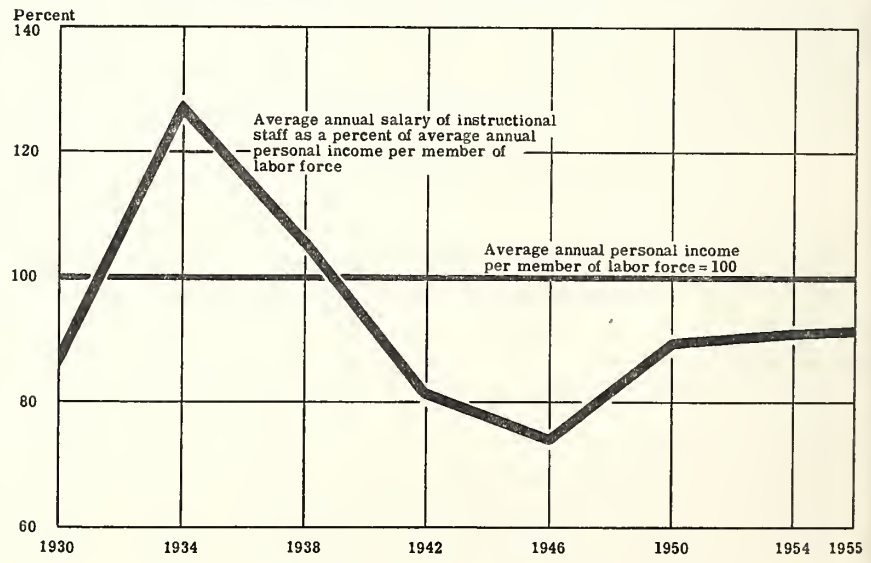
In the first chart the curves show income and salary over the years in terms of "stable" dollars, i. e., in dollars with the same purchasing power as in 1954–55. In the second, the income curve of the labor force is straightened out to become the 100-percent basis of comparison for the teacher-salary curve, which is expressed as *a percent of the labor force income.*

Certain circumstances should be pointed out to explain the considerable advantage shown in the charts for teachers in the early years of the 1930's. We have already defined national labor force as including persons *seeking* employment. Instruc-

Salary of instructional staff compared to income of national labor force, *in stable dollars* (1954–55 purchasing power), 1930–55



Salary of instructional staff compared to income of national labor force, *percentagewise*, 1930–55



tional staff, on the other hand, includes only the employed. Unemployed teachers, along with the great number of other unemployed during the depression years, are counted in with the labor force to depress still further the average income level. The only safe conclusion that can be drawn for the decade of the 1930's is that it was far better to be employed as a teacher than to be unemployed.

With the period that began with mobilization for World War II and continues to the present, a different picture emerges. Teachers' salaries have risen to the highest point in their history. Even so—and even with the added advantage that is given to the teachers' curve by the inclusion in the labor curve of everyone 14 years old or older, unemployed or not—the unfavorable position of teachers clearly stands forth. Teachers have not benefited as much as others in the national prosperity of recent years; and the average salary of teachers still lags significantly behind the average income of the population as a whole.

References: Office of Education, *Biennial Surveys of Education*; U. S. Dept. of Commerce, *Survey of Current Business* and *Current Population Reports*; U. S. Dept. of Labor, *Handbook of Labor Statistics, 1947*; National Education Association, *Advance Estimates*.

At the TURN *of a* DECADE

Future Homemakers of America lay plans for the future

"ABOUT the first of July this year a 17-year-old girl in Buhl, Idaho, will be packing her suitcase.

"A little later this teenager, Susan Higbie, will be on her way to Chicago to preside at a 5-day meeting of Future Homemakers of America, a meeting she and 11 other national officers helped plan.

"When Susan opens the national convention, on July 2, more than 2,000 young voices, girls' *and* boys'—for boys are surely future homemakers too—will declare in unison:

" '*For we are the builders of homes . . . homes where living will be the expression of everything that is good and fair, homes where truth and love and security and faith will be realities, not dreams. . . . We face the future with warm courage and high hope.*'

"The declaration will come from delegates from almost every State in the Union and five Territories—Hawaii, Alaska, Puerto Rico, the Virgin Islands, and Guam. It is the FHA creed: it expresses the belief that helping to make happy homes, now and tomorrow, is the best thing that youth can do for democracy."

Thus writes Beth Deniston, editor of the FHA magazine *Teen Times*, as she visualizes the opening of the fourth and biggest national convention in the history of FHA.

FHA has finished its first decade. It was organized in June 1945, through the efforts of homemaking teachers and other educators eager for a national organization for young homemaking students. Thus, as Susan calls the convention to order, she and the delegates will be having a part in steering FHA into its second decade. The record of the first decade will encourage them, even if they look at no more than the membership increases, which have brought them to the total of nearly 500,000 members in more than 9,000 local chapters.

As these young people get into the business of the convention, they will be planning year-long national projects that will help them live up to their motto—Toward New Horizons.

FHA chapter affiliations are open to all secondary schools, private and public, which provide instruction in home economics. Any boy or girl who has taken homemaking or is taking it may belong.

The organization is sponsored on the national level by the American Home Economics Association and the Home Economics Education Branch of the United States Office of Education.

Cooperating groups are the home economics section of the American Vocational Association and the National Education Association.

At the same time these projects will contribute to goals which the national officers of the organization and a committee of FHA'ers determine. For 1956–57 the goals are these:

To promote better family living.

To help members understand the opportunities open to them in the field of home economics.

To help members understand their neighbors both at home and abroad.

To provide training for each chapter member for participation in home, school, and community activities.

The national projects to be set up by the FHA'ers this summer for 1956–57, as in other years, will provide a flexible framework in which local chapters can do their own planning. This year, for example, national projects are (1) *Families Together*, (2) *Home, School, and Community Beautification*, (3) *Civil Defense*, and (4) *UNESCO Gift Coupon Project*.

National projects are only part of the total FHA program. Local chapters select one or two of the national projects.

For planning their programs, FHA'ers receive help from a collection of suggestions compiled by their national officers and a committee. These suggestions come from all the

continued on page 15

An Italian team comes to study . . .

VOCATIONAL EDUCATION *in the* UNITED STATES

In the past few years several countries have become interested enough in the United States system of vocational education, especially as it operates in relation to apprenticeship training, to send teams of educators and labor leaders over here to study it at close range.

Recently a top-level team from Italy—6 members of the Ministry of Education and 3 of the Ministry of Labor—spent January 18–February 23 making an intensive survey of what we have to offer.

They came from a country where vocational education is considered a function of the Ministry of Labor only and separate from other education. Whether that is the best arrangement is the question they sought to answer in their visit to the United States. Here they found vocational education treated as an intrinsic part of the whole educational program, yet related directly to the world of industry and trade through an advisory committee system that unites the efforts of those most concerned with training a good worker—the school, management, and labor.

The Italians came here under a cooperative arrangement between their own country and the United States International Cooperation Administration. Their tour in the United States was planned by the Office of Education in cooperation with ICA.

"We planned their itinerary to serve several purposes," says John W. Grissom, chief, Technical Training Section of the Office. "First, we wanted to introduce them to supervision, administration, and organization of vocational education, from the Federal level to the local. Second, we desired to give them some information on teacher training for vocational education, as well as an insight into curriculum planning, plant and shop layout, and the use of training aids. Finally, it was important to show them the relation that exists here among education, industry, and labor—how the advisory committee system works to assist the efforts of schools, employers, and labor groups."

An orientation program and introductory seminar was given the team in Washington. James H. Pearson, assistant commissioner for vocational education in the Office, extended his greetings and good wishes to the team. A seminar was conducted by John P. Walsh, director, Trade and Industrial Education Branch, and his staff.

The field trip began on January 22, when the visitors, accompanied by Charles W. McIntosh, program officer in the Office of Education's Technical Training Section, left Washington for Minneapolis, Minn. Minneapolis was chosen as a starting point because it offered a good overall view of vocational education as it functions in the United States. Within the environs of the Twin Cities, the team was introduced to (1) a State department of vocational education, (2) vocational education programs in the public schools, (3) the advisory committee system, (4) private trade schools, (5) a university vocational training program, including home economics and agriculture.

After Minneapolis, the tour began to focus on one aspect of vocational education at a time. In Menomonie, Wis., the team visited Stout State College, which offers a master's degree in vocational education. There the team obtained a concept of teacher-training and shop-training programs, in printing, carpentry, and home economics.

At the State department of education in Madison, Wis., the team had an opportunity to study the State's unique vocational education pattern.

In Milwaukee, Wis., at the city's Vocational and Adult School, one of the largest in the United States, the visitors observed all types of classes for adults and for apprentice training.

In Detroit the team visited an automobile-assembly plant and in another automobile plant saw an apprentice-training program in action.

Before the team left for its next stop, Pennsylvania State University, Mr. McIntosh relinquished the role of project escort to John McDonough, ICA project manager. At the university the Italians saw how the extension program brings vocational education to a local community—York, Pa. At Williamsport, 110 miles away, they observed in detail the trade training program of the Williamsport Technical Institute.

The field trip ended in New York City with visits to three schools, two of them part of the city's public school system: The Foods Vocational High School and the Central High School for Needle Trades. The third was the Maritime Training ship, the S.S. *John W. Brown*, which is located in the East River at Pier 73.

A final evaluation session with ICA and the Office of Education specialists was conducted in Washington at the end of the trip. The team expressed a general opinion that the organization of vocational education in the United States has made an important contribution to this country's economy. The integration of vocational and general education, in the team's opinion, develops both ingenuity and manipulative skill in students, a combination that results in more intelligent and productive workers.

What educators believe about . . .

GOOD SUPERVISION

THE typical supervisor of the past was a rather formidable being, who usually arrived in the classroom unannounced, uninvited, and unwelcome—at the worst possible time for the teacher. She came with her measuring stick to determine the teacher's strengths and weaknesses and to coerce her into following a standard applicable only in an ideal situation. Even though she found coercion easy, she often failed to improve the teaching of those she supervised and so failed in the primary purpose of supervision itself. No one mourns her passing, for she bore little resemblance to the good supervisor of today, who has learned to listen, to lead, and to serve.

The good supervisor does not prescribe what the teacher should do. Her services depend on the needs of the teacher as the teacher sees them. Since her primary purpose is to serve and to improve instruction rather than to evaluate the teacher, she is welcomed as a friend. She offers little unsolicited advice; but because her attitude is friendly and cooperative, teachers often ask her for advice. Oftentimes she and the teacher together study the facts related to a problem. Together they decide on action, each accepting responsibilities for getting a job done.

This brief profile of the good supervisor is drawn from *Supervision in Rural Schools: A Report of Some Beliefs and Practices*, by Jane Franseth, Office of Education specialist in rural education and author of an earlier Office study, *Learning to Supervise Schools.*

As the subtitle indicates, the bulletin reports a consensus of the opinions of hundreds of educators throughout the country—elementary and secondary teachers, supervisors, principals, college teachers, State department consultants, county and rural superintendents, and Office of Education specialists. Through correspondence, individual interviews, and conferences they answered these questions:

What is good supervision?

What are the guiding principles?

What are some of the best supervisory practices in rural areas?

How can the effectiveness of supervision be appraised?

Although the participating educators expressed many different opinions, in general they agreed that supervision is "a resource, consultant, and leadership service which helps schools do their work better"; that it is most effective (1) when it helps teachers solve problems they themselves consider important, (2) when it permits the teachers to help decide what the supervisory service should be, (3) when it creates an atmosphere of support and understanding, and (4) when it fosters a scientific approach to problem solving.

The ways in which supervisors may best serve depend on their own competencies and the needs of the situation in which they work. To illustrate the guiding principles agreed on, Dr. Franseth includes excerpts from descriptions of practices reported by principals, supervisors, and State department consultants, all of which show supervisors giving "resource, consultant, and leadership services." They show supervisors at work in many situations: Helping in the classroom, in a staff meeting, in a group conference; planning together with teachers and students; working in their offices with individual teachers; taking part in action research; and directing a workshop.

After considering the guiding principles and describing current practices, Dr. Franseth turns to the subject of appraising supervision, for she believes that if we are to improve supervision we must find ways to determine its effectiveness. Her summaries of studies made and methods used to evaluate supervision lead to the conclusions that effective supervision makes a difference in the achievement of pupils, that it contributes significantly to the solution of problems teachers recognize as important, that it gives teachers greater understanding of children and their ways of learning, and that it is appreciated by teachers when it helps them to do better work.

Supervision in Rural Schools presents a good deal of evidence that the effectiveness of supervision is being increasingly recognized:

- The number of rural supervisors is increasing: in 1929 only 22 percent of the counties or similar units employed supervisors; in 1953, 50 percent.
- Standards are being raised: 40 percent of the States now require 5 years of college for certification in supervision; 20 percent require 4 years plus graduate work; 13 percent require at least 4 years.
- More attempts to evaluate supervision are being made.
- Participation in study conferences is increasing at local, State, and national levels.
- The quality of education for supervisors is improving. Colleges and universities are organizing graduate courses to meet supervisors' needs.

***Supervision in Rural Schools*, Office of Education Bulletin 1955, No. 11, has 44 pages and is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 25 cents per copy.**

FACILITIES SURVEY

continued from page 6

rooms, to accommodate 9,781,117 pupils. They further estimated that these facilities would have a gross building area of 788 million square feet, and cost $11½ billion. These figures did not include the classrooms under construction when the States reported their plans to the Office of Education.

Projected plans for the Nation

On the basis of the plans of these 38 States, an estimate can be made for *all* the States (assuming that the nonparticipating States, which had 27 percent of the Nation's public elementary and secondary enrollments in 1954, will have similar plans, in the same ratio as their enrollments). According to this estimate, the Nation as a whole has projected plans for 37,888 school-construction projects for the period from September 1954 to September 1959.

If carried out, these projected plans would provide 476,505 classrooms, accommodate 13.5 million pupils, have a gross area of more than 1 billion square feet, and involve an estimated capital outlay of $16 billion (a figure that includes not only the cost of the classrooms but also the cost of related facilities, together with $173 million for more school buses, $577 million for school sites, and $468 million for rehabilitating plants already in existence).

Some details

¶Of the programed school plants, 73 percent are named as elementary, 21 percent as secondary, and 6 percent as combinations of the two.

This distribution, interestingly enough, is not the same as the one indicated in the status-phase report, which showed 81 percent of the schools existing in September 1952 as elementary, 6 percent as secondary, and 13 percent as combined. The changes, Dr. Hamon says, point in the direction of some new trends: Larger elementary schools, more separate high schools, and fewer combinations of elementary schools with secondary.

¶Of the total estimated cost, 47 percent would be expended on elementary schools, 41 percent on secondary schools, and 12 percent on combined schools.

Or, to put cost distribution another way: New plants would take 55 percent; additions to existing schools, 39 percent; rehabilitation and remodeling of existing facilities, 3 percent; and new sites and site improvements, 3 percent.

¶The projected programs in the 38 reporting States call for 8,964 *new* schools of all types. For these the cost per pupil is estimated at $1,169; per instruction room, at $32,772; per square foot, at $14.28. As for gross building area, each pupil would get 82 square feet; and each instruction room and related space, 2,294 square feet.

¶Fifty-six percent of all the proposed classrooms are to be in new plants; the rest are to be in additions to existing plants.

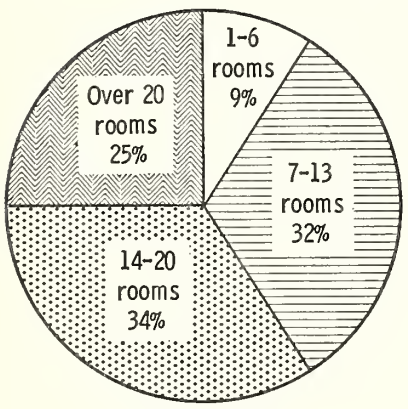
Elementary schools would get 52 percent of the classrooms, about three-fifths of them in new plants, the rest in additions.

Secondary schools would get 33 percent, about two-thirds of them in new plants.

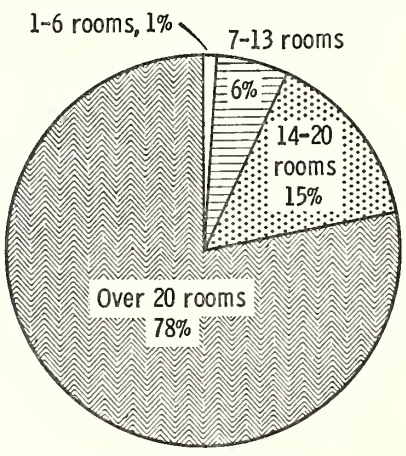
Combined schools would get only 15 percent, about one-fourth of them in new plants.

¶The trend seems to be generally in the direction of larger school plants. For instance, only 9 percent of the

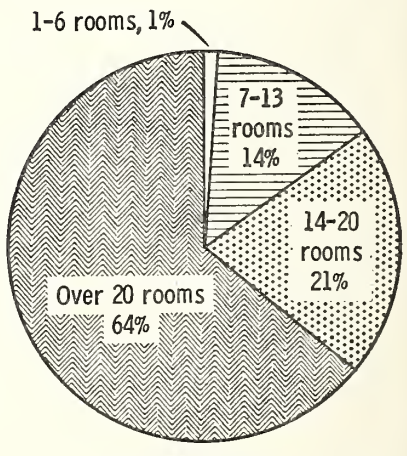
For each type of school, majority of new classrooms would be in projects with more than 13 classrooms



ELEMENTARY



SECONDARY



COMBINED ELEMENTARY-SECONDARY

elementary classrooms, 1 percent of the secondary classrooms, and 1 percent of the combined-school classrooms would be found in projects of 1-to-6 classrooms. On the other hand, 25 percent of the elementary classrooms, 78 percent of the secondary, and 64 percent of the combined would be in projects with more than 20 classrooms.

Ability to finance

The plans in many localities will require adjustments in the financing patterns if the programed projects are to be paid for.

In many districts the possibilities for raising capital outlay funds are limited in one way or another—by low economic ability, competing tax demands, legislative and constitutional restrictions—or by a combination of these factors. Already, however, some of these areas are taking steps to facilitate the local financing of school construction: they are making more realistic property assessments, easing the bonding restrictions, and creating larger fiscal units.

More States, too, are moving toward State-assistance programs. At present, Dr. Hamon reports, some 25 States are providing financial assistance to local districts for school construction, usually in the form of grants-in-aid or grants and loans. At least two States have established fixed sources of income to provide continuing funds for *long-range* school-construction programs. Long-range programs, the report points out, have many advantages: they result in a more orderly financing of school construction; make possible the purchase of sites when they are available at moderate prices; and give school officials adequate time for planning the best types of facilities.

In making their reports the States estimated also their "applicable capital outlay resources." These were measured on the basis of legal provisions governing school finance at the time of the survey (1954) and included all the funds that could be calculated at the time of the survey as available to the local units by June 30, 1959.

Of the 42,000 local administrative units in the 38 participating States, 7,500 could not have provided, under then existing laws and practices, sufficient capital outlay funds by June 30, 1959, to meet their projected plans. The plans projected in those 7,500 units called for an estimated $8 billion but their applicable resources at the time of the survey were only $3 billion.

Of course the survey did not include resources that would become available as a result of any changes in legal provisions after the study was made—and many such changes *are* being made.

TURN OF A DECADE

continued from page 11

States and Territories and are offered with the idea that they will be adapted to fit the needs of chapter members, their families, and the community. Whatever their program is, the girls and boys have had the ideas for it.

Although FHA'ers receive adult guidance—locally, from their high-school homemaking teachers and chapter parents; on a statewide basis, from State advisers; and nationally, from the National Advisory Board, a national adviser (currently Marguerite Scruggs), and an assistant adviser (currently Lois Oliver)—these adults serve only in an advisory capacity. Leadership at local, State, and national levels all comes from member-elected officers.

"A convention observer," says Mrs. Deniston, "might well find this group's activities surprising. There won't be any awards for the best this and the best that. Competition with others for a few cherished prizes is not part of an FHA'er's activities. Rather, FHA'ers plan that their activities, their meetings, and their conventions will give each individual and each group meaningful experiences through which they will grow toward being better homemakers.

"These experiences may well include roundtable discussions on ways teenagers can help other people, such as making grandparents feel that they belong; or ways teenagers can show that they love their families; or ways families can share responsibilities, ideas, problems, praise, and fun."

That a program founded on meaningful experiences and personal evaluation can be effective toward building better people for better home life is shown through the following statements by former FHA'ers:

"FHA instilled a feeling of responsibility for all duties assumed."

"FHA gave me an appreciation for the joys and satisfactions of homemaking which, I feel, has profoundly affected my attitude toward being a wife and mother. I can realize the beauty in my life and the importance of what I am doing."

OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

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

ADMINISTRATION OF PUBLIC LAWS 874 AND 815: FIFTH ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION, JUNE 30, 1955. 1956. 122 p. 65 cents.

DISTRIBUTIVE EDUCATION FOR ADULTS: GUIDE FOR PART-TIME INSTRUCTORS. 1955. 20 p. 15 cents. (Voc. Div. Bul. No. 259, Dist. Ed. Series No. 21.)

DISTRIBUTIVE EDUCATION FOR YOUTH: WORK-EXPERIENCE LABORATORIES. 1956. 19 p. 15 cents. (Voc. Div. Bul. No. 260, Dist. Ed. Series No. 22.)

EDUCATION DIRECTORY, PART I: FEDERAL GOVERNMENT AND STATES, 1955–56, prepared by *Robert F. Will.* 1956. 56 p. 25 cents.

OPENING (FALL) ENROLLMENT IN HIGHER EDUCATIONAL INSTITUTIONS, 1955, by *William A. Jaracz.* December 1955. 46 p. 35 cents. (Cir. No. 460.)

PUBLIC VOCATIONAL EDUCATION PROGRAMS: CHARACTERISTICS OF PROGRAMS UNDER PROVISIONS OF THE FEDERAL VOCATIONAL EDUCATION ACTS. 1956. 16 p. 15 cents. (Pam. No. 117.)

SELECTED REFERENCES ON SCHOOL FINANCE, by *Albert R. Munse* and *Edna D. Booher.* 1956. 42 p. 35 cents. (Cir. No. 462.)

STATE POLICIES AND REGULATIONS AFFECTING THE JUNIOR HIGH SCHOOL, by *Grace S. Wright.* 1955. 32 p. 20 cents. (Bul. 1955, No. 12.)

SUPERVISION IN RURAL SCHOOLS: A REPORT ON BELIEFS AND PRACTICES, by *Jane Franseth.* 1955. 44 p. 25 cents. (Bul. 1955, No. 11.)

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

BIOLOGIST, by *Walter J. Greenleaf.* January 1956. 1 p. (Guidance Leaflet.)

BUYER, by *Walter J. Greenleaf.* January 1956. 3 p. (Guidance Leaflet.)

COOPERATIVE EDUCATION IN THE UNITED STATES, by *Henry H. Armsby.* November 1955. 7 p. (Cir. No. 463.)

DIRECTORY OF CITY DIRECTORS OF GUIDANCE. January 1956. 16 p. (Guide Lines.)

DIRECTORY OF COUNSELOR TRAINERS. January 1956. 14 p. (Guide Lines.)

DIRECTORY OF PERSONS IN CHARGE OF GUIDANCE SERVICES IN THE VARIOUS STATES. January 1956. 4 p. (Guide Lines.)

FLORIST, by *Walter J. Greenleaf.* January 1956. 3 p. (Guidance Leaflet.)

GUIDANCE WORKERS CERTIFICATION REQUIREMENTS, by *Royce E. Brewster.* February 1956. 44 p. (Guide Lines.)

REQUIREMENTS AND TRAINING PROGRAMS FOR SCHOOL BUS DRIVERS, by *E. Glenn Featherston.* March 1956. 12 p. (Cir. No. 465.)

SOME TYPES OF CLASSROOM ORGANIZATION, prepared by *Effie G. Bathurst.* Revised, November 1955. 8 p. (Education Brief, No. 5.)

STATE SCHOOL BUS STANDARDS, by *E. Glenn Featherston.* March 1956. 4 p. (Cir. No. 466.)

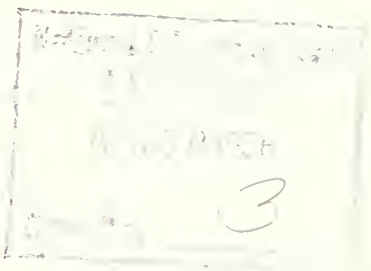
TEACHING AIDS FOR DEVELOPING INTERNATIONAL UNDERSTANDING: SWITZERLAND, prepared by *Edith Harper* and *Delia Goetz.* December 1955. 6 p.

U. S. GOVERNMENT PRINTING OFFICE: 1956

SCHOOL LIFE

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

OFFICE OF EDUCATION



Education in the Far East
A Special Report

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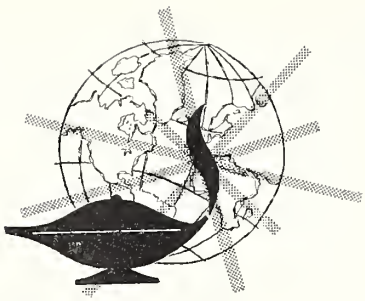
April 1956

The WORLD has become a SCHOOL



THE WORLD has become a school wherein all peoples must be both students and teachers.

No longer can the peoples of the world live in isolated ignorance. In the past, each people lived on a cultural and linguistic island and generally had as little as possible to do with peoples of other islands except through fitful commerce and the intercourse of war. But now the barriers of distance and time have been destroyed by progress in transportation and communication, and all peoples have been brought into a close relationship which they *must* maintain on friendly terms. For another world war can mean the suicide of the race.

If people are to work together to create peace, they must know more about each other than they do now. They must turn to education for the knowledge they need of one another if they are to develop the understanding that is essential for mutual cooperation and common survival.

Far more than mutual understanding, however, is necessary if the race is to survive. Man must learn the best traditions of his race and discover a common ground of morality. No political mechanism, no amount of open sky inspection, can guarantee that suspicion will cease, that aggression will end. Peace must be built on a foundation of moral responsibility. To create such a foundation is a task in which every part of our society must join; and for that task society has no better tool—has it any other?—than the common school.

But people cannot be expected to be orderly and moral if they are hungry; and half of the world's population now is chronically hungry. Out of hunger—for food, for decent shelter and clothing—grows unrest and violence. Thus a major function of universal education in our times is to disseminate the basic information and teach the fundamental skills that men and women need if they are to exploit the riches of the earth and banish hunger.

So the American of today lives in a great school. His function is dual. He must learn much about his neighbors, how they speak, what they believe, just as his neighbors also must learn about each other and about Americans. But he also must share with the hungry half of humanity the special knowledge and creative skills that have made America the richest Nation in the history of Man.

This is a great age. The future is in our hands.

Oliver J. Caldwell

ASSISTANT COMMISSIONER FOR INTERNATIONAL EDUCATION

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Address all *School Life* correspondence to CARROLL B. HANSON, Director, Publications Services, Office of Education, Washington 25, D. C.

Educational news

EVENTS AND DEVELOPMENTS

of national significance

A Long Look at Public Laws 815 and 874

NINE men, all of them leaders in public-school administration, have been appointed by the Commissioner of Education to serve on a committee for evaluating the Federal school-assistance program as it operates under Public Laws 815 and 874.

For the nearly 6 years that these laws have been in effect, almost 1 billion Federal dollars have been spent to help build and maintain public schools in districts that have felt the impact of Federal activity. Both laws now are moving toward their expiration dates—June 30 this year for Public Law 815, June 30 next year for Public Law 874. Whether they will be extended again is a question of popular interest.

First meeting of the evaluation committee was held at the Office of Education on March 16. Some of its members come from, or work with, federally affected areas receiving assistance under the laws and so have had much experience with the program; others have had little or no experience with it. Clearly, the final evaluation of the school-assistance program by this committee will reflect a broad range of educational points of view.

These are the members: James Calhoun, director, division of schoolhouse planning, State Department of Education, Nashville, Tenn.: W. R. Godwin, superintendent of schools, Topeka, Kans.; Angelo Giaudrone, superintendent of schools, Concord, Mass.; Erick L. Lindman, professor, school administration, George Peabody College for Teachers, Nashville, Tenn.; Edward Litchfield, dean, school of business and public administration, Cornell University. Ithaca, N. Y.; Bluford Minor, assistant superintendent and business manager, San Diego Public Schools, San Diego, Calif.: Oscar V. Rose, superintendent, Midwest City Schools, Midwest City, Okla.; Dean M. Schweickhard, State commissioner of education, St. Paul, Minn.; Tom Wiley, director of research. State Education Association, Santa Fe, N. Mex.

State Responsibility For Good Instruction

TO what extent is the improvement of instruction in the classroom a responsibility of the State department of education, and how can the department best discharge its responsibility?

To explore these questions the National Council of State Consultants in Elementary Education held their annual meeting in Washington at the Office of Education during March 26–29. The theme had been chosen to make this year's conference relate to a research project now being carried out by the Study Commission of the National Council of Chief State School Officers: *The responsibility of State departments of education for improving the instructional program.* At one of their sessions the conferees heard a brief report on a study—*Curriculum Responsibilities of State Departments of Education*—that members of the Office staff in elementary and secondary education are making at the request of the Council of Chief State School Officers for the use of its Study Commission.

Forty-four members from 30 States, the District of Columbia, and Hawaii, together with 9 specialists from the Office staff in elementary education, attended the conference.

White House Conference Report

OFF the press this month is the complete and final report to the President by the Committee on the White House Conference on Education. Copies are available from the Superintendent of Documents, U. S. Government Printing Office, at 40 cents each.

The report is in three parts: Results of the discussions at the White House Conference itself, findings and recommendations of the State and Territorial conferences that preceded the national meeting, and the findings of the President's Committee in its own studies of the six topics discussed at the Conference.

One part of the report—the summarized discussions at the Conference—was published separately in December; and its specific recommendations for the Office of Education were noted in *School Life* at that time. Generally speaking, the other two parts of the report now underwrite those recommendations.

The President's Committee wants more up-to-date, more accurate statistics from the Office of Education and to that end urges an increase in Office funds and staff for statistical

services and a more prompt and uniform reporting by the States.

It goes into other functions of the Office, too, and expresses a "general feeling that the Office of Education has never received enough support to perform all these services fully."

The Committee underlines its belief that the Office should take a lead in encouraging and doing research in education, particularly on such problems as the shortage of teachers, the too-bigness of city school systems, the need for more schoolhouses. It also recommends that the Office lend more of a hand in sustaining a high public interest in the schools.

The part of the report that deals with State and Territorial conferences shows that only a few States found time to discuss the functions of the Office of Education. Those that did, however, were unanimous in their opinion that the Federal Government should provide leadership and promote and carry on research.

Office Appointments for School Administration

TWO SPECIALISTS in the Office of Education last month were appointed chiefs of sections in the School Administration Branch, Division of State and Local School Systems.

Charles O. Fitzwater, since 1951 specialist for county and rural school administration, was made chief of the Section on Local School Administration. Before coming to the Office, Dr. Fitzwater was for 4 years assistant director of rural service for the National Education Association. During World War II he served as director of the education program for enlisted personnel at the Naval Air Station at Minneapolis, and later was at Marshall College in Huntington, W. Va., as associate professor of education and director of educational research and field services.

Clayton D. Hutchins, who for 6 years has been the Office specialist for school finance, was appointed chief of the School Finance Section. Dr. Hutchins came to the Office in 1950 from the National Education Association, where for 5 years he had been assistant director of the research division, concentrating on studies in the field of school finance. Previously he had been chief of the School Bus Section in the Office of Defense Transportation and, earlier, auditor-in-chief for the Ohio State Department of Education.

The two appointments mean not only the advancement of Dr. Fitzwater and Dr. Hutchins but the more complete staffing of their sections.

Another Manpower Shortage

A CHRONIC problem has become acute here in Washington. That may be a contradiction of terms, but there's no contradicting the fact that there aren't enough secretaries and stenographers to go around.

The Office of Education has a number of secretarial, stenographic positions waiting to be filled; beginning salaries are $3,175 and $3,415. Anyone who wants to apply and is at least 18 years old should write to the personnel office, Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C.

Regional Meetings in Vocational Education

IT'S annual regional conference time again for directors, supervisors, and teacher trainers in vocational education. Between February 20, when the first conference opened in Memphis, and May 18, when the last one closes in Atlanta, there will have been 15 conferences in the United States, including an interregional conference for agriculture just now ended.

These conferences, which are called by the Division of Vocational Education, Office of Education, have been held across the country every year since the Smith-Hughes Act in 1917 established Federal aid to vocational education of less-than-college level. There are 4 regions—North Atlantic, Southern, Central, and Pacific—and each one, with 2 exceptions, is holding a conference in each of the 4 fields of vocational education (agriculture, distributive occupations, home economics, and trade and industry). The exceptions: Regional conferences in home economics are not being held this year in either the Central or the Pacific region.

Such conferences give leaders in vocational education a number of useful experiences: a review of the year's progress, a look at opportunities ahead, a sharing of problems and solutions. The program for each conference is developed by a specialist in the Office of Education in cooperation with a committee in the region.

From the standpoint of the Office, the conferences are especially valuable because they maintain a close working relationship between itself and the States. "And let us not write off their inspirational value," says James H. Pearson, assistant commissioner for vocational education. "The educators from one State inspire the educators from others; and good practices and worthwhile programs spread like wildfire."

New OE Staff

TWO new members have joined the Office staff: Richard S. Nelson, program specialist in trade and industrial education, and Edith S. Greer, specialist for curriculum coordination.

Mr. Nelson comes from California, where he has been coordinator of vocational education for the San Diego Unified Schools and, more recently, supervisor of trade and industrial education for the State department of education.

Dr. Greer comes from the Nebraska State Department of Education, where she has been curriculum coordinator since 1953. Earlier she was dean of instruction and chairman, education department, State Teachers College, Peru, Nebr.

The OFFICE and STATE DEPARTMENTS of EDUCATION

Cooperation for the good of the common schools

WHEN Henry Barnard resigned his position as first United States commissioner of education and turned his office over to General John Eaton, he gave his successor something Barnard himself had not possessed when *he* took over the job. He gave him the precious beginnings he had made in the way of cooperative relationships between the national Bureau of Education and the several States and Territories.

Barnard had made his contacts wherever he could. If a State had no State department of education or superintendent of public instruction—and only a few States had either in the 1860's—he had gone to the governor or to whoever else stood in the position of chief State school officer. But whatever his point of contact, it had responded with enough cooperation to help him reach, in the brief space of his four years as commissioner, the objective he had set for himself: the inauguration of "some system of inquiry by which the present state of education in all its departments, and in every State, can be derived from year to year."

In the more than 80 years that since have passed, these cooperative relationships have multiplied in thousands of ways. As State after State has established its department of education and provided for a chief school officer, and as the power and influence of State boards of education and chief State school officers have increased, the unique relationship of mutual assistance between the Office of Education and the States for the improvement of the common schools has grown sturdier and more effective.

One of the happy aspects of this relationship is that the States contribute to it voluntarily, compelled only by their devotion to the improvement of their own schools and their willingness to share their experiences with others. Federal control is not involved. For instance, no law compels State departments of education to submit data on their school systems to the Office of Education; yet they faithfully supply the Office with the tremendous volume of information that it needs to determine "the present state of education in all its departments, and in every State."

LET no one suppose, however, that the cooperation between the two is merely an amiable happenstance. There are good reasons for the relationship. One of them lies in the logic of organization: the State departments of education are the official education agencies at the State level, and the Office is the official agency at the national level. But just as basic is the fact that neither the Office of Education nor the State departments of education would be able to accomplish their best aims without the help of the other.

There are a considerable number of problems which a State alone cannot solve, but which require the cooperative action of a group of States or all the States. This condition arises because there is no Federal or central agency which has the authority to require uniformity in any element of either the organization or administration of education throughout the Nation. On the contrary, each State has the authority to establish its own organization and administration of education as it sees fit. Because of these facts, it is essential that there be cooperative development of those standards, policies, and agreements which should be uniform nationally or regionally in order that the best interest of education be served. In the field of education, the Office of Education is the logical organization to assist States in the development and implementation of agreements which they may adopt and follow on a voluntary basis.

The very reason for the Office's being brought into existence was the generally admitted need for a central agency that could collect and disseminate information about education for the whole country.

Many of those who first advocated the establishment of the Office were themselves leaders in education at the State level. Henry Barnard had been one of these: it was while he was working in Connecticut as the formulator and supporter of legislation to create the State board of education and in Rhode Island as the chief State school officer, that he had formed a concept of how a national department of education could help a State department establish and maintain an efficient school system. His concept had risen out of his need for facts—facts about what the other States were doing, what standards they had, what practices they considered successful, what principles they judged sound.

States have always had great need

for basic facts for the administration of their schools. But the other side of the coin is the *Office's* need for facts to present the picture for the Nation as a whole. Without the cooperation of each State department of education the Office could not collect comparable data on most aspects of education in the public elementary and secondary schools. It could not hope to obtain its information from each of the 60,000 school districts and each of a million teachers: it is not equipped or staffed for such an undertaking, nor would such an arrangement be desirable in a system that makes public school education a function of the State. With good reason the Office's basic contacts have historically been with the State departments of education, on whom it has depended for most of its information about this country's school system.

AS THE channels of communication between the Office of Education and State departments of education have widened and deepened over the years, the feeling of mutual confidence has increased. And with mutual implicit approval each has arrived at a rather well-defined view of the role of the other in the joint educational effort.

The Office sees the State departments not only as its principal suppliers of facts on public education and forecasters of coming needs but as important consumers of the informative and consultative services it has to offer. It sees the departments also as multipliers of its services because the departments, in their turn, deal with all the local districts and pass on to them the benefits of the Office's findings.

As for the State departments' views on the role of the Office, those have been set down as part of a statement issued in 1951 by the Council of Chief State School Officers (CCSSO), an association of the executive officers of State departments of education, under the title *Our System of Education.* The States see the Office as the Federal Government's agency for making available to the States those necessary services which the States and local education units cannot effectively provide for themselves, and within that limit consider that it should be the coordinator of all Federal activities in education involving the Nation's common school systems; the supplier of consultative services in the organization and conduct of State, interstate, and regional education activities and programs; the distributor of current information; and a research agency in all major fields of education.

Within each of these areas the instances of Office-State cooperation multiply almost beyond telling. But for purposes of brief clarification of the work that is being done through that cooperation, there is room here to examine briefly a few examples of the cooperative effort of the Office in making research studies and providing consultative services.

RESEARCH in the Office is geared to give high priority to problems that the State departments of education consider crucial. Many of the Office's research projects are carried on at the explicit request of the CCSSO. Three such projects are nearing completion now.

One of them is being carried on because the States want to know what their departments of education should do to improve pupil transportation. Efficient operation involves such items as practices in purchasing, maintenance, insurance, and safety standards. What can State departments do to improve these practices? They know that if they pool the knowledge each of them has gained through experience, none of them may need to go through the expensive processes of experimenting for themselves. Such pooling is being facilitated by the Office, which is gathering information from all the States. Its findings will be evaluated by the Study Commission of the CCSSO and by a number of specialists in school transportation. Eventually the Study Commission will come out with a set of guides to State departments of education on their responsibilities for pupil transportation.

Another of these projects grows out of the pressing nationwide need for more schoolhouses. The chief State school officers, recognizing that the buildings that are put up now will definitely determine to a large extent the educational program for years to come, want to know what State departments of education can do to advance good school-construction programs. To help them find out, the Office is acting as a fact-finding agency. The States have supplied hundreds of pertinent facts, giving the Office information on practices throughout the country. The Office's report on its findings will be used by the Study Commission of the CCSSO to develop basic guides concerning the responsibilities of State departments of education for improving school-housing services.

The subject of a third project is in the field of instruction. Findings in this project will help the State departments determine their responsibilities for improving the curriculums in the public elementary and secondary schools. To every State and Territorial department of education the Office has sent a 43-page inquiry form to find out what is being done to improve the curriculum. Is it preparing and publishing curriculum materials? Is it conducting State and regional workshops? Is it supplying audio-visual materials? Despite the length of the form every recipient has completed and returned it; the replies are now being compiled and analyzed. The results will provide the Study Commission of the CCSSO with the information it needs to establish guiding principles.

PROJECTS of the type mentioned above are but a part of the work of the Office.

Because of the resources available in the Office of Education, specialists in State departments are calling more and more for Office consultative and

continued on page 15

ENGINEERING ENROLLMENTS *and* DEGREES . . . *a rising trend*

AMERICANS concerned over the shortage of engineers in this country may take some comfort from the fact that in every fall since 1952 the number of college students enrolled in engineering has been going up. What is more, it has been going up faster every year, the annual increases being 6.6 percent in 1952, 9.5 percent in 1953, 10.9 percent in 1954, and 13.5 percent in 1955.

Even more encouraging is the fact that engineering enrollments are increasing faster than *total* male enrollments in college, and in the face of what, until this year, has been a dwindling population of college-age males. (We make our comparisons with male groups simply because most engineering students—all but one-half of 1 percent in 1955—are males.)

THAT engineering enrollments last fall continued the trend begun back in 1952 became apparent in the course of the latest annual exploration of the subject by the Office of Education and the American Society for Engineering Education. The results of that survey are now being published by the Office under the title *Engineering Enrollments and Degrees, 1955* (Circular No. 468), by William A. Jaracz and Henry H. Armsby.

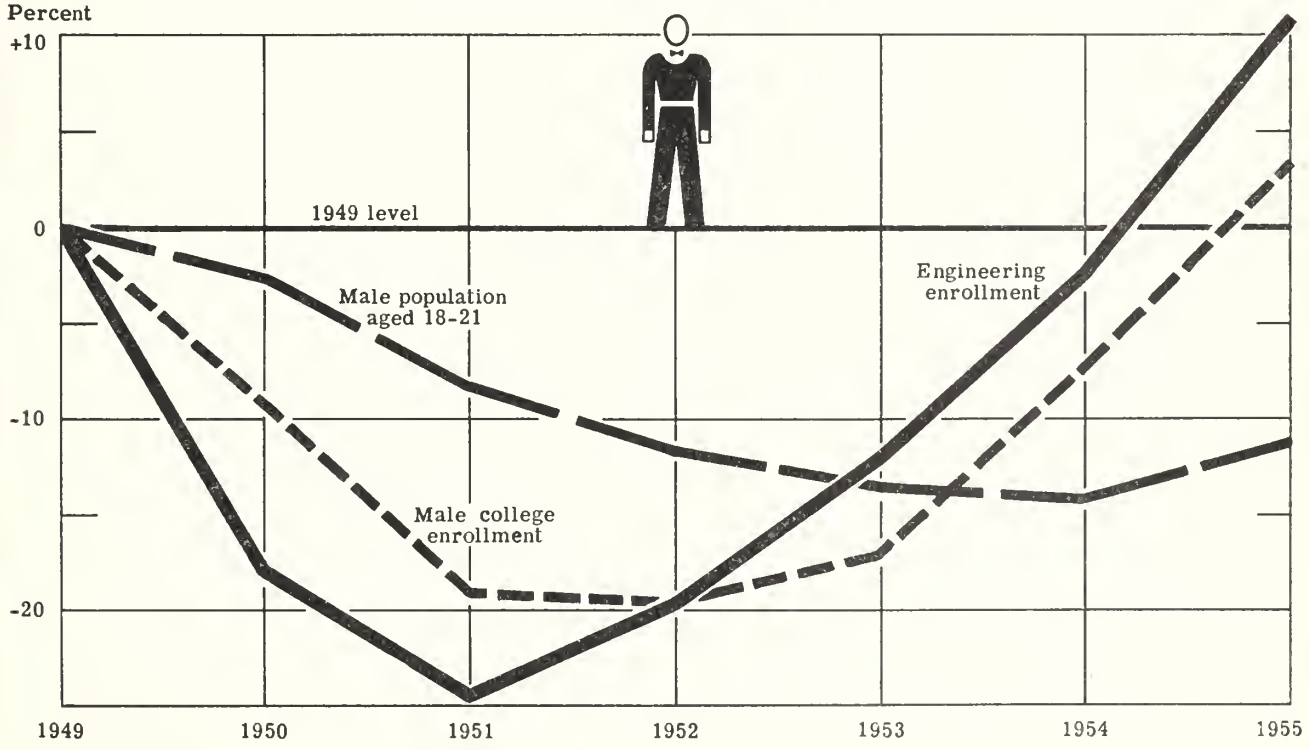
As the foreword to the report points out, the current shortage of engineers is not an isolated one. Rather, it is only one aspect of a shortage of well-trained professional people in general—of specialists in *all* scientific fields, of teachers and nurses, of economists and diplomats. But as far as engineers are concerned, this year's report suggests that eventually, perhaps some years from now, we may reach some kind of balance between need and supply; though it must be remembered that the increasingly technological nature of our economy makes the current shortage more seri-

continued on page 15

ABOUT THE CHART: Data on fall engineering enrollments (from the Office of Education) include only those institutions conferring engineering degrees; data on male college enrollments (also from the Office of Education) include *all* institutions of higher learning. Both are for continental United States and its outlying parts; both are for the fall of the year.

Data on male population (from the U. S. Bureau of the Census) are for July of each year. They take in continental United States only and exclude members of the Armed Forces abroad.

Percentage change from 1949 of (1) fall engineering enrollment, (2) male college-grade enrollment, and (3) male population aged 18–21: 1950–55.



Legislative Indicators: STATE S

A capsul

The tabulation presented here is frankly experimental. It was designed by the Laws and Legislation Branch of the Office of Education to provide, in capsule form, a ready gage of State education enactments for those persons interested in school law developments. In this form, the tabulation should be helpful in calling attention to those educational matters with which legislatures were most concerned during their 1955 sessions and in pointing to new areas of educational legislation.

Legislatures met in regular or special session in all States except Kentucky during 1955. In these States over 6,000 laws were enacted affecting education.

This tabulation does not afford an analysis of these individual enactments and should not be considered as such. The material presented is based largely on published session laws of the States; thus it does not measure the effect of a law on existing school programs. The letter symbols used in the tabulation indicate only that some

ITEM	Ala.	Ariz.	Ark.	Calif.	Colo.	Conn.	Del.	Fla.	Ga.	Ida.	Ill.	Ind.	Iowa	Kans.	Ky.	La.	Me.	Md.	Mass.
FINANCIAL SUPPORT:																			
Taxes, devoted wholly or in part to education (N=new, I=increased):																			
Income	N								I	I			I						
Sales											I		I						
Excise				I					I	IN			I				I		
Other	N	I		I		I				N	N		I					I	
Levy limits increased (G=general, S=some local units)	G				GS					S	S	S		GS		S			
Tax study commission (N=new, E=extended)	N	N	N		N	E			N	N			N						
Bonding limits increased (S=State, L=local)	S			SL		S				L	L			L		L		S	
Foundation program (N=new, I=increased foundation, A=amended)									A	I	IA					I			
State aid (I=increased, D=decreased)	I	I	D	I	I	I	I	I	I	I	I	I	I	I		I	I	I	
Property tax equalization (X=laws aimed at equalization of valuation and/or assessment)	X		X														X		
SCHOOL BUILDING CONSTRUCTION:																			
Building authority (N=newly created, A=amended)																			
Bond issue (S=submitted to voters, A=approved)	S					A										A			
Loan fund (N=new, A=amended)												N							
State aid for maintenance and repair (N=new, I=increased)				I															
State aid for construction (N=new, I=increased)																I			
Local building levy (N=new levy authorized, I=increased limit)														N					
TEACHER WELFARE:																			
Salaries (N=new minimum law, M=minimum increased, I=salary increase (*=for county superintendents)	I			I*	I	I	MI*	I	I		I*	M		I*		I			
Tenure and contracts (N=new, A=amended, S=legislation for county superintendents)				AN		N	N	A		N	A						S		
Retirement law (N=new, I=increased benefits, A=amended)	IN	I		I	I	IN	IN	N		N	IA	IA	A	A			N	N	
Certification (D=degrees required, R=standards raised)											R								
Social Security enabling act (C=coordinated with retirement, S=separate)		S		C				S			S	C		C		S		S	

HOOL ENACTMENTS in 1955

sentation

action was taken. A single symbol may stand for several individual acts or amendments to existing law. The tabulation does not presume to include all State enactments affecting education, nor all the subjects on which the legislatures acted in this field. These several limitations should be noted in its use.

According to Melvin W. Sneed, director, Laws and Legislation Branch, the Office of Education is planning further development of its services in the field of school law. In recognition of the large volume of educational legislation in the States and the increased public interest therein, the Office plans to begin the development of a clearinghouse of information on State laws. Greater interchange of information on significant enactments should be useful to educators and all persons who are working throughout the Nation to improve our educational systems. *School Life* will continue to assist in the furtherance of this aim.

Mich.	Minn.	Miss.	Mo.	Mont.	Nebr.	Nev.	N. H.	N. J.	N. M.	N. Y.	N. C.	N. D.	Ohio	Okla.	Oreg.	Pa.	R. I.	S. C.	S. D.	Tenn.	Tex.	Utah	Vt.	Va.	Wash.	W. Va.	Wis.	Wyo.
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			I			N												I		I								
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C	S		S	S	S		S	C	S		C	S		S	S		S	C		S	S				S		S	C

ITEM	Ala.	Ariz.	Ark.	Calif.	Colo.	Conn.	Del.	Fla.	Ga.	Ida.	Ill.	Ind.	Iowa	Kans.	Ky.	La.	Me.	Md.	Mass.
TEACHER WELFARE—Continued																			
Insurance (L=liability, H=group health and accident, Lf=group life)				H						L							Lf		
Leave (S=sick, E=exchange, Sab=sabbatical)		E				S	S		E		E		S						
Oath of allegiance to U. S. (N=new, A=amended)											N								
PUPIL WELFARE:																			
Attendance law (A=amended)				A		A					A	A							A
Free textbooks (N=new, I=increased funds, A=amended)				N				I	I			A	NA						
Insurance, group accident (N=new, I=increased coverage)				N							N								
Safety and health regulations (N=new, A=amended)				AN		A				N	A			A					
Segregation and desegregation (X=legislative action)	X			X				X	X					X					
Scholarship aid (N=new, I=increased funds)	NI			N				N			I			N		I			
Transportation (I=State aid increased, E=services expanded)						E			IE		I	E	E			IE		E	
Libraries (I=increased funds, E=extended services)						I					E								
SPECIAL EDUCATION:																			
Adult education (N=new programs, E=expanded programs)								E											
Driver training (N=new programs, E=expanded programs)				NE				E						E		E	E		
Education of exceptional children (N=new programs, E=expanded programs):																			
General	N				NE									E					
Mentally retarded				EN							N			E		E			
Physically handicapped	E		E		E	E					E	N	E			E	E		
Vocational education (I=increased funds, E=expanded programs)	I					I				E	IE					IE			
Educational television (N=new legislation, E=expanded)											N								
HIGHER EDUCATION:																			
Increased funds for operation (U=university, T=teachers colleges, J=junior colleges, S=faculty salaries)	U				T				UT	UT	UT					U	T		
Increased funds for construction (U=university, T=teachers colleges, J=junior colleges, G=general)		UT		T	UT	T		JU		UT				UT		UT	T	T	
Local junior colleges (A=authorization, S=State aid)										S	S							S	
Administrative reorganization (S=State, C=single college or university)				S						C									
Regional compact (N=new, E=extended)	E			N		N					N					E	N		
Administration and Organization:																			
District reorganization (E=extensive, M=minor)				M	M			M		M	M	M	M	M			M		M
State department of education (I=increased funds, F=functions added)	F		F	F	I						F		I						
State Board of Education (N=new, I=increased funds, F=functions added)	F		F			F				I								F	
Codification of school law (N=new, S=study authorized)												N							
Regulation of property transfers (R); bids and purchasing (P)				R	R	R					R		PR						R
Private schools (A=administration of, S=services to)				A															A
Education study commission (X=established)						X			X	X	X	X				X			X

Mich.	Minn.	Miss.	Mo.	Mont.	Nebr.	Nev.	N. H.	N. J.	N. M.	N. Y.	N. C.	N. D.	Ohio	Okla.	Oreg.	Pa.	R. I.	S. C.	S. D.	Tenn.	Tex.	Utah	Vt.	Va.	Wash.	W. Va.	Wis.	Wyo.
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EDUCATION in the FAR EAST

Teams of United States educators join ministries of education in an effort to promote a useful literacy.

"IN MANY parts of Asia I see encouraging signs that the American concept of education is striking root. I say 'encouraging' not just because it is the American concept and I am an American, but because it is the only concept we can possibly admit if we are to use education as a tool for peace. For in America we believe that education should be used as a creative force in society and not as a means of perpetuating a tradition."

When he makes this statement, Oliver J. Caldwell, assistant commissioner for international education in the Office of Education, is thinking of the responsibilities many Americans bear these days for advocating this concept of education before the governments of Free Asia. More particularly he is thinking of the teams of United States educators who now are working with those governments to help bring education to all their people.

Those teams are there, as Mr. Caldwell says, only on the specific invitation of the countries involved; and in accepting the invitation they are taking an opportunity to participate in one of the most significant enterprises of our times—the cooperative effort of free peoples to find a way to create a permanently peaceful world. In each country they are part of an operations mission from the United States, received under agreement with the International Cooperation Administration (ICA).*

* The Office of Education, through its International Education Branch, acts as agent for ICA in recruiting American educators for overseas assignments, in administering training programs for visiting educators from abroad, and in providing various other professional services.

Mr. Caldwell has just come home from a 2-month tour of 9 of those missions. Here he shares with *School Life* a quick look at how things are going in each of the countries.

In Formosa . . .

In Formosa the cooperation that the United States team gives to the national ministry of education is but one expression of the United States' efforts to aid the Government of Free China. Several educational projects are under way, but to Mr. Caldwell's mind none is more promising than the system of community schools that is being developed, much like the one so effectively operating in the Republic of the Philippines.

Last fall the work in this direction was strengthened by the addition of Verna Carley to the team. Dr. Carley, formerly a professor at Fordham University, is a specialist in community education. She is in Formosa on the invitation of the chief of the Education Field Party, Emmett Brown.

In the Philippines . . .

"The Philippine Republic has become a showcase for American education in Asia," reports Mr. Caldwell, "and educators from other countries are traveling great distances to see what it has to offer." Certainly in the Philippines the American concept of education has been exceptionally successful: with no great expenditure of funds, literacy is being developed among the common people as a means of gaining useful knowledge; and by that knowledge they are helping themselves to the competence they need, creating among themselves essential skills, and winning for themselves increased food supplies and better ways of living.

This impressive accomplishment is the direct result of more than 50 years of general cooperation in education between the Philippines and the United States. Since the war, the community school program has been winning worldwide renown as an instrument for promoting human welfare through education. This program was developed by the Filipinos themselves and has received little direct assistance from the outside world.

"You can easily spot the towns with community schools," says Mr. Caldwell. "They look well groomed. The fences are mended, neat, and whitewashed; the wells are covered with concrete slabs; every household has a well-kept kitchen garden; sanitary latrines have been built. What is more, the people have developed some industry—hog or poultry raising, for instance—and have gained a much-needed cash income by supplying city markets with their products."

That so much can come from modest little schools is nothing short of amazing. In one town, for instance, the school is an unprepossessing palm-leaf hut. It has 137 pupils and only 3 teachers; but with the wholehearted cooperation of the townspeople it has made a survey of the community to put its finger on all the weak spots that it could possibly help to correct—not enough foods of the right kinds, poor sanitation, no cash income—and has gone to work on them. Already it has brought about great changes in the lives of the people who live there. Yes, it teaches the 3 R's, but it teaches them as a means of getting knowledge that is useful *right now*.

Mr. Caldwell expressed his regret that aside from the work of a small UNESCO team, the community schools of the Philippines have re-

ceived very little direct help from foreign sources.

Mr. Caldwell had timed his visit to Manila for mid-January, to coincide with a conference being held there under the auspices of the United States team in the Philippines for their fellow educators working elsewhere in Asia. The guest participants came from Afghanistan, Nepal, Pakistan, India, Indonesia, Thailand, Cambodia, Vietnam, Formosa, Korea, and Japan; in all those countries except Japan the United States has an ICA team in education.

Basic theme of the conference was the improvement of education services to our friends in Asia. Among the topics discussed was the matter of motivation. "All the participants agreed," says Mr. Caldwell, "that man cannot live by bread alone, that literacy and the competence it gives do not necessarily bring happiness. They felt, therefore, that they should share not only the techniques of learning but also an understanding of the basic moral principles incorporated in our Bill of Rights. And they were unanimous in their conclusion that the most effective device they have for presenting American ideals abroad is to be, themselves, the best possible Americans."

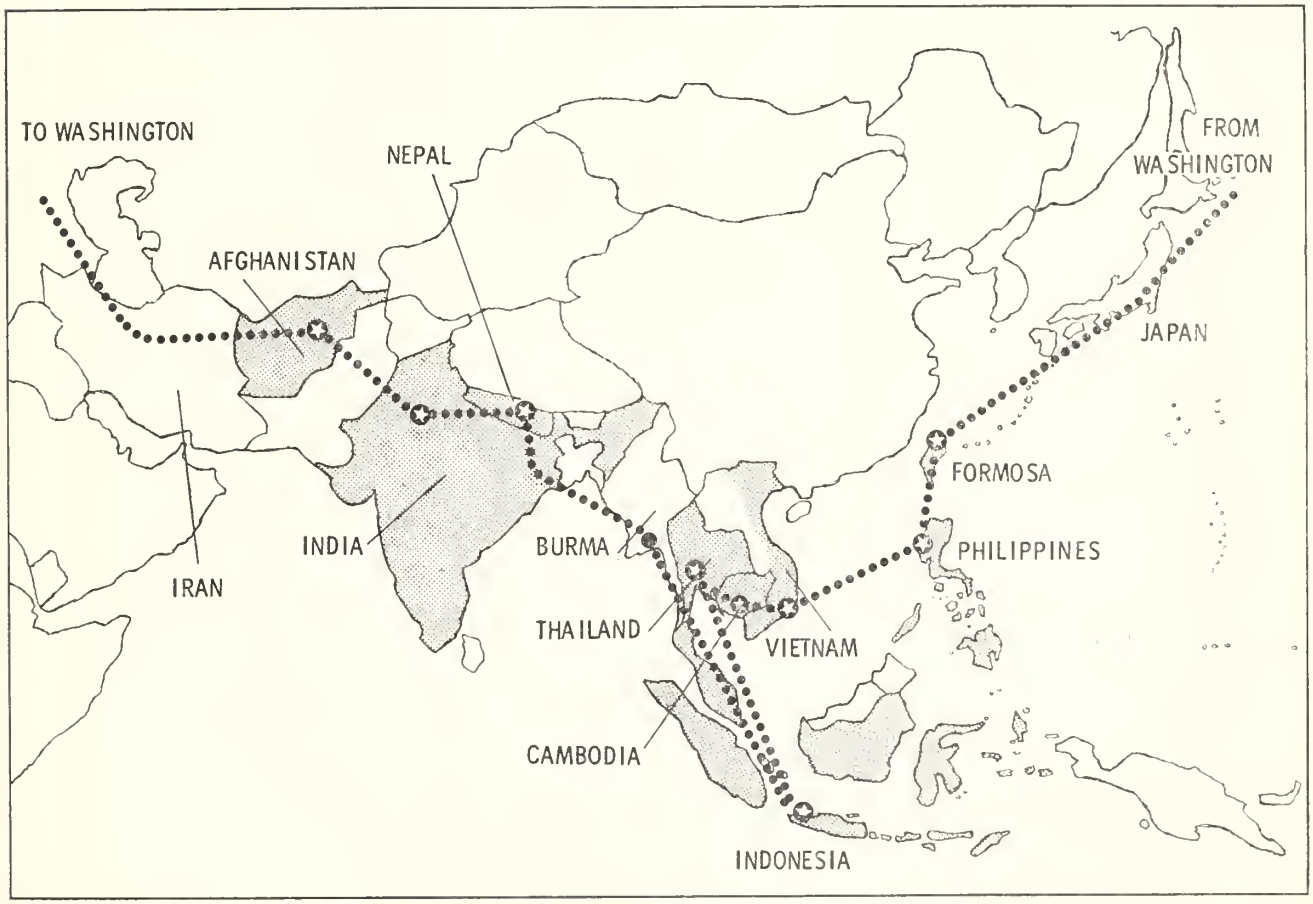
Mr. Caldwell reports that he left the conference heartened not only by the high intellectual caliber of the participants but also by their devotion to the philosophy that lies behind their work—that knowledge is the essential ingredient for social and economic advancement, that there is an intimate relation between the level of education in any country and the level of living, and that therefore the best foundation for peace is education for everyone.

In Vietnam . . .

In Vietnam we are running a close race with Communism. Already the north has been lost; the south is still a place of contention. Our effort there is to bring education to the common people in time to help them develop their own resources before they succumb to the Communist promise of "pie in the sky."

"Much hope lies in the eagerness of the Vietnamese for education; they look on it for what it is— a means for social and economic betterment." To help them gain the knowledge they seek, the ICA team is directing its effort into several channels, including teacher education, vocational educa-

Mr. Caldwell's trip to the Far East was principally to visit countries cooperating with ICA in education.



tion, and the development of a youth organization.

In Cambodia . . .

In Cambodia Mr. Caldwell found one of the world's most promising examples of international cooperation in education. There an outstanding American Negro educator, Sam Adams, is helping the Cambodian ministry of education to develop a functional type of education for all Cambodian children. In the ministry itself the country is fortunate in having an exceptionally able man—Chiet Chem, the national director of primary education.

Hundreds of new schools have been built in the past few years, including many excellent secondary schools. What has happened in the Province of Siemreap is an example of the great changes that are going on: in 1948 only 500 of the Province's 30,000 children were in school; today 12,000 are enrolled.

In Thailand . . .

It is said that in Thailand every child has a school within walking distance; but, as Mr. Caldwell concedes. "Thai children will walk farther than American children."

True, Thailand has one of the most complete systems of education in all Asia. But it still has a big problem which it has asked its team of United States cooperators to help solve: how to develop the kind of education that is more appropriate to the people's needs than the somewhat formalistic kind they now have. A teacher education team from the University of Indiana is making an outstanding contribution to the effort.

With the Thais among our best friends and most effective allies in Asia, the importance of our assisting them in developing their system of education is inestimable.

In Indonesia . . .

Large in area and population and rich in natural resources, Indonesia is one of the most strategic new nations in the world; and what happens there in education will have almost incalculable meaning.

Thus far, however, ICA cooperation in education has been limited to certain contracts designed to strengthen vocational education at the secondary level and to improve the teaching of certain technical subjects in the universities.

In Burma . . .

Although—and also *because*—we no longer cooperate with the Burmese in the development of their educational program, Mr. Caldwell found his visit to Burma especially interesting.

Burma has designated a program of mass education, to bring functional education to remote communities, with emphasis on adults as learners. The program is only now getting under way, and Mr. Caldwell saw only its central training school for village workers. But what it will eventually accomplish is something that we have reason to follow with interest.

In Nepal . . .

Our educational cooperation in Nepal is comparatively new—not surprising when one recalls that a part of Nepal, the Valley of Katmandu, reputed to have been the inspiration for Hilton's Shangri-La, was closed to Americans until a few years ago.

In an old palace on the outskirts of Katmandu, ICA has helped to develop a training program for rural teachers. A small contract team from Oregon State College appears to be doing an excellent job of beginning a program of public education, emphasizing teacher education.

Considering the possibilities for Nepal's development, Mr. Caldwell recalls that the Gurkhas, the dominant race of Nepal, have long been famous for their skill as warriors. "If they gain access to modern languages and apply their talents, Nepal is bound to gain an importance in the community of nations that is out of all proportion to its size."

In India . . .

Certainly India is one of the most important countries in which the United States is permitted to cooperate with the ministry of education. The country is moving so fast that the progress made since Mr. Caldwell's last visit, little more than 1 year ago, is readily apparent. Distinguished work is apparently being done by several university contract teams.

It is Mr. Caldwell's impression that India's Humayun Kabir, who once was the guest of the Office under an ICA program, is one of the most brilliant educators he has ever met. Dr. Kabir has recently left his position in the ministry of education to enter Parliament, but he still provides leadership for the schools of his country.

Several excellent contract teams from American universities are promoting the improvement of education in India.

In Afghanistan . . .

Afghanistan is one of the most remote areas in which Americans are privileged to cooperate in education. Teachers College of Columbia University, under contract with ICA, has developed a project at Kabul for promoting teacher education. The University of Wyoming is assisting in the development of a vocational education program. Other projects include the teaching of English as a second language. On the whole, however, Mr. Caldwell feels that Afghanistan represents one of our Government's unexploited opportunities.

"The country is making heroic efforts to lift itself by its own bootstraps. One of its most impressive exertions is its development of the Helmand River Valley. For it the Afghans have borrowed substantially from abroad and invested millions of their own money. An American construction company is building dams

and an irrigation system that may transform the valley into a new Eden. Kandahar, its principal city, may soon become a center of international air traffic; already a landing field is being built there to accommodate an international jet transport service."

STATE DEPARTMENTS

continued from page 6

advisory service. To provide these services the Office over the years has established a staffing pattern reflecting large and important areas of service in the organization of education.

In general, each specialist in the Office of Education has a counterpart in many State departments of education; and to this counterpart, his chief contact in the State, the Office of Education specialist stands ready to be of assistance.

The most significant difference between the Federal and the State specialist is the area in which they work, and the focus of their services. The Federal specialist is concerned with the 48 States whereas the State specialist is primarily concerned with the problems in one State. Otherwise the characteristics of both specialists are similar. Both are recognized as educational leaders; both are competent in their particular area of specialization and have a broad understanding of the role of education in general; both are familiar with research in their field and are able to initiate and conduct needed research; both have a wide knowledge of problems in their field and of methods of solution and are therefore able to furnish constructive advice.

The consultative services that flow between the Federal and State department specialists—for they do flow both ways—are continuous. Every day these relationships involve an exchange of telephone calls, telegrams, and letters between the Office and the States. Frequent visits and conferences also characterize the cooperative relationship. The Office specialists in elementary education, for instance, are always responding to requests for advice and information from corresponding State specialists; and the same is true of the specialists in education of the exceptional children, health education, rural education, home economics; the specialists in administrative matters such as records and reports, accounting, and district organization; and many others.

Office specialists are often asked to work with State and regional conferences of educators on critical educational problems, to participate in the preparation of State manuals and guides, to take part in workshops. Often the Office itself sponsors a conference of State specialists and others to attack pressing problems that are causing nationwide concern. These are but a few examples of the working relationships.

IN SUMMARY, the needs of education were the spur that established cooperative relationships between the Office of Education and State departments of education. Over the years these relationships have multiplied and become stronger with the expanding educational activities. This two-way program of action calls for each agency to provide the services which it is peculiarly qualified to perform. As a consequence the relationships are mutually beneficial to each and to education in general. If Henry Barnard could witness the cooperative spirit manifest in education today, he would surely say, "Well done!"

ENGINEERING

continued from page 7

ous than the rising trend in enrollments implies.

The report sets forth many other facts about engineering enrollments and degrees that are significant for the engineer-supply picture of the future. Among them are these:

- With one exception (in 1954) the ratio of engineering freshmen to male first-time college students has been increasing for the past 6 years—from 10.7 percent in 1950 to 16.9 percent in 1955. What this means eventually in conferrals of first engineering degrees was indicated in 1955, when for the first time in 5 years the number of conferrals showed an increase instead of a decrease.
- The "Big Three" in engineering curriculums for undergraduates are electrical, mechanical, and civil, in that order. In 1955 the three together accounted for 56.7 percent of undergraduate engineering students; and for the past few years they have accounted for almost two-thirds of all first degrees in engineering.
- At the graduate level chemical engineering pushes civil into fourth place for enrollment records. Together, the four fields in late years have accounted for about two-thirds of all graduate engineering degrees.

OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

FOR SALE

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

DISTRIBUTIVE EDUCATION FOR ADULTS: SELECTION AND TRAINING OF PART-TIME INSTRUCTORS. 1955. 28 p. 25 cents. (Voc. Div. Bul. No. 258, Dist. Ed. Series, No. 20.)

EDUCATION DIRECTORY, PART 3: HIGHER EDUCATION, 1955–56, prepared by *Theresa Birch Wilkins*. 1955. 174 p. 50 cents.

REPORT OF THE LONG RANGE PLANNING PHASE OF THE SCHOOL FACILITIES SURVEY. Conducted by *Ray L. Hamon* and *N. E. Viles*. December 1955. 71 p. 55 cents.

SALARIES AND OTHER CHARACTERISTICS OF BEGINNING RURAL SCHOOL TEACHERS, 1953–54, by *Wells Harrington* and *Mabel C. Rice*. 1955. 16 p. 20 cents. (Cir. No. 446.)

STATISTICS OF NEGRO COLLEGES AND UNIVERSITIES, 1951–52 AND FALL OF 1954, by *Henry G. Badger*. 1955. 16 p. 20 cents. (Cir. No. 448.)

STATISTICS OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION OF NEGROES IN THE SOUTHERN STATES, 1951–52, by *Carol Joy Hobson*. 1955. 18 p. 20 cents. (Cir. No. 444.)

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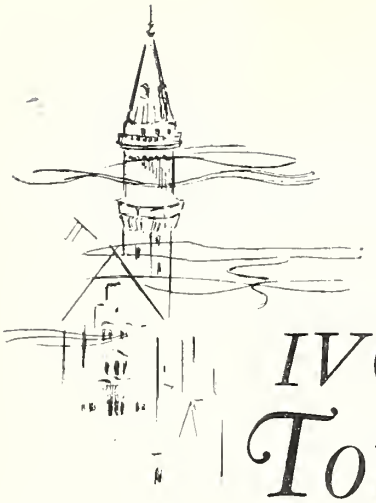
SCHOOL LIFE

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

OFFICE OF EDUCATION

SELECTED ARTICLES

May 1956



IVORY TOWER?

The Office of Education is well aware of the danger that it might become isolated in its thinking and open to the charge often leveled at educators: "You live in an ivory tower."

To offset this danger, and to better discharge its obligation for national leadership in education, the Office has been increasing its consultation with outside groups.

Since May 1955 the Office has met with representatives of several national organizations—a fair cross section of professional and lay groups in America. The Office will continue to meet with such groups in the future. The purpose of these meetings is to discuss Office functions and to receive suggestions for improvement.

In the course of the discussions many helpful suggestions have been received and already are reflected in the planning and action of the Office. In considering these suggestions, the Office has been governed by certain principles as to the services it should perform:

1. The Office must be objective. It must present evidence of accomplishments, of needs, of excesses, of possibilities.

2. The Office must have a comprehensive outlook. It must consider education as it affects all citizens of all ages.

3. The Office must direct its program to strengthen and improve the effectiveness of citizen understanding and support of education and to help the people increase the efficiency of all phases of education.

4. The Office must deal primarily with problems that are national in scope or implication.

The fourth principle does not mean that the Office might not deal with a local situation, but that it can justify doing so only when the local situation is typical of a national problem. The Office must be responsive to the majority of the people because the schools belong to the people and so does the Office of Education. Thus, as the Office tries to determine what may be most important at a given time, it recognizes that if there is good evidence that the public wants some service or material, the public is entitled to have that want filled.

By adhering to these principles and by constantly exchanging ideas with others, the Office of Education believes it can avoid ivory-tower thinking and bring its full forces to bear on the pressing problems of education wherever and whenever they arise.

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 Retarded Children

On April 12 there was introduced in the United States Senate a bill to advance the cause of education for mentally retarded children. S. 3620, which was introduced by Mr. Hill for himself and others and subsequently referred to the Senate Committee on Labor and Public Welfare, would authorize the Commissioner of Education to make grants of funds to (1) public or other nonprofit institutions of higher learning and (2) State educational agencies.

Institutions of higher learning would use the grants to train professional personnel either to conduct research in the various fields of educating mentally retarded children or to train teachers in those fields. State agencies would use them for fellowships to train teachers of mentally retarded children or supervisors of such teachers.

Science Teachers on National Committee

With great logic the President has included a representative of the country's science teachers on his recently appointed National Committee for the Development of Scientists and Engineers. That representative is Robert Stollberg, president of the National Science Teachers Association.

Other representatives of education on the committee are Arthur S. Adams, president, American Council on Education; J. Lester Buford, president, National Education Association; Leland N. Drake, president, National Association of Secondary School Principals; and Irvin Stewart, president, American Association of Land Grant Colleges and Universities. Howard L. Bevis, president of the Ohio State University, has been named chairman of the committee; Eric A. Walker, dean of the Engineering and Architectural College at Pennsylvania State College, is vice chairman.

The committee has been formed because, as the President says, "the basic responsibility for solution of the problem [how to get enough highly qualified scientists and engineers] lies in the concerted action of citizens and citizens' groups organized to act effectively." The other appointees, also representatives of major groups or organizations, will speak for engineering, science, the humanities, management, labor, and State and local governments.

Exhibit in Lima

Fifteen panels of exhibit showing what education is like in the United States were displayed at the three international education conferences held in Lima, Peru, during the last week of April and the first week of May.

The Office of Education and the United States Information Agency had prepared the exhibit. Using photographs and charts they showed the roles played in education by the local districts, the States, and the Federal Government; presented urban-rural differences and institutional and community participation in school life; showed various aspects of teacher training and other higher education; told how curriculums and procedures were used to advance the learning process; and set forth statistics on enrollment.

Providing the setting for the exhibit were two meetings under the auspices of the Organization of American States—a conference of ministers of education from 21 Latin American nations and the second meeting of the Inter-American Cultural Council—and a conference called by Unesco in an effort to solve the problem of providing education for 14 million Latin American children who are without schools.

Consultants in Vocational Education

Five consultants have come to the Office on a contract basis to give specialized service for a few months to the Division of Vocational Education.

First to arrive was W. F. Stewart, emeritus professor of agricultural education, The Ohio State University, who came on February 20 to advise on research in agricultural education for out-of-school young farmers. He will be here until the end of June.

Adrian Trimpe, State teacher trainer in distributive education at Western Michigan College, is assisting from March 5 to June 30 as an adviser on studies devoted particularly to training programs for outside selling.

Earl M. Bowler, assistant director of the industrial education department in the Division of Extension, University of Texas, is advising the Trade and Industrial Education Branch from April through June in the area of related instruction and supervisory training.

Beth Coghlan, director of distributive education for the Seattle Public Schools, came in mid-April to assist the Distributive Education Branch until the end of June on a special project of analyzing problems that attend training programs for managers and employees in small business establishments.

Katherine Reed, head of the Department of Family Life in the School of Home Economics, Oregon State College, is spending the month of May with the Home Economics Education Branch. She is advising on what steps should follow a conference held last year on the value that students in home economics gain from experience with infants.

Threefold Task

JUST after the President's Committee on Education Beyond the High School held its first meeting, on April 27, its chairman, Devereux Colt Josephs, summarized for the press the committee's threefold task:

"First, to collect, assemble and disseminate the best information we can for . . . increasing public awareness of the vast educational challenge . . . in the field of education beyond the high school.

"Second, to encourage . . . the planning and action . . . by institutions and groups of institutions . . . to meet the impending demands upon our educational system.

"Third, to advise the President . . . in this field and to recommend appropriate Federal policies and relationships."

That the Office of Education, as well as the entire Department of Health, Education, and Welfare, is ready to give the new committee every encouragement and support for its task was expressed at this first meeting by Secretary Folsom, Under Secretary Hunt, and Commissioner Brownell.

In addition to Chairman Josephs, who is head of the board of directors of the New York Life Insurance Co., and Vice Chairman David Dodds Henry, who is president of the University of Illinois, the President's Committee has 31 members. They are representative leaders in our society. Nine are presidents of institutions of higher learning. At least seven others also are directly connected with education in a professional capacity—either as college dean or professor, chief State school officer, superintendent of a public school system, or director of education for a labor organization; at least one is chairman of a city's school board. Others are a State governor, an artist, publishers, lawyers, industrialists, financiers, and leaders in the fields of agriculture and labor.

". . . *for Children in 1956*"

SIXTY-TWO organizations sent delegates to the ninth annual conference on elementary education sponsored by the Office of Education, May 7–9. About half of them were professional educational organizations; half were lay. Their common bond was their interest in some aspect of the education of children.

General purpose of the Office in bringing these organizations together each year is to give them an opportunity at the national level to discuss ways of working together for better educational programs for children. *Specific* purpose for this year's conference, reflected in the theme "Working Together for Children in 1956," was to develop suggestions useful to *all* organizations and to consider how the organizations could help to implement the recommendations of the White House Conference.

The conferees centered their discussions on three questions:

¶What do national organizations see as the major job of the school today?

¶How can good human relations contribute to the achievement of the goals of the schools?

¶How can national organizations help build public interest and support to provide better education for the children in our schools?

To give the represented organizations something they can use in planning their forthcoming activities for children, the conference summarized its discussions into a working statement.

CCSSO Planners Meet With Office Staff

UPON invitation from the Office of Education, nine representatives of State departments of education from all parts of the country came to Washington this month to join Office staff in a planning session. They were the Planning Committee of the Study Commission of the Council of Chief State School Officers.

Basic reason for the meeting, which was held on May 21–22, was to discuss the research problems that are of common interest in State school administration and, in so doing, to give guidance to the Office in planning its own program of projects and studies.

The meeting chalked up the following accomplishments:

¶Plans were made for the completion of the four studies the Office is now carrying on for the Council on the responsibilities of State departments of education for (1) pupil transportation, (2) school plant services, (3) guidance services, and (4) instructional program.

¶Plans were made to initiate further studies into State department responsibilities—this time for nonpublic schools and for finance and business administration.

¶Plans were made for the eighth annual workshop to be held by the Study Commission, in Colorado Springs, Colo., during the week of November 24.

Most of the members of the present Planning Committee are assistant State commissioners or superintendents of education. Those who attended this year's meeting were M. M. Cruft, Illinois; Donald A. Emerson, Oregon; J. E. Miller, North Carolina; W. Fred Miller, Arizona; Jack Milligan, Michigan; Ray E. Reid, Virginia; William P. Robinson, Rhode Island; James C. Schooler, South Dakota; and Burtis E. Taylor, Colorado.

Tackling the Manpower Shortage

To join in the job the Office cooperates with other agencies ⋆ makes its own studies ⋆ gives consultative services

Three Principles . . .

I WANT to give you my assurances . . . that the United States Office of Education is cooperating with many individuals and groups . . . toward a solution to what has become known as the "science shortage." In its activities it is proceeding on the basis of three principles . . .

First, the situation with regard to science education in our schools, particularly as it relates to national defense needs, is a grave one.

Second, this situation is not so grave that we should allow ourselves to become panic stricken and resort to short-term solutions to our problems which might in the long run jeopardize the very foundations of our educational system. Progress in science education and education of scientists is very largely dependent upon the development of strength in education generally.

Third, the solution to the problem of scientific manpower calls for constructive, planned, careful, continuous programs over the years. It is not just a matter of exposing more pupils to more hours of sitting in science classrooms. It involves the preparation of elementary school teachers who can gain and sustain interest of children in quantitative thinking and concern of natural phenomena so that when they reach the secondary school their interest in mathematics and science has been increased—not diminished—by elementary school experience. It involves opportunities in the high school for rewarding and challenging tasks in science and mathematics that build confidence and desire to go on to the next and more advanced possibilities, as well as mathematical and scientific competence. It involves college recognition and encouragement of scientific potential, willingness to make the individual adaptations to some less well prepared but potentially able, and opportunities to permit those of talent and well-developed competencies to forge ahead at full speed. It involves the extremely difficult changing of a widespread, long-developed impression by many parents and students that mathematics and science are somehow especially tough and are subjects more for men than for women. We know that competence in *any* advanced field of learning requires rigorous and exact thinking. We know that women are just as able as men in their learning capacity.

The steps to bring about improved science education now, and over the years ahead, need endorsement . . . not by any single group or element in our society but by educators and lay citizens everywhere. The ultimate success of education generally and scientific education particularly depends upon better understanding and appreciation and greater support by the people than at present. The encouraging fact is that we can observe increases in this understanding and support on every hand.

From remarks by the U. S. Commissioner of Education to a session of the National Science Teachers Association, in Washington, D. C., March 16, 1956.

FEW developments in recent years have had such vast implications for American education as the growing public concern over existing shortages of technically trained manpower. Reports that Russia is producing ever-increasing numbers of scientists and engineers have come as a shock to many Americans—despite the fact that for some thirty years Russia has been announcing its policy of industrialization—and have caused a marked increase in the technical and scientific education programs in this country.

To many educators, such as Henry H. Armsby, chief for engineering education in the Office of Education, this is a belated public acknowledgment of a problem area which long has been recognized by specialists in the field. It was Dr. Armsby who in 1950, in the face of an advertised surplus of American engineers, pointed to shrinking freshman enrollments and rising technological demands, and forecast a *shortage* of engineers. The outbreak of hostilities in Korea later in that year hastened this prophecy to fulfillment, and United States industry ever since has been hindered by a supply of engineers unequal to the demands of a burgeoning economy.

Because those who are close to this problem of technical and scientific

shortage have been at work on it for several years, and because a public aroused by the threat of Soviet technical supremacy is calling for remedial action, an air of feverish activity surrounds this professional area.

Central to any consideration of this manpower problem is education. The chief factor in the expansion of our trained manpower supply is, of course, our capacity for training, our facilities for education. For this reason, heavy responsibility devolves upon education to consider the needs created by a marked acceleration of technical and scientific advances.

To the Office of Education, as to educators everywhere, the scientific manpower shortage is chiefly a problem to be solved in an educational context. It is a problem of almost indeterminable proportions, complicated by a short supply of science and mathematics teachers and deeply involved with the need for improving teacher qualifications, curriculums, methods of instruction, facilities, and equipment. Not until we have improved these factors can we make enough of an impact to alleviate the shortage to any substantial degree.

For the improvement of these factors the Office has long been expending its effort. It has employed a specialist for engineering education since 1941, one for science since 1946, and one for mathematics since 1952. Over the years these specialists have made a number of studies, written many reports, and served in various consultative and representative capacities to improve the status of education in their respective fields.

To keep abreast of rapid developments in the scientific manpower field, and to publicize these developments in the interests of better coordination of all activities pertaining to the problem, Commissioner of Education Brownell has mobilized an informal Office of Education "task force." Under the personal direction of the Commissioner, a team of Office specialists is working to organize and disseminate data which will acquaint the public and educators alike with educational developments pertinent to the manpower crisis, with educational problems inherent in that crisis, and with possible solutions. Among the members of this team are J. Ralph Rackley, deputy commissioner; Homer D. Babbidge, Jr., assistant to the commissioner; Henry H. Armsby, chief for engineering education; Kenneth E. Brown, specialist for mathematics; and Ellsworth S. Obourn, specialist for science.

School Life hopes to present in future issues some of the findings of this Office group in order to keep its readers informed of the fast-breaking developments in science, mathematics, and engineering education. As an introduction to those reports, we present here some highlights of Office activities.

Work With Other Agencies

Cooperation with other agencies interested in alleviating the shortage of scientists has been part of the Office's basic approach to the problem. The following will suggest the extent of this cooperation:

In the spring of 1951 the Office made a study at the request of the Engineering Manpower Commission (established by the Engineers Joint Council in 1950 to make recommendations to the Manpower Office of the National Security Resources Board). Purpose of the study: To determine how many engineering graduates would be available for industrial employment in each of the next 5 or 6 years.

On November 16, 1951, the Office sponsored a conference on the manpower shortage that was attended by more than 100 educators and representatives of industry, Government agencies, and science societies.

On November 13–15, 1952, the Office joined with the Cooperative Committee on the Teaching of Science and Mathematics of the American Association for the Advancement of Science to hold a conference of more than 100 educators. Participants pooled their ideas on how to identify and provide for pupils with potential in science and mathematics and published a pamphlet, *The Talented in Mathematics and Science*, which is available from the Government Printing Office. To date more than 12,000 copies have been sold—encouraging evidence of interest in the subject.

Since May 1953 the Office has had a representative on the Committee on Specialized Personnel of the Office of Defense Mobilization, a committee that has provided opportunities for many organizations and agencies to make their views known to Federal officials.

Since 1954, the Office has had a representative on a special interdepartmental committee on the training of scientists and engineers. Chief function of the committee: To make recommendations to the President.

On December 15–16, 1955, the Office and the National Science Foundation jointly sponsored meetings to which they invited representatives of the American Association for the Advancement of Science and the American Association of Colleges for Teacher Education. Chief purpose: To discuss ways in which the two guest groups could more effectively supplement each other in meeting the shortage of trained personnel.

On January 17, 1956, the Office initiated a program of monthly meetings that now brings together representatives of 12 Government agencies and national organizations to exchange current information on developments in the manpower shortage.

Studies

Some of the Office studies on education in science and mathematics are of the continuing kind, made year after year; others are special, to fill an immediate need. Their nature is indicated by the following reports on studies recently completed:

Earned Degrees Conferred by Higher Educational Institutions, 1954–55 (Circular No. 461), by Mabel C. Rice and Neva A. Carlson, is the latest in a regular Office series. The series furnishes the basic statistics used by nearly every agency concerned with present and future supply of professional and scientific personnel.

Engineering Enrollments and Degrees, 1955 (Circular No. 468) by William A. Jaracz and Henry H. Armsby, is the seventh in a series of annual reports published by the Office. Data are gathered jointly by the Office and the American Society for Engineering Education. Among the users of these reports is the Special Surveys Committee of the Engineers Joint Council, which makes them the bases for its annual estimates of supply.

Offerings and Enrollments in Science and Mathematics in Public High Schools, 1954–55, by Kenneth E. Brown, reports on a sample study of 10 percent of the 23,746 public secondary schools in the United States. It is now in press and will be available in June; copies may be had from the

continued on page 14

in the Right Direction

a look at public-school libraries in the 5 largest cities in the United States shows promising developments

IF WHAT goes on, public-school librarywise, in the 5 United States cities with a population of more than 1 million—New York, Chicago, Los Angeles, Philadelphia, and Detroit—is representative of what goes on throughout the rest of the country, then the school library of today is functioning more and more as an integral part of the school.

Nora E. Beust, Office of Education specialist for school and children's libraries, has paused long enough in her work on the Office's statistical study of United States public-school libraries for 1953–54* to pick up that group of cities to examine. And she finds that more or less, in one way or another, all of them are moving toward the ideal situation—a situation where the library is considered vital to the learning process and made a center for many kinds of teaching materials instead of for books alone, where centralized libraries and trained librarians are provided not only for secondary but also for elementary schools, where the library organization is given divisional status in the school system, and where the time-consuming tasks of ordering and cataloging books are taken over for all libraries by a central office.

THE TREND toward the library as a materials center is pointed up in Los Angeles' plans for its new junior and senior high schools, where the audio-visual and textbook rooms are placed right next to the library. This arrangement provides a one-stop service for the teachers and permits supervision of those rooms by the librarian. New York, too, reports its emphasis on the library as a "communications center . . . to house and service audio-visual materials as well as books, magazines, and pamphlets."

CENTRALIZED LIBRARIES were reported for all of the 410 high schools in the 5 cities during 1953–54.

Elementary schools did not fare quite so well, naturally: only in recent years has the elementary school seen its classroom collections organized and administered as an integral part of the book collection of the centralized library. But most of the 1,689 elementary schools fared well nevertheless, receiving these kinds of library service:

	Percent receiving the service
Centralized libraries	65.9
Classroom collections only	26.0
Some other kind of service	1.6
No service in the building	6.5

As an example of the movement toward centralized libraries for elementary schools, Miss Beust points to Los Angeles, where an extensive school-building program is under way. There libraries are included in the architect's plans for all elementary school buildings. In the past 3 years, 67 of these buildings have been completed. Even before the building program began, about 75 elementary schools had converted classrooms into libraries. That leaves 250 of the city's elementary schools still chiefly dependent on classroom collections, but these have frequent exchange of books through the school system's library and textbook division.

New York, which in 1953–54 had 437 centralized libraries and 13,177 classroom libraries in the elementary schools, constantly uses its central collection to refresh the classroom libraries. It thus gives students a wide selection of materials.

PROFESSIONAL LIBRARIANS serve all of the high school libraries. Judging by data that she has at hand, Miss Beust says that three of the cities apparently employ more than one librarian in their large high schools.

In elementary schools only two cities—Chicago and Detroit—employed professional librarians in 1953–54. Chicago in 1936 began a training program for elementary school librarians, and its program calls for fully trained teacher-librarians eventually in all elementary schools. Philadelphia listed among its unmet needs, librarians in the elementary schools. New York had no library positions in its elementary schools and used various patterns of administration.

Most of the cities made up for their lack of professional librarians by training the teachers to give library service. Los Angeles provides elementary teachers with in-service training courses of 16 hours each in children's literature and in library administration and use. A library manual has just been completed to aid them. Philadelphia is working on a program to demonstrate to the staff what the library can do to enrich teaching and how its facilities may be utilized more satisfactorily.

All together the 5 cities manned their 1,536 centralized libraries with 914 trained librarians working more than half-time and with 90 librarians working less than half-time.

***This study will appear as chapter 6 in the *Biennial Survey of Education in the United States, 1953–54*, currently in preparation in the Office by the Services to Libraries Section and the Research and Statistical Services Branch. The last time public libraries were included in the *Biennial Survey* was in 1948–49.**

PUBLIC SCHOOL ENROLLMENT BY GI

REGION AND STATE	TOTAL	ELEMENTARY					
		Total	Kinder-garten	First grade	Second grade	Third grade	Fourth grade
Continental U. S.	28,836,052	22,545,807	1,474,007	3,666,466	2,940,285	2,569,243	2,565,3
NORTHEAST	6,281,139	4,826,898	472,334	721,505	611,455	527,320	531,8
Connecticut	348,700	279,592	32,508	42,909	36,790	29,851	29,5
Maine	169,364	135,086	15,512	19,820	15,323	14,209	14,6
Massachusetts	710,551	540,817	41,702	83,571	75,024	59,080	59,5
New Hampshire	82,778	63,525	3,449	10,432	8,441	6,901	6,9
New Jersey	793,782	623,193	83,721	90,491	77,932	66,243	64,4
New York	2,302,815	1,776,332	199,826	259,018	235,247	189,859	187,3
Pennsylvania	1,698,688	1,268,158	86,016	187,890	145,002	146,023	154,1
Rhode Island	110,674	90,066	8,120	19,490	11,084	9,258	9,0
Vermont	63,787	50,129	1,480	7,884	6,612	5,896	6,0
NORTH CENTRAL	8,135,312	6,256,060	620,535	986,224	785,276	672,761	667,8
Illinois	1,363,260	1,043,680	109,766	169,218	129,163	109,593	111,1
Indiana	812,210	626,659	40,000	102,812	81,699	69,975	70,0
Iowa	522,954	399,477	43,139	68,984	46,385	41,760	41,7
Kansas	407,343	313,812	29,021	49,097	40,836	34,170	34,7
Michigan	1,240,730	975,375	141,520	146,181	117,405	98,404	97,7
Minnesota	552,123	413,553	41,730	61,129	51,983	44,045	44,5
Missouri	703,667	548,852	32,176	88,485	71,395	62,560	61,4
Nebraska	249,920	188,904	26,107	27,989	22,200	20,264	20,0
North Dakota	123,174	94,512	1,632	14,757	12,688	11,497	11,4
Ohio	1,474,046	1,145,476	96,904	183,799	149,300	125,355	120,7
South Dakota	128,439	97,884	5,056	14,440	13,198	11,523	11,5
Wisconsin	557,446	407,876	53,484	59,333	49,024	43,615	42,5
SOUTH	10,279,268	8,227,117	86,995	1,465,042	1,121,310	1,007,170	1,002,4
Alabama	703,647	563,242	.....	99,976	74,248	68,404	65,4
Arkansas	414,955	328,991	.....	58,156	45,235	39,963	40,9
Delaware	57,205	44,840	865	7,556	6,252	5,384	5,3
Florida	628,477	498,367	3,455	82,907	72,237	62,453	62,3
Georgia	807,631	666,507	9,230	119,780	94,108	82,985	82,3
Kentucky	591,568	483,536	7,373	85,949	68,647	56,782	55,5
Louisiana	552,491	443,264	5,712	74,175	62,642	55,209	54,9
Maryland	428,292	343,652	17,964	54,859	46,762	41,317	39,4
Mississippi	527,408	438,607	.....	104,076	57,468	52,816	52,4
North Carolina	968,066	761,599	.....	129,530	100,822	94,501	94,4
Oklahoma	483,100	363,683	11,949	56,879	46,228	41,465	42,7
South Carolina	539,437	445,496	.....	82,280	62,147	56,510	56,7
Tennessee	716,295	575,024	.....	100,352	79,116	68,741	69,4
Texas	1,604,293	1,268,889	12,759	235,741	169,467	158,836	158,4
Virginia	695,277	564,945	7,078	98,712	76,838	71,543	72,9
West Virginia	451,991	350,924	.....	60,486	48,081	40,883	41,7
District of Columbia	109,135	85,551	10,610	13,628	11,012	9,378	8,4
WEST	4,140,333	3,235,732	294,143	493,695	422,244	361,992	363,7
Arizona	197,535	157,999	4,828	28,751	20,956	18,741	18,4
California	2,139,806	1,687,730	210,984	237,705	220,671	183,269	183,4
Colorado	288,954	225,870	18,609	35,770	29,347	24,944	25,4
Idaho	136,376	101,613	.....	16,869	13,025	12,376	12,4
Montana	118,475	89,599	2,364	14,648	11,652	10,421	10,4
Nevada	43,608	34,847	3,227	6,031	4,403	3,784	3,4
New Mexico	173,268	138,155	6,749	21,595	18,904	16,530	16,4
Oregon	312,564	236,745	9,016	38,945	31,235	27,316	27,4
Utah	183,164	138,909	10,465	21,911	16,473	15,499	15,4
Washington	478,312	371,444	24,064	62,707	49,130	43,130	42,4
Wyoming	68,271	52,821	3,837	8,763	6,448	5,982	6,4
Outlying parts of U. S.							
Alaska	27,676	23,808	1,812	4,578	3,533	2,908	2,4
American Samoa	5,082	4,710	.....	1,062	902	783	
Canal Zone	11,887	9,783	931	1,663	1,441	1,262	1,4
Guam	10,205	8,526	.....	2,344	1,330	917	
Puerto Rico	505,151	447,904	.....	87,062	76,539	67,936	62,4

A State-by-State count of pupils in U. S. elementary and secondary schools.
Advance data from forthcoming chapter in 1952–54 Biennial Survey of Education.

ifth ade	Sixth grade	Seventh grade	Eighth grade	SECONDARY Total	First year	Second year	Third year	Fourth year	Post-graduate
6,983	**2,449,174**	**2,242,116**	**2,032,188**	**6,290,245**	**1,944,357**	**1,716,758**	**1,411,722**	**1,190,138**	**27,270**
3,035	520,741	473,400	425,224	1,454,241	439,610	396,678	332,230	282,152	3,571
1,774	30,010	24,444	21,733	69,108	20,892	18,821	15,880	13,417	98
5,456	14,379	13,329	12,397	34,278	10,635	9,000	7,829	6,768	46
1,986	59,524	53,136	47,195	169,734	50,455	45,383	39,150	33,889	857
7,409	7,160	6,667	6,141	19,253	5,848	5,074	4,442	3,829	60
7,417	65,813	57,073	50,072	170,589	52,305	46,014	38,591	33,577	102
0,544	193,663	171,567	149,236	526,483	159,017	145,707	120,843	98,765	2,151
3,170	135,811	133,703	126,352	430,530	130,255	117,473	97,996	84,605	201
9,260	8,684	8,057	7,020	20,608	6,043	5,657	4,437	4,471	.....
6,019	5,697	5,424	5,078	13,658	4,160	3,549	3,062	2,831	56
2,392	661,147	607,954	561,903	1,879,252	555,684	505,764	425,242	370,886	21,676
5,976	110,779	98,006	90,014	319,580	93,077	85,757	70,830	59,863	10,053
1,473	68,237	63,934	58,498	185,551	56,711	51,121	41,408	36,311	.....
2,318	40,630	38,153	36,384	123,477	35,259	32,817	28,887	26,272	242
4,908	32,911	29,958	28,163	93,531	26,892	25,017	21,770	19,852	.....
4,048	99,082	89,217	81,767	265,355	78,338	70,748	56,669	49,507	10,093
5,199	44,807	40,593	38,506	138,570	39,814	37,027	32,513	28,619	597
4,770	59,744	57,467	50,782	154,815	48,721	40,490	35,544	30,060	.....
8,950	19,240	17,193	16,893	61,016	17,559	16,033	14,499	12,925	.....
1,514	10,799	10,266	9,872	28,662	8,373	7,493	6,677	6,119	.....
5,971	122,496	114,769	105,103	328,570	100,229	91,190	74,073	63,078	.....
1,634	10,828	10,033	9,622	30,555	8,530	8,115	7,219	6,626	65
3,631	41,594	38,365	36,299	149,570	42,181	39,956	35,153	31,654	626
9,256	925,644	852,641	756,566	2,052,151	670,839	563,792	447,057	369,314	1,149
6,319	64,619	61,242	53,030	140,405	46,552	38,749	30,870	24,234	.....
9,960	37,642	35,920	31,897	85,964	27,503	23,696	19,023	15,742	.....
5,305	5,253	4,785	4,140	12,365	3,775	3,442	2,897	2,251	.....
0,941	56,010	51,607	46,223	130,110	41,433	36,856	28,691	23,130	.....
1,476	73,287	65,230	58,027	141,124	48,616	39,108	29,532	23,868	.....
8,280	54,612	50,666	45,660	108,032	36,565	29,940	22,721	18,806	.....
3,868	50,055	46,005	40,607	109,227	37,338	29,733	22,727	18,393	1,036
0,773	37,531	34,047	30,762	84,640	27,349	23,827	18,347	15,098	19
0,045	45,073	40,877	35,798	88,801	29,757	24,350	19,174	15,520	.....
5,794	88,128	82,635	74,492	206,467	67,256	55,964	45,170	37,991	86
3,103	41,939	41,243	38,090	119,417	35,799	32,507	27,705	23,406	.....
4,900	49,841	44,523	39,177	93,941	31,097	25,854	20,506	16,484	.....
1,571	67,236	62,564	55,788	141,271	47,089	38,614	30,421	25,147	.....
2,341	137,945	127,422	116,335	335,404	107,778	91,520	73,486	62,620	.....
2,860	65,737	56,113	43,078	130,332	44,028	34,945	28,067	23,292	.....
2,099	42,261	39,747	36,264	101,067	32,183	27,571	22,632	18,681	.....
3,621	8,475	8,015	7,198	23,584	6,721	7,116	5,088	4,651	8
2,300	341,642	308,121	288,495	904,601	278,224	250,524	207,193	167,786	874
8,447	17,260	15,734	14,664	39,536	13,075	10,721	8,612	6,687	441
0,677	173,696	154,391	143,106	452,076	141,276	126,211	102,849	81,740	.....
5,341	23,727	22,250	20,533	63,084	19,345	17,409	14,273	12,048	9
2,834	11,883	11,231	10,895	34,763	10,157	9,463	8,215	6,928	.....
0,780	10,226	9,724	9,171	28,876	8,682	7,674	6,742	5,778	.....
3,779	3,635	3,200	2,846	8,761	2,863	2,435	1,922	1,523	18
5,265	14,933	14,038	12,606	35,113	11,490	10,040	7,746	5,837	.....
3,685	26,682	24,087	23,404	75,819	22,701	20,860	17,646	14,612	.....
5,440	15,131	13,702	13,302	44,255	12,540	12,227	10,524	8,933	31
2,960	38,787	34,663	33,177	106,868	31,404	29,332	25,186	20,627	319
6,092	5,682	5,101	4,791	15,450	4,691	4,152	3,478	3,073	56
2,652	2,208	1,782	1,523	3,868	1,292	1,089	841	646	.....
431	368	332	233	372	201	101	48	20	2
999	873	752	717	2,104	647	584	497	376	.....
855	805	712	699	1,679	622	510	343	204	.....
0,957	41,828	33,849	26,927	57,247	21,175	16,314	11,313	8,445	.....

Proposals of FEDERAL AID to COLLEGE STUDENTS

Brief descriptions of 32 bills introduced in the 84th Congress

THE present Congress already has entertained more proposals for providing scholarships and student aid than any other Congress in recent years.

So far, none of these proposals have reached the hearing stage or been reported out of committee; but by their very number and nature they indicate a public concern over the current shortage of trained manpower, particularly in scientific and technical fields, as well as various opinions on what the Federal Government might do to alleviate it.

From bill to bill the variations are considerable. Size of the grant or loan runs from fairly small sums up to as much as $2,000 a year. Eligibility in some bills is restricted to a certain group such as Indian high school graduates or children of deceased World War II veterans, and in others is extended to any graduate of an accredited high school. How eligibility would be determined, how long the aid program should run, who should administer it—these and many other questions find proposed resolution in a number of ways.

Briefly we present here the main points of each of the principal bills introduced into the 84th Congress up until the recess of April 1956. Our summary is a condensed version of one prepared by Ward Stewart, assistant commissioner of education. Dr. Stewart's article appears in this month's issue of *Higher Education*.

LOAN BILLS

Six bills in the House of Representatives (H. R. 33; H. R. 355, H. R. 7846, H. R. 8916, H. R. 8998, H. R. 9658) are named "Federal Scholarship Act"; actually they are loan bills only.

H. R. 33 (Boland) would set up a revolving fund ($10 million the first year and "such amounts as necessary" thereafter) from which a high school graduate could borrow, without interest, $1,000 a year for undergraduate study and $1,500 a year for graduate. He would have 10 years to pay it back. The United States Commissioner of Education, together with a legislatively designated agency in each State, would administer the program. In each State the amount loaned would be closely proportionate to the State's representation in the House; and each year the State would contribute up to 10 percent of its previous year's advances to sustain the revolving fund.

H. R. 355 (Donohue) is identical with H. R. 33. *H. R. 7846 (Multer)* differs from both by making the initial authorization $5 million instead of $10 million and by requiring 1-percent interest. Substantially similar to one or the other of these are *H. R. 8916 (Rodino)*, *H. R. 8998 (Roosevelt)*, and *H. R. 9658 (Perkins)*.

The College Students Loan Bill (H. R. 6304, Poage) would lend up to $1,500 a year to a student to help him pursue either undergraduate or graduate courses in any field whatever at an accredited college or university. He would repay in 5 annual installments, beginning on the fifth anniversary of the loan, and after the first payment would pay 3-percent interest on the outstanding balance.

The Senate has a loan bill too—*S. 296 (Langer)*. It would establish a revolving fund of $50 million, from which the Commissioner of Education could lend up to $1,000 to anyone who had a high school education or its equivalent and who wished to get vocational, technical, academic, or professional education beyond the high school level. Applicants would be required to show need. The loans would require promissory notes maturing in 15 years and bearing 1-percent interest.

At least three of the bills that are considered in the next section as "grant bills" also carry some loan provisions—H. R. 2211, H. R. 5422, and H. R. 8779.

GRANT BILLS

For Students in General

The Student Aid Bill of 1955 (H. R. 2211, Thompson) and the identical *H. R. 5422 (Elliott)* would give high school graduates scholarships worth up to $800 a year. For the first year the appropriation would be $32 million; in each of the next 3 years it would be raised by another $32 million until in the fourth and each subsequent year $128 million would be authorized—enough to give scholarships to an estimated 160,000 students.

Scholarships would be distributed among the States on the basis of a formula that would take into consideration each State's share of (1) the Nation's population graduating from high school and (2) the Nation's population of 18-to-21-year-olds. Candidates would take tests prescribed by the Commissioner of Education; from among those who passed, a commission in each State would select the winners. The stipend would be adjusted to the student's financial need and would be continued while the student was in

good standing but not more than 4 years or beyond his first academic degree.

Scholarship holders would be permitted to attend any recognized institution of higher education in the United States and to take up any field of study; but in time of national emergency the President could designate that 60 percent of the scholarships be used in fields related to national defense.

Another feature of these two bills is that a grantee could borrow up to $600 a year to help defray his expenses. He would repay between the 4th and 10th years after leaving college, paying also the insurance premium on the loan (unpaid balances would be U. S. insured, with U. S. liability limited to 80 percent) and interest at 1 percent above the going Treasury rate. For these loans an initial insurance fund of $500,000 would be authorized; the principal amount of new loans insured in any year would be limited to $10 million.

Administration of the bill would be the responsibility of the Commissioner of Education, who would appoint a council of 12 to advise him.

A bill similar to these two in many ways is *The Student Assistance Act of 1956 (H. R. 8779, Frelinghuysen)*. It does not specify the size of the appropriation, however. Nor does it specify the number and size of the scholarships; this matter it would leave to the Commissioner of Education. Also left to the Commissioner's discretion is the size of the loans, as well as whether assistance should be available for study at institutions outside the United States. Repayment of loans would include interest at 2½ percent plus a loan-insurance premium (maximum: ½ of 1 percent) to the Commissioner, whose liability on the loans would be limited to 80 percent of the unpaid balance. In time of emergency the President could authorize that *some or all* stipends be paid only to students in fields related to national defense.

The Educational Scholarship Bill of 1955 (H. R. 7839, Davidson) would make monthly payments to 499 students (10 from each State; 5 each from Alaska, Hawaii, and Puerto Rico; and 2 each from the Canal Zone and the Virgin Islands) on the basis of the number of their dependents: $100 for none, $135 for 1, and $160 for more than 1. Grantees would be selected partly on the basis of their scores in an annual competitive examination to be given by the Educational Testing Service of Princeton, N. J., and partly on the basis of their financial need. A scholarship could be used at a land-grant college or any other accredited college or university designated by the Commissioner of Education and could be continued through college and into graduate work as long as the student's progress was satisfactory. The program would be administered by the Commissioner of Education.

For Medical and Dental Students

H. R. 67 (Bennett) would pay all education expenses plus $133 per month to students in approved medical and dental schools who would agree to serve, upon graduation, as doctors and dentists in the Armed Forces for as many years as they received school aid under the program. To become a beneficiary a student would have to be recommended by the dean of his school. The program would be administered by the Secretary of Defense.

Identical to H. R. 67 is *S. 1444 (Russell)*. Similar is *H. R. 4645 (Bennett)*, which differs only in certain provisions about administration of the program.

For Science Students

Two identical bills, *H. R. 286 (Osmers)* and *S. 980 (Cotton)*, are both entitled *Defense Scholarships Act of 1955*. They would pay educational expenses up to $1,000 a year for students who, in a competitive examination conducted at least once a year in each Congressional District by the United States Commissioner of Education, showed aptitude in engineering, physics, chemistry, and related sciences. Those found eligible would be given scholarships only for those fields of study and only at institutions recognized by the Commissioner as proficient in science education. Scholarships would be awarded for 1 year, renewable if warranted: payment would be made directly to the institution.

The National Defense Scientific Education Bill (H. R. 2179, Powell), which would run for 7 years after enactment, would give annual scholarships up to $2,000 a year for educational expenses of college students of scientific subjects at both graduate and undergraduate levels, but only in institutions approved by the Commissioner of Education for proficiency in science education.

To qualify, a student would first have to pass a competitive examination given annually to high school graduates in each State and then be selected by one of the members of Congress from his State (each member of Congress would select 50 persons). Although a scholarship would be for only 1 year, it could be renewed each year for a student who had made satisfactory progress. Payments would be made directly to the educational institution. In administering the program, the Commissioner of Education would be advised by a 12-member commission appointed by the President, the Vice-President, and the Speaker of the House.

Similar to H. R. 2179 is *H. R. 6176 (Powell)*, which in addition would require that financial need of the student be considered in determining the amount of the scholarship.

H. R. 3695 (Patterson) would amend the Atomic Energy Act of 1954 to provide 537 research scholarships for either undergraduate or graduate study in the sciences related to atomic energy. Each Senator, Representative, and Territorial Delegate in the Congress would nominate a recipient from his constituency, as would the Resident Commissioner of Puerto Rico and the Governor of the Panama Canal Zone; the Commissioners of the District of Columbia would nominate

two. The bill does not specify definite amounts but says that payments would include a set sum for tuition and living expenses and a sum for the institution for overhead expenses. Recipients could fulfill their Selective Service obligation at the rate of ½ day to 1 by continuing research after their scholarship had ended.

For Children of Veterans

H. R. 713 (Mrs. Rogers) would grant $500 a year for education beyond high school to any child of a member of the Armed Forces during World War II or the Korean conflict who had died either in service or as a result of a service-connected disability. The grantee would be required to begin his course before he reached his 21st birthday and could remain a grantee for no more than 4 years. Although the bill does not specify, the program presumably would be in charge of the Veterans Administration.

Another bill to benefit the same segment of the population is the *War Orphans' Educational Assistance Act of 1956 (H. R. 9824, Teague)*. It would limit assistance to 36 months and in general would require the recipient to be 18 to 23 years old. Allowances would be for study in any institution furnishing education at the secondary-school level or above and would consist of $110 a month for full-time study, $80 for three-quarter-time, and $50 for half-time. Payments would be made to meet, in part, such costs as subsistence, tuition, fees, supplies, books, and equipment. This program, too, would be under the Veterans Administration.

For Indians

The Indian Higher Education Bill of 1955 (H. R. 1591, Metcalf) would authorize the Commissioner of Education to pay high-school graduates with at least three-fourths Indian blood 90 percent of their educational expenses. These scholarships would be available only in States where Indians make up at least 1 percent of the population; and each State would be limited to 25 scholarships a year.

A similar bill with the same title—*H. R. 8484 (Metcalf)*—differs primarily in that it would extend eligibility to include persons with as little as one-fourth Indian blood, and would raise the ceiling on number of scholarships per State from 25 to 100.

For Veterans

Two identical bills, one in the House (*H. R. 8680, Mrs. Green*) and one in the Senate (*S. 2962, Neuberger*), are entitled *The Veterans' Readjustment Assistance Act of 1956*. They would extend the provision of the Veterans' Readjustment Assistance Act of 1952 until such time as this country no longer has laws authorizing compulsory military service. The bills would also change the method of paying educational expenses; i. e., the payment would be made not to the veteran but to the institution.

Two bills—*H. R. 8691 (Keating)* and *H. R. 8705 (Radwan)*—would extend the educational benefits of the Veterans' Readjustment Act of 1952 to *all* veterans, regardless of whether they served during a period of war or armed hostilities.

Still another bill applying to veterans is *S. 2902 (Payne)*, which would extend the educational benefits for veterans of World War II for 2 more years.

For Students of Public Health and Nursing

The Emergency Public Health Training Bill of 1956—in the House, *H. R. 8859 (Thompson)*; in the Senate, *S. 1859 (Humphrey)*—would authorize appropriations for three purposes: $1 million every year for 5 years to provide graduate instruction in public health, $250,000 for each of 6 years for scholarships for training in public health, and $1 million a year for 5 years to construct and equip public-health instructional facilities. The scholarships would include tuition, fees, books, equipment, and an amount determined by the Surgeon General of the Public Health Service for maintenance. Special payments would be made to training institutions to encourage them to expand their training facilities.

Another bill directed toward health needs is the *Nurses Training Bill of 1956 (H. R. 9553, Lane)*. It would give scholarships to nursing trainees to cover tuition, fees, books, uniforms, equipment, and maintenance; the amount would be determined by an agency in each State under a plan approved by the Surgeon General. Financial needs of the applicant would be taken into consideration in making the award. Scholarships would be allotted to each State on the basis of population, with a minimum of $200,000 to each State.

ALL over America these days, even before school closes, communities and their schools are laying plans for the Nation's observance of American Education Week next November.

They are building their programs on the general theme *Schools for a Strong America.* But they are not forgetting that each day has a theme of its own besides, beginning with Sunday, November 11:

- ***11 Our Spiritual and National Heritage***
- ***12 Today's Education, Tomorrow's Democracy***
- ***13 Schools for Safe and Healthful Living***
- ***14 Schools for Training Manpower***
- ***16 "National Teachers Day"***
- ***17 Schools for a United America***

Any school or group that wants help in planning for the week may get it at nominal cost from the National Education Association, one of the sponsors (other sponsors: American Legion, National Congress of Parents and Teachers, Office of Education). Posters, recordings, a manual, a packet of basic materials—all these and more can be had by writing to *American Education Week, NEA, 1201 16th Street, NW., Washington 6, D. C.*

how some junior high schools identify

the superior pupil

. . . *and how they teach him mathematics*

THE superior pupil—how do junior high schools determine who he is? And once they have identified him, what can they do for him, particularly in the field of mathematics, to keep his talents from going stale?

Those are the questions that *The Superior Pupil in Junior High School Mathematics** was written to answer. To gather the data on which this bulletin is based, the authors, Earl M. McWilliams, Allerdice High School, Pittsburgh, Pa., and Kenneth E. Brown, Office specialist for mathematics, in 1953–54 visited 140 junior high schools from Maine to California. Dr. McWilliams' participation was made possible by a grant from the Fund for the Advancement of Education.

THE superior pupil, as he is here spoken of, is not necessarily the one who has marked gifts for music, art, or salesmanship, or the one who is accepted as a leader in his age group. Rather he is the rapid learner in academic subjects. By his scores in standardized tests he has shown himself to be one of the "upper 20 percent"; and his abilities lend themselves readily to intellectual pursuits.

Standardized tests, however, are not the only means that the junior high schools use for identifying the superior child, Drs. McWilliams and Brown found.

Most of the schools they visited consult the teacher's opinion, for one thing, although they recognize that the opinion may have been distorted by the pupil's friendliness, obedience, or attractiveness. More than anyone else in a school, the teacher is in a favorable position to observe whether a child shows insight in solving problems; whether he is creative, fluent, or intellectually curious; whether he has an extraordinary memory or is able to apply his knowledge to new situations. Teachers are showing an increased alertness to these signs of superiority; and their opinions, even if not always entirely objective, are especially valuable when they are considered in conjunction with other relevant data.

Many junior high schools use the pupil's cumulative record folder to help them locate the superior child. Into this folder have gone not only his standardized-test scores but such other information as the marks he earned in elementary school, his profile chart, anecdotal records of his behavior, and mention of his hobbies and interests.

The authors point out that many a superior child is difficult to identify. If he is socially maladjusted or emotionally disturbed, for instance, he may not respond to the stimulus of a standardized test or in any other way indicate that he has more than average ability. His readiness to learn may have been delayed. These and other circumstances may so obscure his talents that they will continue to go undiscovered unless special pains are taken. For such a child, some schools have found individual intelligence tests to be helpful in the identification process.

Responsibility for identification belongs to the school administration, the authors say, for the simple reason that a school must know who its superior children are and what their needs are before it can plan for them intelligently.

CERTAINLY the identification process is only the beginning. Once the superior child has been found, efforts should at once be made to improve his education.

What various schools have been doing to develop the superior pupil, Drs. McWilliams and Brown have classified into two broad categories: Classroom provisions, almost entirely the responsibility of the classroom teacher; and organizational provisions, under the control of the principal.

Enriching a course by adding supplemental exercises and problems is one of the ways in which the classroom teacher engages the talents of the superior child. Whether those exercises involve making weather data graphs, experimenting with rats and mazes, constructing such apparatus as probability boards, or collecting statistical facts about the community and interpreting them in mathematical terms, all of them are planned to be thought-provoking and stimulating.

Development of reading skills also is popular as an enrichment device in many schools, as are the study of social and industrial applications of mathematics and the use of pupils as teaching assistants. Other classroom procedures that are proving successful are the subgrouping of pupils into separate classes, individualized instruction, and abundant use of supplementary material.

Organization provisions that the bulletin presents are special schools, special classes for either acceleration or enrichment, and acceleration of the individual child.

All these devices, and others, are here given an evaluative setting. The pros and cons should add value to the bulletin for any school that is developing a program for the superior child.

***Office of Education Bulletin 1955, No. 4. Its 57 pages include a bibliography as well as appendixes that reproduce the record forms used by a number of junior high schools in their identification of superior pupils. The bulletin is for sale by the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 25 cents a copy.**

For the AGING and the AGED

Plans for the Future

COMING up early next month is a Federal-State conference on the aging and the aged and their problems.

The conference, which will be held at the Mayflower Hotel in Washington, D. C., June 4–7, is jointly sponsored by the Federal Council of State Governments and by the Federal Council on Aging, the latter a new interdepartmental organization in Federal Government, established by the President on April 2.

The conference is planned to be not a large national convention in the usual sense of the term, but a small working conference rather—an in-the-family-kind for Federal and State Governments. It is thus limited because it is concerned chiefly with the question of what *government* can do to make life more productive and satisfying for its senior citizens.

"The recommendations that will be coming out of this conference," says Ambrose Caliver, assistant to the Commissioner of Education and chief of the Adult Education Section of the Office, "will not be concerned with *what* to do but instead with *how* to do it. Recommendations on *what* to do have already been made in large numbers, by the many meetings and conferences that have been held by various groups and organizations in the past. What we hope to do next month, at the conference, is to find ways in which the Federal and State Governments, working cooperatively, can put those recommendations into effect."

To help make plans for the education section of the conference, Thomas A. Van Sant, a long-time national leader in adult education, has temporarily joined the staff of the Adult Education Section of the Office of Education. He is the director of adult education for the public schools of Baltimore and is serving the Office on a part-time basis until the end of June.

Mr. Van Sant's interest in education of the aging is attested to by the fact that Baltimore is one of the two or three cities in the United States that recently have added a department for the aging to their public school work in adult education. Thus, when the Office employs Mr. Van Sant, it in a sense also engages the advisory services of Mr. Van Sant's staff on education for the aging, headed by Francis M. Froelicher.

The conference will consist of six panel discussions followed by small discussion groups. Subjects for the panels will be (1) employment, retirement, and restoration; (2) income maintenance; (3) housing and family arrangements; (4) physical and mental health; (5) education and recreation; and (6) organization and functions in the States.

Educational representative on the conference steering committee is the Office's Dr. Caliver. Participating in planning for the conference as a whole is the Department of Health, Education, and Welfare's committee on aging, of which Clark Tibbitts is chairman and Louis H. Ravin, who also is secretary of the new Federal Council on Aging, is associate chairman.

TACKLING THE MANPOWER SHORTAGE

continued from page 6

Office upon request. A similar study will be carried out to get the facts for 1955–56.

The Superior Pupil in Junior High School Mathematics, by Earl M. McWilliams and Kenneth E. Brown. This publication is summarized on page 13 of this issue.

Several other studies are in the planning stage; others have already been begun.

Dr. Obourn, for example, is now collecting information about the research that has been done in this country in science education; Dr. Brown has done a similar study for mathematics annually since 1952. Both will be reporting their findings and evaluations this summer.

Together, the two are planning a pilot study this year of the qualifications of teachers of science and mathematics. If this study is carried out and if the results show the need for further investigation, a nationwide study will be made in 1957.

Also for 1957 Dr. Obourn plans an across-the-board study of science education in the public high schools of the United States: it will cover practically all aspects of the subject, including methods, facilities, materials, equipment, and textbooks. A similar study has been conducted in mathematics. The results were published in the two Bulletins—*Mathematics in Public High Schools* (1953) and *Curriculum Materials in Mathematics* (1954). In future years, Dr. Obourn hopes to carry similar studies into the public junior high and elementary schools.

Consultative and Other Services

Perhaps not so impressive as interagency cooperation, or as newsworthy as the publication of research findings, but surely as effective in its impact on the problem, is the day-in-day-out effort of the Office staff to provide useful information to the public.

The specialists compose papers on various aspects of the manpower shortage and present them at meetings of organizations and groups con-

cerned with the problem. They write magazine articles. They prepare bulletins and handbooks, get out bibliographies and other lists.

For instance, there is Dr. Armsby's *Scientific and Professional Manpower: Organized Efforts to Improve Its Supply and Utilization* (Circular No. 394). First published in 1954, it lists the principal agencies—12 nongovernment and 7 Federal—that were then immediately concerned with the scientific and professional manpower situation (there are more now), describes what each was trying to do about it, and gives an idea of the various agency inter-relations. So useful has it been that a 1956 revision is now being undertaken.

There are Dr. Brown's articles "Mathematics—A Key to Manpower," *School Life*, November 1953, and "Are We Starving Our Potential Scientists?" *Armed Forces Chemical Journal*, December 1955.

There are the *Guide Lines* and the *Guidance Leaflets*, two series of pamphlets prepared by specialists in the Guidance and Student Personnel Section to aid in good manpower utilization by putting both teachers and students in possession of facts that will lead students into wise vocational choices.

There is the bulletin, "Guidance Pamphlet in Mathematics," which the Office staff helped prepare and which was published by the National Council of Teachers of Mathematics. More than 40,000 copies have been sold.

There are Dr. Obourn's Science-Teaching-Service Bulletins. a series just being planned to help teachers in the public schools make their work more effective. Two have already been written—one on the manpower problem itself, the other on what can be done at various levels to solve it.

Nearly every opportunity to address a group gives the Commissioner and his staff an opportunity to reach people who are especially interested in educational problems and who probably are in some position to do something about them. Among the speeches that have been made on the scientific manpower shortage in the past few months have been the Commissioner's presentation on the problems related to the preparation of science teachers, made to a convention of the American Association for the Advancement of Science at the University of California; Dr. Armsby's addresses on the manpower situation in engineering before the Thomas Alva Edison Foundation Institute in West Orange, N. J., and before the Missouri School of Mines Alumni Association in Washington, D. C.; Dr. Obourn's "Place of the Professional Science Educator in the Manpower Problem," given in Chicago before a meeting of the National Association for Research in Science Teaching, and his "Facts and Figures on Science Teaching in the Secondary School," before technical personnel of the Du Pont Experiment Station in Wilmington.

The list could go on for pages. There are the hundreds of letters written, the conferences, the committee meetings, the advisory services given to other organizations. All in all, this constant availability of Office of Education staff as a source of information on a national problem may be the greatest contribution the Office can make toward its solution.

Directory of Higher Education

THIS year's *Directory of Higher Education* (1955–56), published by the Office in March, lists just as many colleges and universities as last year's—1,855—although not all its inclusions are exactly the same, there having been about 20 additions and 20 losses.

To be included in the directory, an institution must offer two or more years beyond high school. Further requirement: it must either be accredited by a nationally recognized accrediting agency, a State department of education, a State university, or be operating under public control. If it meets neither of these requirements it is still included if at least three fully accredited institutions accept its credits as if coming from an accredited institution.

For each institution the directory supplies not only name, location, and names of principal administrative officer but also—with much compactness—the basic facts about accreditation, control, student body, level of offering, and type of program. Five summary tables give an overview of all the institutions from the standpoint of geographical distribution, types of programs, control, and student body.

The 174-page volume, prepared by Theresa Birch Wilkins of the Division of Higher Education, is part 3 of the Office's annual 4-part *Education Directory*. It is available for 50 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

FOR SALE

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

CLERICAL AND CUSTODIAL STAFF IN PUBLIC SECONDARY DAY SCHOOLS, by *Ellsworth Tompkins* and *Mabel C. Rice.* 1955. 83 p. 55 cents. (Cir. No. 445.)

EARNED DEGREES CONFERRED BY HIGHER EDUCATION INSTITUTIONS: 1954–55, by *Mabel C. Rice* and *Neva A. Carlson,* under the general direction of *William A. Jaracz.* 1955. 138 p. $1. (Cir. No. 461.)

EDUCATION DIRECTORY, 1955–56. PART 1, FEDERAL GOVERNMENT AND STATES, prepared by *Robert F. Will.* 56 p. 25 cents. PART 3, HIGHER EDUCATION, prepared by *Theresa Birch Wilkins.* 1955. 174 p. 50 cents.

EDUCATION FOR HOMEMAKING IN THE SECONDARY SCHOOLS OF THE UNITED STATES, by *Berenice Mallory* and *Mary Laxson Buffum.* 1955. 32 p. 30 cents. (Sp. Series No. 4.)

ENGINEERING ENROLLMENTS AND DEGREES, 1955, by *William A. Jaracz* and *Henry H. Armsby.* 1956. 35 p. 30 cents. (Cir. No. 468.)

OPENING (FALL) ENROLLMENT IN HIGHER EDUCATION INSTITUTIONS 1955, by *William A. Jaracz,* under the general direction of *Herbert S. Conrad.* 1956. 46 p. 35 cents. (Cir. No. 460.)

SALARIES AND OTHER CHARACTERISTICS OF BEGINNING RURAL SCHOOL TEACHERS: 1953–54, A BRIEF REPORT OF A PILOT SURVEY, by *Wells Harrington* and *Mabel C. Rice,* under the general direction of *Herbert S. Conrad.* 1955. 16 p. 20 cents. (Cir. No. 446.)

STATISTICS OF NEGRO COLLEGES AND UNIVERSITIES: 1951–52 AND FALL OF 1954, by *Henry G. Badger,* under the general direction of *Emery M. Foster.* 1955. 16 p. 20 cents. (Cir. No. 448.)

STATISTICS OF PUBLIC ELEMENTARY & SECONDARY EDUCATION OF NEGROES IN THE SOUTHERN STATES: 1951–52, by *Carol Joy Hobson.* 1955. 18 p. 20 cents. (Cir. No. 444.)

FREE

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

ACCOUNTANCY, by *Walter J. Greenleaf.* March 1956. 4 p. (Guidance Leaflet.)

ENGINEERING, by *Walter J. Greenleaf.* February 1956. 8 p. (Guidance Leaflet.)

IDENTIFICATION OF POTENTIALLY FRUSTRATED YOUTH AT THE EARLY ADOLESCENT LEVEL, by *David Segel.* 1956. 23 p. (Cir. No. 469.)

OFFICE OCCUPATIONS, by *Walter J. Greenleaf.* February 1956. 4 p. (Guidance Leaflet.)

TEACHING AIDS FOR DEVELOPING INTERNATIONAL UNDERSTANDING: INDIA, prepared by *Stella Louise Ferreira.* March 1956. 10 p.

VETERINARY MEDICINE, by *Walter J. Greenleaf.* February 1956. 4 p. (Guidance leaflet.)

(Following publications are available in small quantities from the U. S. Office of Education, Washington 25, D. C.)

FACTS ABOUT EDUCATION—a listing of 53 Government publications covering elementary education, junior high schools, secondary education, science and mathematics, rural education, and exceptional children.

SELECTED PUBLICATIONS OF THE OFFICE OF EDUCATION FOR SCHOOL ADMINISTRATORS.

U. S. GOVERNMENT PRINTING OFFICE: 1956

SCHOOL LIFE

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

OFFICE OF EDUCATION

SELECTED ARTICLES

June 1956

SHORTAGE OF What

IT NOW appears that the critical shortage of qualified teachers to staff the schools and colleges of the United States will be serious for at least the next 10 years.

Alarming, indignant, and fully documented statements to this effect are read daily in newspapers and periodicals throughout the Nation. Parent groups, teacher organizations, State and Federal agencies—all are attempting to do something about it.

The objective: A greater number of qualified teachers.

A legitimate question: Do we know what we are talking about?

In the hue and cry over the teacher shortage, we seem to have neglected to define the term "qualified teacher."

Are we talking about a master teacher? Or just about somebody to take charge of each classroom? By qualified teacher do we mean the individual who meets the minimum certification requirements of his State? Do we mean only the graduate of a college or university program of teacher education?

Would we seek to develop teachers directly from high school graduates with scholastic competence, fine personalities, and a love for children? How do we look upon graduates of 4-year liberal arts programs who have an interest in teaching and evident aptitude for it but who are innocent of courses in education? What about homemakers with A. B. degrees?

A central requirement now in solving the teacher shortage is to comprehend and publicize the nature of the teaching process itself and to define what we mean when we say "qualified teacher."

John B. Whitelaw

JOHN B. WHITELAW
Consultant in Teacher Education
Division of Higher Education

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

OFFICE OF EDUCATION

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Art Editor

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Address all *School Life* correspondence to CARROLL B. HANSON, Director, Publications Services, Office of Education, Washington 25, D. C.

Educational news

EVENTS AND DEVELOPMENTS

of national significance

New Document on Supervisory Development

HOW TO train supervisors for industry—that was the subject of a conference held in the Division of Vocational Education in the Office during the week of May 7–11 under special auspices of the Trade and Industrial Education Branch. Under the chairmanship of visiting consultant Earl M. Bowler (assistant director of the industrial education department in the Division of Extension, University of Texas), specialists in trade and industrial education from 10 States that have pioneered successfully in supervisory training spent the 5 days presenting, discussing, and selecting the best that is known in their States about the philosophy and techniques of supervisory training.

Their conclusions and recommendations will be published this summer in a document prepared by Mr. Bowler. It will be the first bulletin on the subject to be issued by the Office in more than a decade, and will fill a need that has recently been expressed with much urgency in several States.

Singling Out the Schools of Suburbia

FOR the first time in history the Office of Education is undertaking a separate study of school systems in suburban cities.

This refinement in the study of metropolitan schools is in response to the growing concentration of population in the "urban fringes" since World War II. As the Bureau of the Census points out, almost all of the increase in our population between 1950 and 1955 took place in the 168 "standard metropolitan areas in 1950," and the rate of growth in the fringes of those areas was 7 *times faster* than in the central cities themselves. Small wonder that it has suddenly become a matter of particular importance to find out how the suburbs are meeting their educational problems.

According to Joseph W. Kappel, assistant director for special projects in the Research and Statistical Services Branch, the survey is one of the first steps in the Office's program to modernize its statistical research. Two major aspects of that program are (1) to collect important data that have not been collected in the past, the better to reflect changes in our education system, and (2) to collect more data that will permit a better description of the progress of education throughout the Nation.

Teacher of the Year

APPROPRIATE these days, when leaders in government and industry are calling for more qualified science teachers, is the choice that *McCall's* magazine and the Office of Education made this spring for the fifth "Teacher of the Year."

They chose Richard M. Nelson, a young science teacher at Flathead County High School in Kalispell, Mont. Two of his students—Gerald Miller and Everett O'Hare—accompanied him to Washington for his presentation to President Eisenhower on May 29. One of them, at a reception given by *McCall's* on the afternoon of that day, was overheard, in a conversation with another guest, to put rather well the case for Mr. Nelson as a first-rate teacher of science: "Since he came to our school," he said, "nearly everybody takes science; and nearly everybody who takes it gets inspired to like it and use it, one way or another."

Mr. Nelson was selected to receive the award after representatives of *McCall's* and the Office of Education, cosponsors of the project, had spent careful study and observation on the nominees. All nominations were made by State departments of education at the invitation of S. M. Brownell, United States Commissioner of Education, and Edgar Fuller, executive secretary of the Council of Chief State School Officers.

Final Conference on Accounting Handbook

THIS month the fourth draft of a financial accounting handbook for elementary and secondary education in the United States is being revised into final form.

To consider it, and to resolve the few differences of opinion revealed by eight regional conferences held early this year, the Second National Conference on Financial Accounting for Local and State Schools is meeting in Washington during June 18–20. Attending are 28 representatives of 5 national associations—American As-

sociation of School Administrators, Association of School Business Officials of the United States and Canada, Council of Chief State School Officers, Department of Rural Education in the National Education Association, and the National School Boards Association—and the Office of Education.

The conference culminates a 2-year effort that has involved a series of national and regional conferences and enlisted the participation of hundreds of individuals constituting a broad cross-section of American education. All of it has been directed toward a single aim: The creation of a manual that would standardize receipt and expenditure accounts and define the basic accounting terms and, by so doing, make possible a more uniform and meaningful reporting of financial data for our Nation's schools.

After the conference, formal acceptance of the handbook will be considered by each of the participating organizations. Finally, the guide will be published by the Office of Education as Handbook 2 in the State Education Records and Reports Series.

Per Pupil Expenditures in Large Cities

CITIES with a population of 100,000 or more have larger current expenditures per pupil in their public schools than cities of 25,000 to 100,000. For the former, the average is $310 a year and $1.71 a day; for the latter, $262 and $1.47.

So reports the Office of Education's recently published *Current Expenditures per Pupil in Public-School Systems: Large Cities, 1954–55* (Circular No. 472), by Lester B. Herlihy, specialist in educational statistics. The circular is the 36th annual study in a series begun on the subject in 1918 and issued continuously since then except for an interruption during the school year 1945–46.

On the average the current expenditure dollar was distributed as follows in 1954–55: Instruction, 72 cents; operation of physical plant, 10 cents; fixed charges, 7 cents; maintenance of physical plant, 5 cents; administration and "auxiliary school services," 3 cents each. This dollar does not include anything spent for capital outlay, debt service, community services, services or supplies given also to nonpublic-school children, care of children in special institutions, or services such as night school or adult-education classes.

Service to National Manpower Committee

THREE members of the Office of Education staff have been named to give service to the National Committee for the Development of Scientists and Engineers, a committee that consists entirely of the chief officers of various nongovernmental organizations.

Henry H. Armsby, chief for engineering education, has been appointed to serve as liaison between the Department of Health, Education, and Welfare and the National Science Foundation, which is supplying the secretariat for the committee. Besides, he is a member of a fact-finding "task force" that the committee has appointed, under the chairmanship of Karl O. Werwath, president of the Milwaukee School of Engineering. Task-force assignment: To gather information that the committee can use in developing a program that will (1) increase the number of semiprofessional and technical personnel able to assist scientists and engineers and (2) make better use of such personnel.

Kenneth E. Brown, specialist in mathematics, and Ellsworth S. Obourn, specialist in science, also serve on a committee task force, under the chairmanship of Edgar Fuller, executive secretary of the Council of Chief State School Officers and a member of the national committee. This task force will submit to the committee information about methods and procedures for reviewing and improving elementary and secondary programs of science and mathematics in the schools of each State.

U. S. Education Represented at International Conference

TWO members of the Office of Education staff—Kenneth E. Brown, specialist for mathematics, and Fredrika M. Tandler, specialist for international educational relations—are part of the United States delegation to the 19th International Conference on Public Education in Geneva, Switzerland, on July 9–17. Chairman of the delegation is Finis E. Engleman, commissioner of education for the State of Connecticut; the fourth member is Gerald B. Leighbody, associate superintendent, Division of Instructional Services, Board of Education, Buffalo, N. Y.

The conference, which is jointly sponsored by UNESCO and IBE (International Bureau of Education), will be attended by representatives of education from more than 60 countries. It will concentrate its attention on two subjects: The teaching of mathematics in secondary schools, and school supervision at all levels.

Sent on ahead of the delegation, to be ready by the time the conference opens, is a new exhibit designed to show what education is like in the United States. In line with one emphasis of the conference, the exhibit is devoted almost entirely to education in mathematics. Dr. Brown, who directed the preparation of it, collected the materials from schools all over the United States.

Much of the liveliness of the exhibit derives from the fact that it represents pupil activities entirely. It shows teaching aids, classroom projects, and models—all devised and built by students on their own time. Its many large photographs focus on students using bulletin boards, libraries, and classroom facilities to develop an understanding of mathematics in everyday life.

The Commissioner's permanent

RESEARCH ADVISORY COMMITTEE

holds its first meeting

THE *ad hoc* research advisory committee that for more than a year has assisted the United States Commissioner of Education in laying the groundwork for a cooperative program of research in education has now been replaced by a permanent committee.

The Commissioner announced his appointments on May 17, at the close of a 2-day meeting that had brought the committee together for the first time. Five of the nine members previously served on the *ad hoc* committee: Frank Hubbard, assistant executive secretary for information services, National Education Association; Erick L. Lindman, professor of school administration, George Peabody College for Teachers; Willard C. Olson, dean, School of Education, University of Michigan; J. Cayce Morrison, director, Puerto Rican Study, New York City; and H. H. Remmers, director, Division of Educational Reference, Purdue University. The others are Ruth E. Eckert, professor of higher education, University of Minnesota; Ralph W. Tyler, director, Center for Advanced Study in Behavioral Sciences, Stanford, Calif.; C. J. Van Slyke, associate director, National Institutes of Health, Public Health Service; and Dael Wolfle, executive officer, American Association for the Advancement of Science.

Although, in conformance with the law that authorized the cooperative research program, the Commissioner has confined his appointments largely to research specialists in the field of education, he has also added representatives of research in medical science, in physical science, and in the social sciences. These other areas have been included because of their close relationship to, and interest in, the problems of education.

The Chairmen

The chairman of the committee is a member *ex officio:* he is always the assistant commissioner for research in the Office of Education. Currently acting in this position and therefore serving as chairman is John R. Rackley, deputy commissioner.

The committee also has a cochairman, whom it selects from among its members. At its first meeting it chose Willard C. Olson, whose duty it is to act as spokesman for the group and to serve as an advisor to the Commissioner between committee meetings.

Criteria for Projects

Another accomplishment of the first meeting was the rounding out of criteria that proposed research projects must meet to be accepted.

Back in the days of the *ad hoc* committee, four criteria had been set up, and those of course still stand as basic: That a project should (1) promise to have a value within a reasonable time, (2) attack a problem in which progress has been delayed by wide gaps in knowledge, (3) have significance for the country as a whole, and (4) give preference to new projects or to those in which duplication would be desirable as a scientific check on earlier conclusions.

Now, in addition to these 4, the committee has added a fifth, which in itself has 5 points. Thus, in choosing the projects to be carried out in the cooperative research program, the committee will consider also (1) the competence of the person who will direct the project, (2) the research resources of the institution or State department of education under whose aegis it will be directed, (3) the scientific merit of the project, (4) the extent to which the project will help to develop research personnel, and (5) the need for research in the area proposed in terms of the total educational research picture.

Selection of Project

The judgment of the committee is that priorities should not be established in advance. Instead, the research specialists will evaluate each proposal on its merits in terms of the criteria and will advise the Commissioner of their opinion.

In addition to this evaluation there will be consideration of such external factors as the need for the research and the money available. These bases will guide the Office in making the specific judgments required in negotiating a contract or a jointly financed cooperative arrangement.

Terms of Members

When plans for the organization of this committee were made, early in the year, it was decided that appointments would be for 3 years but that, on the first committee, three members would serve 1 year, three 2 years, and three 3 years.

The 3-year terms have been drawn by Drs. Lindman, Remmers, and Morrison; the 2-year terms, by Drs. Eckert, Hubbard, and Olson; and the 1-year terms, by Drs. Tyler, Van Slyke, and Wolfle.

Future Meetings

Three meetings a year—in February, May, and September—will be the usual schedule. But an extra meeting is being called for next month, to expedite giving consideration to proposed projects.

HIGH SCHOOL ENROLLMENTS *in* SCIENCE *and* MATHEMATICS

. . . some facts and figures

WHAT will be our supply of scientists, engineers, and mathematicians in the future—say, 10 years from now? Certainly one good basis for estimating that supply is the current enrollments in science and mathematics in our high schools.

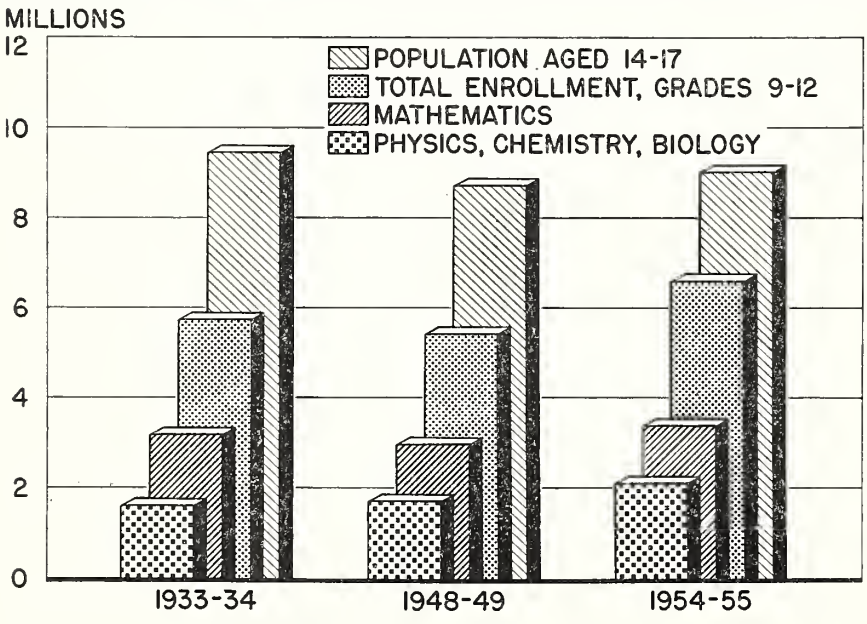
The students who graduate from high school without having taken the courses prerequisite for studying science or engineering in college are not likely at that stage to try to make up their deficiencies and go on to become scientists after all. And the students who concentrate on science and mathematics in high school make up a reservoir from which future scientists and engineers will be drawn.

As the chart on this page shows, enrollments in mathematics and in principal science courses in high school are larger now than they were 20 years ago. What makes these increases particularly encouraging is that they have developed in the face of a nonincreasing population of persons of high-school age—the 14-to-17-year-olds. In fact, this segment of our population, which still reflects the low birthrates of the 1930's, is *smaller* now than it was 20 years ago.

In 1954–55, enrollments in these courses were as follows (note that all but one showed an increase over 1948–49):

Course	*Enrollments in 1954–55*	*Change from 1948–49*
SCIENCE:		
Biology.....	1,294,000	+298,000
Chemistry....	483,000	+71,000
Physics.....	303,000	+12,000
Total.....	2,080,000	+381,000
MATHEMATICS:		
Elementary algebra.....	1,205,000	+163,000
Intermediate algebra....	432,000	+25,000
General math.	800,000	+95,000
Plane geometry.....	664,000	+65,000
Solid geometry.	85,000	−9,000
Trigonometry .	170,000	+61,000
Total.....	3,356,000	+400,000

Between the 1930's and now, enrollments in science and mathematics have increased despite a decreasing population of high-school age



In general these increases are closely related to larger enrollments in high schools nowadays. In 1948–49, for example, 5.4 million, or 62 percent, of the 14-to-17-year-olds were in grades 9–12; in 1954–55, 6.6 million, or 73 percent. If we relate enrollments in science and mathematics to the *population* of 14-to-17-year-olds, we see an increasing proportion; if we relate them to *high school enrollment*, we see a slightly decreasing proportion.

These developments are indicated in an analysis recently made by the Research and Statistical Services Branch of the Office of Education. The analysis measures enrollment in each course, first, as a percent of the country's population of the age at which students usually take the course (for example, the enrollment in biology as a percent of all 15-year-olds) and, second, as a percent of enrollment in the grade in which the course is usually offered (for biology, the 10th grade). On the first basis, every course but solid geometry showed an increase in 1954–55 over 1948–49. On the second basis, however, every course but two—biology and trigonometry—showed a decrease:

Course (and usual grade)	*Percent in 1948–49*	*Percent in 1954–55*
Biology (10th).....	66.8	72.6
Chemistry (11th)....	33.2	32.3
Physics (12th).....	28.4	23.2
Elementary algebra (9th).....	63.5	60.3
Intermediate algebra (11th).....	32.7	28.8
General math (9th)...	42.9	40.1
Plane geometry (10th).	40.2	37.3
Solid geometry (12th).	9.2	6.5
Trigonometry (12th).	10.6	13.0

These decreases in percentage should not necessarily be ascribed to the failure of individual schools to encourage enrollment in science and mathematics. For, in times of nonincreasing population of high-school age, increased enrollment in high school might not of itself yield many recruits to the fields of science and mathematics: it would not necessarily mean an increase in the num-

ber of students qualified to take science and mathematics with profit.

Whatever the case, numerical enrollments in science and mathematics *are* increasing. This fact alone, especially when viewed against the oncoming surge in the population of 14-to-17-year-olds, suggests a substantial increase in the future number of trained scientists and mathematicians.

ABOUT THE DATA: Data on enrollments are from the Office of Education, from reports on offerings and registrations in high school subjects for 1933–34 and 1948–49, and from *Offerings and Enrollments in Science and Mathematics in Public Secondary Day Schools, 1954–55,* by Kenneth E. Brown.

Data on population are from the Bureau of the Census, *Current Population Reports, Population Estimates.*

BACK-TO-SCHOOL CAMPAIGN

THE high-school graduate has many advantages over the nongraduate. He has an easier time getting a job, he learns new skills faster, he gets more profitable enjoyment out of his leisure, he is a better citizen. And he makes more money.

For the common good, these advantages should be extended to as many people as possible. Right now an effort in that direction is developing here in Washington, in the form of a cooperative venture by the Department of Labor and the Office of Education. They call it the Back-to-School Campaign.

What brings the two organizations together is their common concern over a widespread problem—the fact that too many school "dropouts" have no employment at all. Of the 4½ million 16-to-17-year-olds in this country—the group in which the problem centers—nearly 1 million are not in school. And of these, only a few more than half are employed.

Several circumstances make it hard for the young nongraduate to get a job. For one thing, he is up against an economy where the proportion of skilled jobs to unskilled is increasing fast. Both industry and the Armed Services have found that the worker who most quickly learns new skills and masters the fundamentals behind them is the one with a good basic education. For another thing, the nongraduate finds his opportunities narrowed by the fact that his contemporaries still in school are increasingly working part-time—after school, during vacations, and under school-work contracts.

One of the most alarming aspects of the whole problem is the fact that the number of "dropouts" is expected to increase in the next few years. True, an ever-growing segment of our population at high-school age is enrolling in high school; for example, in the fall of 1955, 74 percent were enrolled in grades 9 to 12 (in both public and private schools), compared to 63 percent 10 years ago. And of those who enter high school, more are staying to graduate—55 percent compared to 40 percent 10 years ago. But, although the high schools are increasing their holding power, they are not increasing it as fast as the Bureau of the Census says the high-school-age population will be growing in the next 10 years.

The joint effort of the Office of Education and the Department of Labor, therefore, is bent toward accomplishing two goals: (1) Giving to young people who will benefit from more education, the encouragement and opportunity to remain in school long enough to graduate; and (2) for those who cannot stay in school, helping to improve job opportunities.

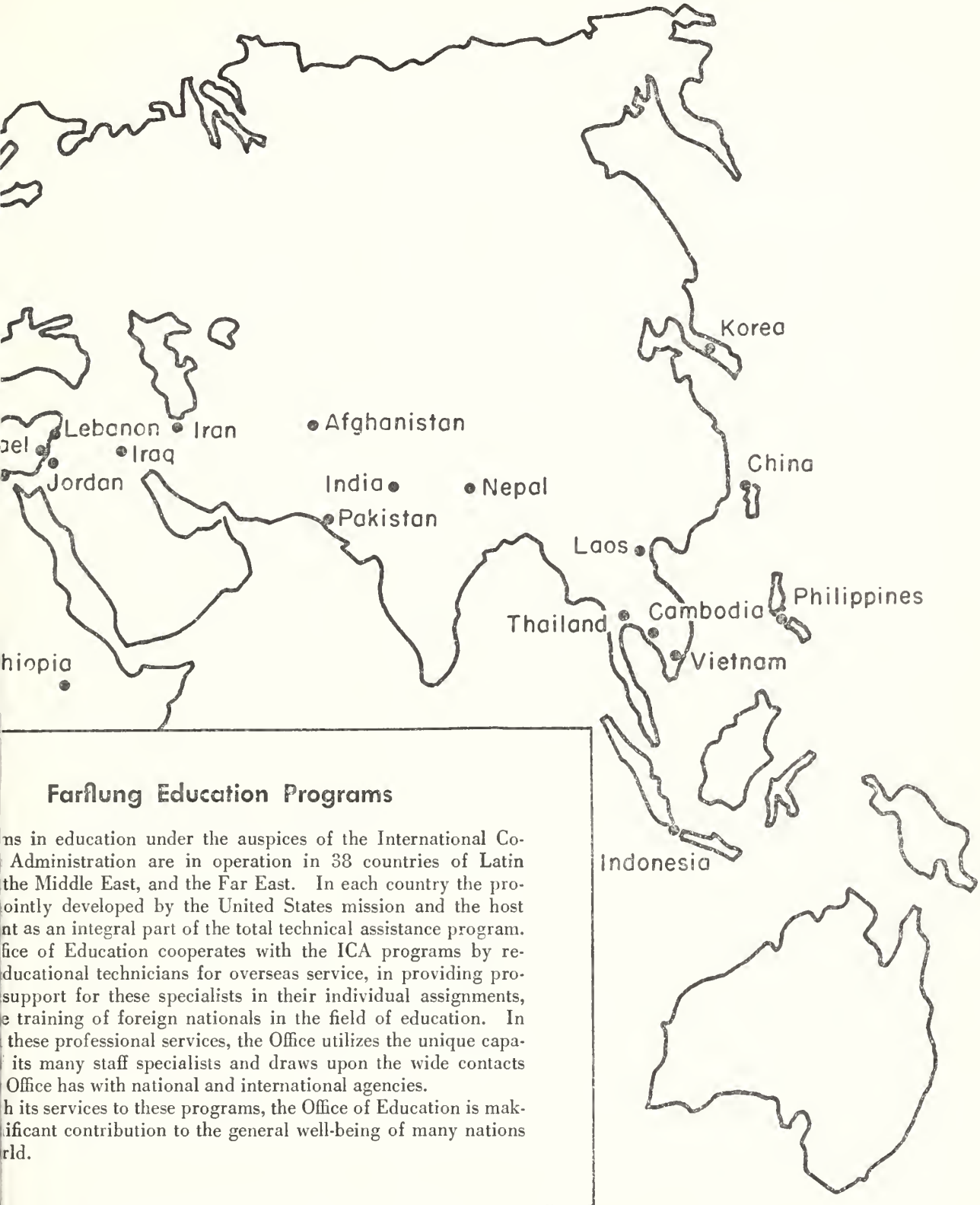
Particularly important to the Office of Education is the first goal. Aside from the immediate purposes of the campaign, which will bring the Office in contact with every high school in the land before the summer is over, the Office hopes that the campaign will help it reach some long-term aims. It wants to find out just who the dropouts are and why they leave. It wants to find out how the number of unemployed dropouts in a community is related to what the schools in that community offer in the way of vocational education programs or school-work programs. When it finds the answers to these questions, it will be better prepared to enlist the interest of educators in strengthening school programs to serve the needs of potential dropouts.

Chiefly concerned with the employment angle, the Department of Labor has goals that attack the problem from the other side. It wants to discover how many school dropouts aged 16 and 17 years the labor market can absorb, and under what conditions. It wants to help develop favorable attitudes in employers. It is concerned with the application of labor standards and, if necessary, with the adaptation of those standards. And it is particularly interested in enlisting broad community support for programs that will serve the employment needs of young nongraduates.

The Back-to-School Campaign had its beginning in March, when representatives of both agencies met at the Office of Education. Since then, a joint committee of eight has been formed under the cochairmanship of J. Dan Hull, director, Instruction, Organization, and Services Branch of the Office, and Elizabeth S. Johnson, chief, Division of Child Labor and Youth Employment, Bureau of Labor Standards.

Immediate plans call for alerting the public interest. As the months pass, it is hoped, schools and communities will increasingly accept responsibility for the problem of the student tempted to leave school to find a job. Especially, from now until fall, the campaign is appealing to the young people themselves and to their self-interest.


Libya
Cuba
Haiti
Jamaica
Dominican Republic
Guatemala
Honduras
El Salvador
Nicaragua
Panama
Costa Rica
Liberia
Surinam
Colombia
Ecuador
Peru
Bolivia
Brazil
Paraguay



Farflung Education Programs

ns in education under the auspices of the International Co- Administration are in operation in 38 countries of Latin the Middle East, and the Far East. In each country the pro- ointly developed by the United States mission and the host nt as an integral part of the total technical assistance program. fice of Education cooperates with the ICA programs by re- ducational technicians for overseas service, in providing pro- support for these specialists in their individual assignments, e training of foreign nationals in the field of education. In these professional services, the Office utilizes the unique capa- its many staff specialists and draws upon the wide contacts Office has with national and international agencies.

h its services to these programs, the Office of Education is mak- ificant contribution to the general well-being of many nations rld.

The STATE and LIBRARIES

A nationwide survey of the structure and control of publicly supported libraries at the State level

REORGANIZING and revitalizing the machinery for supervision and control of the State program for publicly supported libraries is fast becoming a major problem of State government.

Two conditions are making it so. First, an increasing population and an advancing civilization are requiring more library services from the States. Second, in many States the basic legal structure and method of control for libraries, fixed 50 or 100 years ago, are still being used and are becoming inadequate to meet current demands.

To provide useful information to States that are being confronted with this problem, the Office of Education has made a nationwide study with the cooperation of State officials. The report on the study, *The State and Publicly Supported Libraries: Structure and Control at the State Level*, by Fred F. Beach, Ralph M. Dunbar, and Robert F. Will,* was published this spring as a companion to *The State and Education: Structure and Control of Public Education at the State Level*, reviewed in *School Life* last November. It analyzes the situation, focusing attention on desirable practices, significant trends, and multiplying responsibilities of the States.

The publication will be useful to State legislatures; library agencies and their staffs; students of public administration, education administration, and library science; and others concerned with improving the functions of publicly supported libraries. Of special interest to library officials and members of library boards is a section that describes for each State the statutory boards, commissions, and agencies having responsibility for library services at the State level.

THE evolving State program of publicly supported libraries in the United States has three distinctive parts: (1) State governmental libraries, which serve primarily the agencies of the government; (2) public school and State college and university libraries, which serve primarily the students and faculty; and (3) local public libraries, which serve the general public.

This delineation of parts, the authors say, is extremely important, for each part calls for special considerations in structuring and control. In fact, many of the difficulties which the States now encounter may be traced to lack of provision for these differences in the law.

State Governmental Libraries

Two developments have had widespread effect on State governmental libraries in recent years: The expanding need for governmental libraries, and the movement to make the governmental library responsible to the agency it serves.

In the early days the governmental libraries served few; now they serve many. Probably the greatest factor in this change is the rapid professionalization of State employees during the past 25 years. Other factors advanced by the report are the rising State government employment, increase in government research, greater use of governmental libraries by the general public, the increase in library materials and the consequent need for better bibliographical control, and the growing demand for archival and historical services.

As to the control of State governmental libraries, there have always been two opposing views. One holds that efficiency and economy would best be served if the general control of *all* such libraries were vested in a single agency. The other holds that control over each library should be vested in the agency it serves, arguing that when a government agency controls its own library it is in a position to tailor the facilities and services of the library to fit its needs. Furthermore, it says, when a government agency is served by a library it does not control, it must rely upon recommendations to the controlling agency to get what it needs. The controlling agency is not obligated to follow the recommendations and, through the pressure of circumstances, may not even be able to do so.

As demands for library services to governmental agencies have increased, the report shows, there has been a tendency to make each governmental library responsible to the agency it serves. More than half of the statutory State law libraries are under the operational control of the judiciary. A high percent of the State legislatures have a reference service directly responsible to them. Moreover, a growing number of governmental libraries are being established and supported through appropriation acts, and these libraries are controlled and operated by the agencies of which they are a part.

The State Library

The general State library, on the other hand, serves *all* agencies of government. Because of its broad function, which more and more has come to include archives and history services, the general State library is usually placed under the control of a board relatively independent in the structure of State government. States show an increasing tendency to give such boards authority to appoint a quali-

*Dr. Beach is chief, State School Administration; Mr. Dunbar, chief, Service to Libraries; and Mr. Will, research assistant, State School Administration.

fied professional executive officer—a State librarian—to carry out the board's policies for the library.

Public School and State College and University Libraries

The pattern of structure and control for public school libraries, the authors point out, is strikingly different from that for libraries in colleges and universities. Forty-eight State departments of education have important statewide responsibilities for school libraries. Except in a few States no comparable State agencies have similar responsibilities for college and university libraries. Operating responsibility for libraries of both the public schools and the colleges and universities is vested in the governing boards of the institutions involved.

The report stresses the growth in State department of education leadership in this field. Department after department has added school library specialists to its staff and is continually broadening its services. Duties of staff members are becoming more clearly defined.

A significant part of the report is a list of 21 broad responsibilities of State departments of education, which is virtually a composite blueprint for advancing library opportunities to all the children in the public schools of a State. It was prepared with the assistance of Nora E. Beust and Esther V. Burrin, specialists for school and children's libraries, Service to Libraries Section of the Office. Among the responsibilities listed are these:

To establish qualitative and quantitative standards for school library services.

To stimulate the development and improvement of school library services in the elementary and secondary schools throughout the State.

To provide consultative services on school library problems to legislators, teachers, administrators, lay groups, and administrative and professional organizations.

To establish standards for and to grant certificates to school libraries.

To collect, compile, interpret, and publish significant statistics on school libraries, and to integrate these statistics with those collected at the national level.

State Public Library System

Each of the 48 States has laws that permit local communities to organize, finance, and conduct public libraries. Most libraries that have been created under the laws are operated locally by governing boards. Besides, in every State a public library extension agency is responsible for providing leadership and regulation.

The authors call the public library extension agency the keystone in the structure of the State system of public libraries and compare it to the State department of education, the keystone of the State system of common schools. "No other official agency," they say, "is so strategically located to widen the library opportunities of all the people and to continually improve public library services."

The study found certain administrative practices indicated as sound: That control should be in the hands of boards relatively independent in the structure of government; that the boards should be composed of lay members who serve overlapping terms; and that each board should appoint a qualified executive officer and a staff to carry out its policies.

Leadership Functions

Creative leadership is the major responsibility of the public library extension agency. These agencies were originally created to provide direction to the public library movement—first to lead a community to desire a public library and then to guide it in converting that desire into reality. Leadership is emphasized because the development of a well-rounded program depends chiefly on stimulation and guidance, for maintenance of public libraries is not generally mandated by law as is the maintenance of public schools.

Out of the accumulated experience of the 48 States there has developed a knowledge of the leadership functions which public library extension agencies are in an unmatched position to discharge—the functions of planning, research, consultative and advisory services, coordination, in-service training, and public relations, all of them treated in the study.

Regulatory Functions

All States establish statewide regulations for local library performance in the interests of the whole people. The report notes the chief reasons why public library extension agencies are assigned regulatory responsibilities: (1) To guarantee safety and economy in the use of public library funds; (2) to insure efficiency in the management of the public library enterprise; (3) to protect the lives and health of those who use the local public library; and (4) to provide a basic library service throughout the State.

Operational Functions

To provide library services for all the people, extension agencies must sometimes fill gaps where local services are not available. Sometimes they (1) provide bookmobile or mail service to individuals; (2) give supplementary service of books, pamphlets, clippings, reading courses, and visual materials to public libraries; and (3) establish pilot or demonstration libraries for communities. Generally the operational functions of the extension agency decrease as the agency exercises its leadership role and as the system of public libraries covers the State.

Available upon request from the Office of Education is an advance summary of "Statistics of Public School Libraries, 1953–54," one of the chapters of the *Biennial Survey* now in preparation.

EDITOR'S NOTE: While this issue was in press, the Congress passed the Library Services Bill, which provides Federal aid to State public library systems. The legislation, if signed by the President, will operate through the 48 State extension agencies whose character and functions are described in *The State and Publicly Supported Libraries.*

KINDERGARTEN ENROLLMENTS

SOME indication of the status of the kindergarten in the various States may be had from this presentation of kindergarten enrollments in 1951–52 and 1953–54. The presentation is based on data from the *Biennial Survey of Education in the United States* for 1950–52 and for 1953–54 (in both, Chapter 2, "Statistics of State School Systems"; the later one, however, is still in preparation).

Region and State	Kindergarten enrollment as a percent of enrollment in—			
	Early elementary, K through Grade 3		All elementary, K through Grade 8	
	1951–52	1953–54	1951–52	1953–54
Continental U. S.	13.23	13.84	6.30	6.54
NORTHEAST	20.85	20.25	10.02	9.79
Connecticut	24.73	22.88	12.54	11.63
Maine	23.43	23.91	11.16	11.48
Massachusetts	17.97	16.08	8.49	7.71
New Hampshire	11.83	11.83	5.20	5.43
New Jersey	25.20	26.30	12.80	13.43
New York	24.76	22.61	12.15	11.25
Pennsylvania	14.43	15.23	6.59	6.78
Rhode Island	17.54	16.93	8.43	9.02
Vermont	5.87	6.76	2.57	2.95
NORTH CENTRAL	18.66	20.25	8.78	9.92
Illinois	17.03	21.20	8.00	10.52
Indiana	11.74	13.58	5.37	6.38
Iowa	18.72	21.54	9.04	10.80
Kansas	18.52	18.95	8.69	9.25
Michigan	28.43	28.11	14.21	14.51
Minnesota	19.35	10.09	8.99	10.09
Missouri	12.43	12.64	5.66	5.86
Nebraska	25.63	27.04	12.31	13.82
North Dakota	2.14	4.02	.90	1.73
Ohio	16.23	17.45	7.45	8.46
South Dakota	10.35	11.43	4.61	5.17
Wisconsin	24.51	26.03	11.84	13.11
SOUTH (EXCL. D. C.)	2.21	2.36	.97	1.06
Alabama				
Arkansas	.16	.....	.07	....
Delaware	4.53	4.31	1.99	1.93
Florida	1.58	1.56	.69	.69
Georgia	2.61	3.02	1.20	1.38
Kentucky	3.03	3.37	1.32	1.52
Louisiana	3.29	2.89	1.47	1.29
Maryland	10.34	11.16	4.70	5.23
Mississippi				
North Carolina				
Oklahoma	6.16	7.63	2.64	3.29
South Carolina				
Tennessee				
Texas	2.27	2.21	1.04	1.00
Virginia	2.42	2.78	1.11	1.25
West Virginia				
District of Columbia	24.10	23.77	11.85	12.40
WEST	19.57	18.71	9.25	9.10
Arizona	6.59	6.59	3.03	3.06
California	24.74	24.75	12.48	12.50
Colorado	15.49	17.12	7.20	8.24
Idaho				
Montana	4.63	6.05	1.96	2.64
Nevada	18.83	18.50	9.32	9.26
New Mexico	11.73	10.58	5.40	4.89
Oregon	8.88	8.46	3.88	3.81
Utah	14.12	16.26	6.46	7.53
Washington	20.07	13.44	9.90	6.48
Wyoming	12.09	15.33	5.52	7.26

THREE BULLETINS ABOUT EDUCATION FOR THE DISTRIBUTIVE OCCUPATIONS

THE overburdened teacher, coordinator, or supervisor, pressed for time and seeking ideas, should find much help in three concise "how to" studies on education for the distributive occupations recently published by the Division of Vocational Education of the Office.*

The first two are companions: *Distributive Education for Adults: Selection and Training of Part-Time Instructors* and *Distributive Education for Adults: Guide for Part-Time Instructors,* both prepared by Natalie Kneeland, training consultant, with the assistance of Office program specialists Donovan Armstrong, Clyde W. Humphrey, John B. Pope, and G. Henry Richert. The third is *Distributive Education for Youth: Work-Experience Laboratories,* prepared by William B. Runge, supervisor of distributive education for New Mexico, and the same Office specialists. All three are the result of cooperation from many specialists in distributive education and should reflect the best current thinking on the subjects they discuss.

Selection and Training of Part-time Instructors gives suggestions on what types of persons are likely to be qualified and on how to find them and meet their objections to teaching. It gives practical advice on individual teacher training, handling induction and on-the-job training, planning and organizing group training, and evaluating.

Guide for Part-Time Instructors points out ways in which instructors can adjust to their fields, use time-saving techniques, and make the job easier. Specifically it presents four steps in teaching—learning about it, planning for it, doing it, and checking and evaluating—and tells how to follow them. In addition it offers tips on questioning, on increasing class participation, and on handling difficult situations.

Work-Experience Laboratories deals with the cooperative school-work program for high-school students. Under this program, a trainee attends school part time and works part time in local distributive establishments.

To a great extent the successful preparation of the trainee depends on the intelligent cooperation of the school administrator, supervisor of distributive education, and local businessmen in the location, selection, establishment, and management of the student's work station. The bulletin answers such questions as these: How should stations be selected? What standards should be used in the selection? What steps should be taken in organizing the stations? How may trainees be assigned?

***All three of these publications are for sale by the Superintendent of Documents, U. S. Government Printing Office. For prices, see the list of publications on the back cover of this issue.**

STAFFING *our* SCHOOLS *and* COLLEGES

. . . progress report on a research project

BECAUSE the job of staffing our schools and colleges with qualified teachers is generally recognized as one of the most serious problems in education today and for the decade ahead, the Office of Education is planning a major research project in the field of teacher personnel.

The purpose of this basic research on staffing the Nation's schools and colleges, as set forth in the original proposal, is "to provide reliable fundamental data required for programs of action that may be developed to insure a more adequate and stable staffing of our elementary schools, secondary schools, colleges, and universities."

On December 30, 1955, a 6-month pilot study was approved by the acting Assistant Commissioner for Research and was delegated to the Division of Higher Education. The three main purposes of the pilot study and the progress under each to date are as follows:

1. To accomplish fundamental operational planning in anticipation that funds will be made available for a major research effort in teacher personnel for the fiscal year 1957 (July 1956 through June 1957).

Significant progress has been made toward this objective. As John B. Whitelaw, director of the project, states, "We have been exceedingly fortunate in securing as members of the staff Lathrop V. Beale, a former instructor in sociology and field worker in education, and J. Alan Ross, professor of education and psychology, on leave from Western Washington College of Education, Bellingham, Washington." The director of the project and Florence Friedlander, secretary for the project office, are both regular members of the staff of the Division of Higher Education.

2. To establish a national advisory committee for the pilot study and to enlist the interest and support of other experts, technical specialists, and educational authorities for policy guidance in this research project.

Six prominent educators have contributed their services as a national advisory committee: Earl W. Anderson, The Ohio State University; G. Lester Anderson, University of Buffalo; John H. Fischer, superintendent of schools, city of Baltimore, Md.; Margaret Lindsey, Teachers College, Columbia University; Charles R. Spain, superintendent-elect of schools, Albuquerque, N. Mex.; and James C. Stone, specialist in teacher education, California State Department of Education. They have held full-day meetings in Washington, D. C., on February 24 and on April 26 and 27.

Dr. Whitelaw also reports other sources of support and guidance: "An Office of Education planning committee has been generous in providing policy and technical assistance whenever called upon. We have had encouraging interest and cooperative action from virtually everyone with whom we have conferred across the country and in Washington, D. C.—especially from the Bureau of Labor Statistics, in the Department of Labor."

3. To develop procedures and instruments to be used in the research project in fiscal year 1957, and to try them out as far as time, money, and staff permit.

Early in the program it was decided to design and try out a questionnaire that would constitute the basis for a national study of public elementary and secondary school classroom teachers to find out what the relationships are among their economic situation, formal education, geographic and occupational mobility, and attitudes toward their work. Through the cooperation of the departments of education in the States of Connecticut, North Carolina, and Washington, the questionnaire is now being given a trial run in 12 different communities, 4 in each State.

IT WAS a happy coincidence of events that this pilot study was being planned during the final days of activity preceding the White House Conference on Education, held from November 28 to December 1, 1955, and that, in the course of the study, in April 1956, the Committee for the White House Conference issued its report to the President.

"We propose," states Dr. Whitelaw, "to use Part 4 of the White House Conference Report—*How Can We Get Enough Good Teachers—and Keep Them?*—as the point of origin for this research project. In a very practical and direct sense, this project would be a followup of the White House Conference Report in the field of teacher personnel."

The research project in teacher personnel in the fiscal year 1957 will concentrate on teachers in the public elementary and secondary schools—certainly a big job in itself. Studies of teachers in colleges and universities will be planned, which may be of use to the Committee on Education Beyond the High School, appointed by the President in April 1956.

Recommendations coming out of the pilot study for the research project on staffing the Nation's schools and colleges will emphasize cooperative research—projects sponsored by the Office of Education and carried out by colleges, universities, and the State departments of education.

FOREIGN LANGUAGES *in the* ELEMENTARY SCHOOLS

FIFTEEN years ago fewer than 5,000 pupils were getting foreign-language instruction in the public elementary schools of this country—not enough to fill up even one-half of a figure in the chart below. But by last fall the number had grown to nearly 300,000, almost 60 times more!

Obviously there is a strong movement afoot in the United States toward the teaching of foreign languages to young children. The last 3 years of this movement have been followed by a series of reports jointly sponsored by the Office of Education and the Modern Language Association of America and prepared by Kenneth W. Mildenberger, research associate of the latter organization.

According to the latest of these reports, *Status of Foreign Language Study in American Elementary Schools, 1955*, published this spring, the number of public-elementary-school children involved in this movement already is more than one-third the number enrolled in modern foreign languages in our public high schools, and is fast approaching the number of students of modern foreign languages in all our colleges and universities.

Reasonably enough, Spanish is far and away the most popular language in the elementary classes. French comes next, then German, and then Italian, Latin, Norwegian, and modern Greek. Other languages, among them Swedish and Japanese, are taught in a few communities. In the years covered by the joint studies, the distribution of pupils among the languages has been as follows:

	1953	*1954*	*1955*
Spanish	127,271	172,659	221,583
French	17,616	34,049	46,849
German	493	2,202	2,481
Other	263	639	704
Total	145,643	209,549	271,617

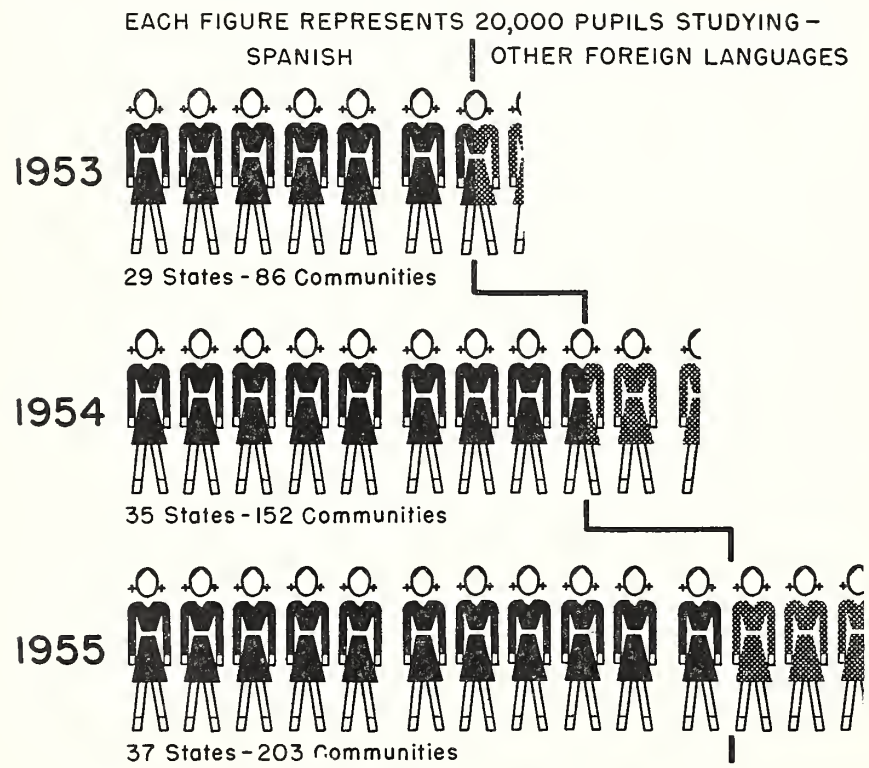
The more the practice of teaching a foreign language in the elementary schools grows, the greater of course is the need for teachers who not only know a foreign language but also have had training in how to teach it. One answer to this need, as the report points out, is the summer workshop. Last year 29 colleges and universities sponsored such workshops; in 1954 the number was 16; in 1953 it was only 2.

This summer, according to Marjorie Johnston, Office of Education specialist in international education and chairman of the Office's Committee on the Teaching of Foreign Languages, there will probably be even more workshops than last year. Already announced are workshops to be held at Michigan State, Purdue, Southern Illinois, Stanford, Western Reserve, and Yale Universities, and

ABOUT THE DATA: The data given here, both in and out of the chart, include only public schools and college demonstration schools, campus schools, and teachers' workshops—all at the elementary level, i. e., from kindergarten through grade 6. They include only those ventures in which foreign-language instruction was given directly by classroom teachers or visiting language specialists, not those in which it was given by radio.

Although the figures probably cover most of the foreign-language ventures in schools of the kind specified above, they are not complete: some communities failed to return the questionnaires in time for tabulation; a few others preferred to postpone publicity about their experiments.

Number of children receiving foreign language instruction in U. S. public elementary schools, 1953–55



the Universities of Colorado, Delaware, Georgia, Michigan, New Mexico, Washington, and Wisconsin.

Among colleges that will offer workshops are Kansas State Teachers (Pittsburg), Macalester (St. Paul, Minn.), Middlebury (Vt.), Mills (Oakland, Calif.), Mississippi Southern (Hattiesburg), Plymouth Teachers (N. H.), Puget Sound (Wash.), Rosary (River Forest, Ill.), and Texas Technological (Lubbock).

Widening Circles

Interest in educational television spreads beyond the educators

EDUCATIONAL television has come into its own at the council tables of professional and commercial producers of television. The day is past when it was the concern of educators alone.

Evidence of its important status is provided us by Gertrude G. Broderick, Office of Education specialist in radio-television programs and research, who tells of the place it was given in Boston last month, at the annual convention of AWRT (American Women in Radio and Television). AWRT had asked the Office of Education to be responsible for a section devoted especially to educational television; and the Office arranged to have a panel of five experts approach the subject from three angles: Production, utilization, and evaluation.

Production policies and practices of a noncommercial educational station were discussed by E. G. Sherburne, Jr., program director of Station WBGH, Boston; those of a commercial station, by Angela McDermott, producer for the Mohawk-Hudson Council on Educational Television, Station WRGB, Schenectady.

Utilization of television by a large city school system without a station of its own was covered in some detail by Dorothy Klock, radio-television production supervisor for the board of education in New York City. Existing network and local station programs are used, Mrs. Klock pointed out, to implement certain classroom subjects, to foster in students a discriminating appreciation of television programs, and to develop understanding and cooperation between school and community. Mrs. Alice Skelsey, information specialist in the United States Department of Agriculture, described the many ways in which a large Government department utilizes television to extend its program of public information.

John C. Crabbe, program consultant for the Educational Television and Radio Center (established at Ann Arbor, Mich., in 1952 by a grant from the Fund for Adult Education), singlehandedly took on the subject of evaluation. His work at the Center made him the logical choice to present, first, a status report on the 20 educational television stations now on the air and on the dozen or more that are in various stages of development and, second, a detailed account of the Center's activities.

The Center, which provides a national exchange of carefully selected programs, was established primarily to assist local educational television stations with a weekly program service. More recently, under certain conditions, it has extended its service to areas that are without educational television. This extension is possible under a plan by which colleges, universities, school systems, and other educational institutions are able to obtain programs for use on commercial stations. Since May 1954 the Center has developed or acquired more than 100 series, totaling almost 1,200 programs; they have come from 75 separate producers, both national and international. The Center is basically concerned with quality and is enlisting the aid of the brightest imagination and artistry in the country to help make education by television the splendid thing that it deserves to be.

"The reception given to our panel discussion," says Mrs. Broderick, "shows how broad and strong the interest in educational television has become. The room was filled to capacity, and people stayed to join in the discussion at the end. We ran over our scheduled time, but that was because our audience wanted us to. Since the convention we've been getting letters from professional television people both in industry and on stations, all expressing their eagerness to learn more about education by television and to contribute something to its success."

OFFICE OF EDUCATION PUBLICATIONS IN 1955–56

(For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

1955 Bulletins

1. U. S. Government Films for Public Educational Use, *$1.75*.
2. Teaching as a Career, *15¢*.
3. Annotated Bibliography for Teachers of English as a Foreign Language, *65¢*.
4. The Superior Pupil in Junior High School Mathematics, *25¢*.
5. State Accreditation of High Schools—Practices and Standards of State Agencies, *30¢*.
6. Teachers of Children Who Are Deaf (*in press*).
7. Education in Honduras, *20¢*.
8. Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1954, *25¢*.
9. Programs Below the Bachelor's Degree Level in Institutions of Higher Education, 1953–54, *25¢*.
10. Teachers of Children Who Are Blind (*in press*).
11. Supervision in Rural Schools—A Report on Beliefs and Practices, *25¢*.
12. State Policies and Regulations Affecting the Junior High School, *20¢*.

Miscellany Bulletins

20. Keystones of Good Internal Administration, *15¢*.
21. Junior High School Facts—A Graphic Analysis, *50¢*.
22. Public School Finance Programs of the United States, *$1.50*.
23. The State and Education, *$1*.
24. The State and Publicly Supported Libraries, *55¢*.

Vocational Division Bulletins

256. Summaries of Studies in Agricultural Education, Supplement No. 8, *35¢*.
257. Girls' and Women's Occupations—Selected References, July 1948–September 1954, *35¢*.
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¢*.

Biennial Survey of Education in the United States, 1950–52

Ch.1, Statistical Summary of Education, *30¢*; Ch. 2, Statistics of State School Systems, *35¢*; Ch. 3, Statistics of City School Systems, *45¢*; Ch. 4, Statistics of Higher Education (in 2 sections, *35¢ each*); Ch. 5, Statistics of Public Secondary Day Schools, *35¢*; Ch. 6, Statistics of Libraries in Institutions of Higher Education, *25¢*.

Circulars

418. Earned Degrees Conferred by Higher Educational Institutions, 1953–54, *50¢*.
419. Fall Enrollment in Higher Educational Institutions, 1954, *30¢*.
421. Engineering Enrollments and Degrees, 1954, *25¢*.
436. Current Expenditures Per Pupil in Public School Systems, 1953–54: Large Cities (*25¢*); Small Cities (*30¢*).
441. Strengths and Weaknesses of the Jr. High School, *40¢*.
444. Statistics of Public Elementary and Secondary Education of Negroes in the Southern States, 1951–52, *20¢*.
445. Clerical and Custodial Staff in Public Secondary Day Schools, 1951–52, *55¢*.
446. Salaries and Other Characteristics of Beginning Rural School Teachers, 1953–54, *20¢*.
448. Statistics of Negro Colleges and Universities, 1951–52 and Fall of 1954, *20¢*.
454. Resident, Extension, and Adult Education Enrollment in Institutions of Higher Education, November 1954, *30¢*.
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¢*.

Education Directory, 1955–56

Part 1, Federal Government and States, *25¢*; Part 2, Counties and Cities, *35¢*; Part 3, Higher Education, *50¢*; Part 4, Education Associations (*in preparation*).

Pamphlets

116. General and Liberal Educational Content of Professional Curricula: Architecture, *15¢*.
117. Public Vocational Education Programs, *15¢*.

Special Series

3. Education in the United States of America, *45¢*.
4. Education for Homemaking in the Secondary Schools of the United States, *30¢*.

Other Series

Teaching Nutrition in the Elementary School, Nutr. Ed. Pam. 7, *25¢*.
Children's Body Measurements for Planning and Equipping Schools, Spec. Pub. 4, *50¢*.
Educational Objectives in Vocational Agriculture, Voc. Div. Mono. 21, *15¢*.

Miscellaneous

Administration of Public Laws 874 and 815, 5th Annual Report of the Commissioner of Education, June 30, 1955, *65¢*.
Education for the Professions, *$2.75* (*buckram*), *$1.75* (*paper*).
Report of the Long-Range Planning Phase of the School Facilities Survey, *55¢*.
School Shop—Learn Safe Work Habits Here! *10¢*.

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