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# THE EDUCATIONAL LEADER



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**NUMBER 1**

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# THE EDUCATIONAL LEADER

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AARON C. BUTLER • EDITOR

## DEDICATION

THIS ISSUE OF THE EDUCATIONAL LEADER  
IS DEDICATED TO  
DR. WILLIAM T. BAWDEN, RETIRING EDITOR,  
WHO COMPLETES FIFTY-FIVE YEARS  
AS AN EDUCATOR THIS YEAR.  
DR. BAWDEN'S HELPFULNESS TO STUDENTS AND  
TO THE PRESENT EDITOR HAS BEEN UNSTINTED.

*Address all communications to the Office of Publications,  
Kansas State Teachers College, Pittsburg, Kansas.*

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VOLUME XV • NUMBER I

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# THE EDUCATIONAL LEADER

VOLUME XV • NUMBER 1

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## Teacher Growth and the Group Process

BY DR. PAUL T. DIXON

*Associate Professor of Education and Psychology*

MARK HOPKINS and the proverbial log have been both used and abused in various, and frequently conflicting, expressions in reference to the role and relative importance of the teacher in the modern classroom, the nature of the teacher-learning situation, and the essential elements in it. Today's adequate school program, of course, places great emphasis upon the physical setting. The effectiveness of the total learning environment may be greatly influenced by the extent to which facilities, equipment, curriculum aids, and supplies are provided and the manner in which they are employed. Ultimately, however, the school program makes a difference in the lives of boys and girls only to the extent that the teaching staff is competent.

An important current trend in programs of teacher-preparation is indicated by a shift in the basic approach to the improvement of these programs. It is significant that the fundamental question when re-examining professional curricula is, "What are the competencies of the superior teacher for today's schools?" rather than, "What courses or subjects are to be offered?"

This implies, of course, the necessity for identifying and defining those competencies; and the recent literature contains many statements, variously arrived at, and of varying degrees of functional value.<sup>1</sup>

The pre-service training of the prospective teacher can, at best, however, merely lay the groundwork for the continued and even greater growth which logically and professionally should be expected of all teachers once they are actually at work in the field.

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1. One of the recent and more helpful statements appears in: The Association for Student Teaching, Twenty-Eighth Yearbook: *The Evaluation of Student Teaching*, 1949, pp. 7-11.



To methodically and positively dispel the idea, seldom expressed but obviously too frequently assumed by professors and students alike, that any period of any kind of pre-service training produces the "trained" teacher, would be one of the most important contributions to their preparation.

This does not be-little the pre-service education of teachers but, rather, suggests that one kind of competence to be achieved by the prospective teacher involves the understandings, attitudes, and skills involved in the process of continuing to grow professionally on the job. Such understandings, attitudes, and skills are developed not by being told that they are desirable and even necessary qualities to be acquired, but through practice in situations more nearly like those to which they are expected to transfer. Fundamentally, they are the understandings, attitudes, and skills involved in the dynamic, democratic group process; and they are not acquired directly in any single course or sequence of courses.

Today's prospective teacher, upon assuming a position as a member of a school staff, should become a functioning member of a professional working group. His most important subsequent growth as an individual can and should derive from that functioning membership. Observation of the typical school staff at work, however, suggests that many teachers possess little penetrating insight into the nature of the group process; and their administrative leadership frequently fails to furnish a climate conducive to anything that would suggest it. Teachers as a group possibly are less derelict in this respect than many other groups in our society, but if the generally accepted assumptions in regard to the vital role of education in a democracy are valid, merely being less derelict is not enough. Teacher education programs must provide practice for competence in constructive participation in the democratic problem-solving group. This implies the continuous involvement of the prospective teacher in problem-solving situations in which he himself has had a vital role in identifying the problem and is given adequate supervision in constructively contributing to its solution. This is the essence of the democratic process, and of the learning process as well. It calls for classroom and other student groups that are democratic in the dynamic sense, actively engaged in the co-operative attack upon meaningful problems—and these problems based upon and growing out of direct experience of the student himself.

It is unrealistic to expect prospective teachers to become effective participants in school staff groups, or to provide similar practice for

the pupils whom they will teach, if their own preparation consists of the inactive listener's role. They can be expected to verbalize about "co-operation" and the "democratic way of life," perhaps; but they can hardly be expected to actively assume the role of wise leadership or followership or actual constructive, co-operative attack upon group problems if they have never had any practice in it. It is disturbing to note the at least temporary feelings of insecurity and confusion sometimes manifest on the part of a group of advanced students of education when given the freedom to proceed on this basis.

Yet, this competence in the group process is vital for the future in-service growth of teachers. Local teaching staffs can continue to grow, and thereby revitalize the school program, through group planning and attack upon the curricular and instructional problems of the school. It involves the constructive steps to be taken by any group willing to methodically pursue and achieve their common goals. This requires critical thinking on the part of individuals and group discussion and study, with democratic leadership, to:

- (1) re-state those goals (What should this school accomplish in the lives of boys and girls?)
- (2) analyze their situation and discover their areas of need (In light of those goals, what do we do well: What poorly or not at all? What phases of our program, then should be improved?)
- (3) positively identify and specifically state their major problems (Within these areas of need, what are the particular problems that should be solved?)
- (4) select problems to be attacked (Which ones, for us, are most pressing, significant, and possible of solution?)
- (5) decide on procedures and contributions to be made by subcommittees of the group (Who can best study, work together, and make recommendations for the various phases of the problem?)
- (6) utilize all sources of information available (What in the current professional literature bears on this problem? With whom could we consult on this problem? What solutions have other schools found? What of this is applicable and feasible for us?)
- (7) bring ideas, information, and recommendations together (What have we discovered in regard to our problem? What seem to be the best procedures to follow?)

Teaching competence for today's schools implies continuous growth in the application of what we now know in the fields of child growth and development, teaching methods, and the nature of the learning process.

A school staff at work on its problems is a growing staff. Teacher-education programs designed to develop competence in its students for such participation are producing potentially superior teachers—and, indirectly, future citizens for a society with the ability and inclination to solve its problems.

# Life Adjustment Values in Educational Psychology

BY DR. HOMER L. JOHNSON

*Assistant Professor of Education and Psychology.*

EDUCATIONAL PSYCHOLOGY is certainly brim full of educational values that are of high life-adjustment worth. If properly taught, and studied, it is a continuous guide in the process of adjustment to personality needs, social behavior and interaction, emotional balance, intellectual ability, interests, motivating influences, conditions of learning, individual differences in all respects, mental health situations, and wide environmental influences. The entire field seems to be one in which its study prepares the individual to better meet and adjust to life situations and problems. From the standpoint of the teacher, or the prospective teacher, it is a field with opportunities to learn how to better teach and direct children and youth in better ways of living. It is the background for proper adjustment to the school curriculum and the various subjects and fields of activity. A person well grounded in Educational Psychology is already well along the way in life adjustments. He is already acquainted with the fundamental necessities of a well-rounded individual, a good citizen, and a well-integrated social being. Educational Psychology is a direct avenue to a more abundant life.

This discourse may be considered from two viewpoints, that of the teacher, or prospective teacher, in understanding the personal applications of Educational Psychology to himself and to his teaching, and also that of any individual as he faces life situations and makes use of his educational experiences.

## PERSONALITY ADJUSTMENTS

It is acceptable to say that the first and most important problem of Educational Psychology is that of a well-rounded, well-adjusted personality. It is quite evident that personality adjustments are of primary value in any process by which one makes life adjustments. What will it profit one to have much learning, a vast knowledge of valuable facts, and a wide range of important information if he lacks the type of personality by which he can properly use his knowledge and get along well with his fellowman while so doing?

If one examines the various lists of reasons for failures of teachers, faults in personality constitute a very high percentage. While knowledge of subject matter is highly important, yet however high, it is dwarfed in comparison with the need for dynamic personality to "put over" the work to the students. Personality is also of international importance. Agreements and treaties between nations are made by individuals. If the personalities of these individuals clash as they come together to discuss international problems, peaceful relationships between the represented nations can hardly be expected. Therefore, we see that from the paper boy on the street corner or the bootblack at his stand to those who attempt to settle international problems, personality is a vital factor. If Educational Psychology did nothing more than help in the matter of development of well-rounded and well-integrated personalities, it would very ably justify itself.

#### MOTIVATION

Another problem treated in Educational Psychology that is closely related to life adjustment is that of motivation. Educational Psychology attempts to show the value and the dire necessity of motivation and to point out some of the acceptable forms thereof. Motivation has been called the *sine qua non* of learning, and rightly so, for it may well be said that no learning occurs without motivation. Life adjustment education can well use motivation in its various forms. Life adjustments occur through learnings. Since learnings occur through motivation, it is highly important that the individual be motivated to do his best work in all his individual and socially acceptable behavior. One does his best in his life activities if well and strongly motivated. Motivation is closely related to interest. In a person's adjustments to life-problems, he needs to know the value of extrinsic interest, that which is primarily attached to the outcome or the goal of his activity, and of intrinsic interest, that which attaches itself primarily to the activity itself. If people are motivated primarily through intrinsic interests—the joy of performing the task itself—then greed is lessened and there will be less of the feeling of "What will I get out of it?" Many of our social ills are the result of either the wrong type of motivation or too little motivation. Motivation of the right kind leads people to work diligently at the proper types of activity for wholesome purposes. Low motivation can be blamed for much of the slipshod, careless, "what-the-heck" attitude found all too often. Certainly it is desirable to have everyone working up to his ability, at useful and worth-while tasks. Whatever one's physical and mental

ability, he can at least strive to use it to the greatest extent. Whether or not he does depends on motivation.

#### RIVALRY AND COMPETITION

Life adjustment education would not properly function without due consideration of rivalry and competition as powerful traits of human character. Although Educational Psychology points out that rivalry and competition are not innate, but rather acquired through social situations, yet we must recognize that they are rather fundamental and basic. There seems to be a basic desire for a human being to know the answer to his question, "How am I doing?" He not only wants the answer, but he wants it in terms of how he is doing as compared with others. Even in gasoline consumption of cars we compete. We ask our friend how many miles per gallon he gets on his car and when he answers, "sixteen," we proudly state that we get eighteen. One of the arguments against the small one-teacher school has been that there are so few pupils that there is little chance for competition. However, competition can be harmful. Certainly overcompetition is considered a mental health hazard and needs to be guarded against. Because of wide ranges of individual differences, free competition may be discouraging and even harmful, especially for the slower pupils. The most wholesome type is the rivalry of the individual with his own past record. It is hardly conceivable that anyone would argue that all rivalry and competition should be eliminated. Such a theory would hit hard at athletics, both interscholastic and intramural, debating, trying out for parts in plays, election of class, organizational, and school officers, and our very system of economy itself. Educational Psychology shows the values of rivalry and competition, how they may be capitalized upon for good, and points out that the important thing is their direction and control. Co-operation and socialization, as well as fair play and sportsmanship, can accrue through rivalry and competition. Life adjustment training can make profitable use of the knowledge and training in how to control and direct rivalry and competition, how to meet them in a fair and wholesome manner, and how to co-operate even in competition.

#### MASTERY AND FIGHTING

Another trait that must be met often in life situations and in which the individual needs to be well adjusted is that of mastery. There is a tendency to want to master. This gives rise to many disciplinary problems, in which the pupil tries to have his way, to master the situation, and not submit to the mastery of the teacher.

Likewise, the teacher desires mastery, and the teacher-pupil conflict occurs. Many problems would be solved if the individual could learn to have mastery where it is acceptable and of social value, and be the champion of something worth-while. Bullying is usually the result of the inability of a child to master schoolroom tasks. He can, and does, show his physical ability to master situations on the playground. The story is told of the teacher who wisely provided for this desire for mastery by making her schoolroom one of "champions." One child was the champion reader, another the champion penman, another the champion artist, and so forth, and even the big overgrown, overage, boy, about four years retarded academically, was the champion "window lowerer"—the only one in the room who could reach up and pull down the windows from the top. This particular "championship" no doubt saved a lot of disciplinary problems, to say nothing about what it did to help an individual to feel that there was something he could do well. Certainly, helping people to properly use the trait of mastery is going a long way in life adjustment education.

The trait of fighting would at first thought seem wholly undesirable, but without the "fighting spirit" what would become of the whole athletic program, debating, the attorney trying to win his case, the physician endeavoring to save a life, or even the protection of our country? We have often heard it said that everyone likes a good fight. It is this spirit that helps the individual meet his failures, the "downs" in life, the don'ts, the disappointments and discouragements, and "fight" back.

#### INDIVIDUAL DIFFERENCES

Life adjustment involves an understanding of individual differences. Wherever there are two or more persons, individual differences exist. In the school, the job of the teacher is to discover and recognize these differences, and to provide for them. The world capitalizes on individual differences. Military services, industry, musical organizations, in fact, all activities, take advantage of differences and build upon them. Education is not intended to lessen differences, but to increase them. Yet, under it all, there are common likenesses, similar interests, over-all objectives and purposes, and certain traditions that tend to hold all these differences to the recognition of the common good. Educational Psychology helps in the recognition and acceptance of individual differences, and in the understanding of people who are different. The person who is "different" need not be considered "odd." There is no reason why



the musician and the mechanic, the farmer and the fireman, the minister and the medic, and the chef and the chauffeur cannot all be friends, good neighbors, and co-operative fellow citizens.

### "DOS" AND "DON'TS"

Knowing how to meet the "dos" and the "don'ts" of life is an important factor in life adjustment. The individual must learn that there are things in life he can do and also that there are things he should not do. While the "don'ts" represent the negative aspects of life, and we usually stay clear of negative approaches, yet they need not be harmful. There is nothing particularly harmful about the "don't," especially if one knows the "why." Our laws are largely restrictive. We "don't" pass on hills and curves, but we understand why. The child is told "don't" when it comes to playing with fire or sharp objects, but he soon learns why. Certain learnings in Educational Psychology will help the individuals to accept the "dos" and to face the "don'ts." This in turn means better personal adjustments—respect for the law and for authority, regard for the rights of others, desire for social approval, shared responsibility, and good followership as well as capable leadership.

### MENTAL HEALTH

Sound mental health is another very definite factor in life adjustment, in fact it is vitally necessary to the well adjusted individual. Educational Psychology contains much material and study on mental health and the hazards often encountered. The prospective teacher learns about the mental health hazards in the community, the home, the school, and within the child himself, and can help to remove these hazards, if possible, or at least help the child to meet and overcome them. The teacher can directly attack the problem of the lack of recreational facilities and social centers as a part of his community responsibilities. He can teach with a purposeful effort to help students meet, understand, and react in a stable, wholesome manner to such mental health hazards found in the community as certain lack of freedom allowed by community folkways, disparity in economic levels, racial prejudices, and intolerance of religious sects.

Some mental health hazards encountered in the home are poverty, parents who reject the child, overprotection, favoritism, and inordinately high moral standards. The school can do much to counteract and offset the effects of such conditions. The teacher should try insofar as possible to provide for many of the personality and social needs of the child that are not provided for in the

home. Life adjustment may involve the overcoming of maladjustments caused by these hazards. Knowing these hazards, recognizing the symptoms, and knowing what can be done to compensate for the harmful effects, is a helpful and practical phase of Educational Psychology.

Teachers have a responsibility toward assisting students in becoming well-adjusted individuals through the elimination of the mental health hazards in the school. Some of these are overcompetition, overrestriction, unsuitable curriculum, the teacher's method of handling the class, and the personality of the teacher.

Also through Educational Psychology the prospective teacher, or the teacher, learns to recognize certain special problems that may be mental health hazards and at least gets some basic understanding as to meeting such problems. Some of these are the physically handicapped child, the sickly, those with sensory defects, the intellectually gifted, the dull, the isolated, and the delinquent. While special courses and special study are being introduced for exceptional children, their foundations are found in Educational Psychology. More and more, we are coming to believe that the teacher should be a specialist, not so much in subject matter as we once believed, but in children.

Certainly we cannot escape the fact that life adjustment education is concerned with helping people to know how to make a living. However, the rapid return to the values of religion, ethical living, and moral values brings us face to face with the ever-present problem of education for living. A thorough knowledge and use of Educational Psychology is itself life adjustment education.



# The School Survey as a Means of Improving Education

BY DR. WM. A. BLACK

*Head of Department of Education and Psychology.*

THE SCHOOL SURVEY should serve at least two important purposes: To determine the present status of instruction, policies, buildings, and facilities; to point up recommendations for improvement.

Most surveys are limited by the size of the survey staff, the amount of time and money to be expended.

This survey is one made during the school year of 1950-51 in the Alba-Purcell schools at Alba and Purcell, Mo.

Surveys are made at the request of the superintendent and the board of education.

The superintendent and the board at Alba and Purcell have agreed to continue the work of the survey committee through the school year of 1951 and 1952 with assistance from the staff of the college.

Related works along the line of improvement of instruction included in this issue are the reports on in-service improvement by Dr. Paul T. Dixon and "Life Adjustment Values in Educational Psychology," by Dr. Homer L. Johnson.

## MEMBERS OF THE ALBA SURVEY STAFF

### *Faculty Members*

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*Director*

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Mr. Charles Baker

Miss Thelma Carnagey

Dr. Jane M. Carroll

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Ruth Kubler

Gwendel Nelson

Stanley Roberson

Donald Sesso

Robert Shaw

Wayne Shireman

James Skahan

Mrs. Hazel Smith

## THE ALBA STAFF ASSISTED IN THE SURVEY

The teachers, principal, and superintendent have all co-operated in this study by making suggestions on changes that are needed in the schools. These suggestions have been made confidentially either in oral interviews or in written communications at the invitation of the survey staff. They have also participated in the study by seeking and finding additional information about individual pupils. Needless to say, this procedure is valuable to them because it centers attention on the individual child and that is what every child needs and what his parents would want. While teachers sometimes feel that they must teach as though the class as a whole is learning, it is in reality, as individuals that we learn.

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## INTRODUCTION

The school survey was undertaken at the request of the superintendent of schools and the board of education.

The superintendent, the board of education, and the teaching staff of the schools met with the director of the survey in the superintendent's home and the general plans for the survey were discussed.

It was agreed that the report of the survey would be printed or typed as written by the survey staff.

The survey director was authorized to select a survey staff from his associates at the college whom he considered best qualified for the work.

It was agreed that the purpose of the survey was to inform the board of education and the public of existing conditions in the schools with respect to staff, instruction, administration, buildings, finance, and the nature of the population to be educated. Strong points and weaknesses in the program were to be brought out as a result of observation, calculation, and testing. Such recommendations for improvement as these procedures indicated were to be made.

A good deal of work has been done by the administration and the staff in finding and making available to the survey staff certain types of needed information and in so doing they have participated in the study. Each member of the survey staff and all other participants have been invited to make certain constructive suggestions.

#### LOCAL SCHOOLS PART OF A STATE PLAN

The schools in Alba and Purcell and the Coonfoot District represent a part of the state system of education in Missouri. The state requires that certain subjects be taught, that teachers shall have a minimum educational preparation. It prescribes the manner in which buildings are built and paid for and the manner of selecting and paying for school books. It reserves the right to classify and accredit schools; it also provides the manner in which schools shall be established, discontinued, and financed.

These rights are exercised by the state in the interests of the population. These provisions protect from fraud, neglect, and short-sighted viewpoints the interests of children for whom the schools are operated.

#### LIMITATIONS OF STATE PLANS

Any attempt to provide uniform regulations for education in a state as diversified as Missouri has certain definite limitations. One of the most noticeable of these in the surveyed schools (and a fairly common one throughout the middle west and certain other sections of the United States) is unequal distribution of wealth which limits severely the poorer school districts in their attempts to provide buildings, equipment, staff, and curriculum to meet local needs.

#### LOCAL RESPONSIBILITY

It is the responsibility of the local board of education to supply the best-known type of educational program for the pupils within the framework of the state government and local finance. They must be sensitive to the will of the local public, but they must also develop a long term positive program of education.

### FUNCTIONS OF THE BOARD

The one most important function of the board, if one could be named, is the selection of the superintendent. They are responsible also for raising money, selecting sites, and for building construction. Most of their additional functions are carried out in co-operation with the superintendent in establishing policies under which he administers the schools.

### PROGRESSIVE ACTION OF THE BOARD AND THE SUPERINTENDENT

The board and the administration are to be congratulated on their decision to study the school situation and attempt to improve it.

There is much improvement that should take place in many of our schools and other institutions. What is frequently needed is for some one or some group to start it.

### CRITICAL TIMES IN OUR SCHOOLS

These are critical times in our schools. The cost of providing education is going up or down as other costs change. At the present time the cost is increasing without a compensating increase in income. As yet, the local schools have not suffered a great retrogression in their program of education, but with a backlog of deferred maintenance and with the need for new and modern buildings and equipment, a plant already outmoded gets constantly worse. Many of the recommendations in this survey cannot be achieved without additional resources.

### PUBLIC SHOULD BE INFORMED

While the board of education and the staff may realize many of the deficiencies in the school program, no worth-while and lasting improvement in some areas can be accomplished until the public is informed.

### GENERAL RECOMMENDATIONS: MORAL TONE AND GENERAL ATMOSPHERE

The general spirit of the board, administration, staff, students, and patrons interviewed was excellent. The strongest feature of the school program noted by the survey staff was the feeling of mutual trust and confidence often expressed by the members of the school personnel. Pupils and teachers appeared happy, and they seemed to work well together. Many expressed an ambition to improve the services of the school.

### RECENT IMPROVEMENTS

There is evidence of recent attempts to improve the services to youth and children. Recently improved finance is apparent in an improved school program.

The school buildings need to be improved (actually replaced when and if that is possible). At the present time they are far from adequate. In fact, they are not even comfortable. They are subject to being too hot or too cold because of inadequate heating and insulation.

Schools should and often can set the pace in upkeep of buildings and in beautification of grounds. Private owners are thus encouraged to remove unsightly dumps, to plan and keep trim, grass, shrubbery, and trees.

### LACK OF FINANCE FOR ADEQUATE CARE

Lack of finance does not of itself constitute an impossible barrier. With proper community spirit and energy and with donated labor much can be accomplished. After all, the cost comes out of the social income currently.

The Alba-Purcell Coonfoot District might set the pace for other communities having inadequate support if a sufficient amount of local pride could be aroused.

### FINANCIAL SUPPORT NEEDS TO BE INCREASED

In spite of all that can be done by local co-operation, the support needs to be increased. These costs are increasing and permanent improvement of the services to youth cannot be accomplished without additional revenue through state or local increases.

### SALARY AND TRAINING OF TEACHERS

Salaries and training of the teachers are low even for a section of the country in which salaries are low and educational qualifications are also low as a result of the salary condition.

These schools are in direct competition with schools of similar size throughout the tri-state district when it comes to the selection of teachers.

To a large extent the Alba-Purcell teachers are making up for any deficiency in training through experience and devotion to duty. But it is a short-sighted policy that attempts to make up entirely through devotion to duty, a deficit in education and salary.

To a considerable extent in employing a staff, a school district gets about what it pays for.



#### FINANCES OF THE DISTRICT

The financial condition of the district, as far as indebtedness is concerned, is good. The fiscal policy is good generally, but the income of the district is too meager for a modern school program even in its narrowest sense.

#### CONDITIONS OF THE SCHOOL PLANT

The school plant is in poor condition with the exception of recent attempts at improvement.

There is a lack of good storage space and recent school furniture and equipment.

Modern facilities such as movable furniture, screens, projectors, radios, recorders, and players are almost entirely lacking.

The modern elementary school is characterized by movable furniture, ample storage space, attractive rooms and facilities, running water, electrical outlets, bulletin boards, tack boards, projection equipment, radio, player, and an ample supply of good and appropriate recording materials.

Obviously, the Alba-Purcell schools have suffered, over the years, from neglect in housing, equipping, supplying, and repairing.

The high-school library is totally inadequate. Although there is evidence of very recent acquisitions, they are far too meager for the job to be done. A majority of the holdings have been obsolete for years.

The superintendent and most of the staff are intelligently and energetically attacking the problems of the school.

#### HOUSEKEEPING PRACTICES

Regular and devoted care to all facilities in use is of paramount importance. To do without containers, receptacles for soap and wastepaper, encourages misuse and abuse. A policy worked out by the superintendent and the board should be stated and adhered to closely. Smudges should be removed daily. Considering the poor general conditions of the buildings, toilet facilities and other facilities were accorded about the same treatment, but the general housekeeping is below desirable standards.

#### ENLARGEMENT OF THE DISTRICT

Enlargement of the district is one of the first considerations for the present school district. Since large numbers of the eighth-grade graduates in the surrounding schools attend the local schools, these surrounding schools have a stake in the improvement of the Alba schools.



Residents of these surrounding districts need a voice in the schools and this can only be accomplished through further consolidation. The small additional costs that they will incur will be more than repaid in the services to their children.

#### INCOMPLETE SCHOOL SYSTEM

With the addition of Vocational Agriculture and a kindergarten, the Alba-Purcell community would have a rather complete school system.

The nearness and easy accessibility of Joplin with its junior college and vocational educational program provides the opportunity for extending the period of secondary school education. The community is especially fortunate in the fact that roads to Joplin are good and open in the winter. When this is added to the generous tuition policy of the junior college, an excellent setup is provided.

#### RECOMMENDATIONS CONCERNING THE CURRICULUM

##### THE SCHOOL AS A SOCIAL INSTITUTION

The schools represent society's attempt to pass on to the coming generation a way of life in which they believe and which they want to see perpetuated and improved. Every society since the rudest beginnings of civilization has had some such instrument for this purpose.

Children and youth are plastic; they have a long period of infancy and dependency. During most of this period they are of little worth economically or in the labor force so society has chosen this period to develop in youth and children certain skills, attitudes, and appreciations which will be valuable to them as adults.

They sometimes forget that the principal business of children and youth from a biological and personal point of view is in being children and that the best youthful experiences for growing up are those childhood and youthful experiences that teach them to develop independence, co-operation, responsibility, and proper attitudes toward activities which to them seem important and worthwhile.

Earlier schools were concerned primarily with the three "R's." A better psychology of childhood and adolescence teaches us that if society wants them to develop the many social skills needed in current living these must be added to the child's experiences.

It is difficult to move from the subject-matter-textbook curriculum to the socialized curriculum and there are those who believe that there is a conflict between the two—the needs of society and the

needs of the individual. The survey committee believes that this is not an "all or none" proposition. There must be both. The acquisition of subject-matter and subject-matter skills, and the development of the social skills as well; the movement from the older curriculum must be gradual. The committee recommends:

That in each classroom an effort should be made to provide experiences which seem worth-while and important to children and to society. These experiences should be organized on a larger unit basis and should center around problem solving activities.

The change will necessitate changes in furniture and work space. It also calls for more use of the community as a laboratory. More tools and materials of instruction and more flexible daily schedules will be needed.

#### TEACHERS AND PUPILS BUILD COURSES

There is evidence that some teachers are building their own courses or enriching courses and textbooks through experiences arising out of the community and the background of the children.

It is recommended that each teacher give more attention first, to correlation of subjects; then to integrated experiences arising out of children's needs and experiences based on their background and on community study. It is further recommended that teachers give more thought and attention to the entire instructional program. With objectives first fixed firmly in mind, every consideration should be given to the development of activities that will realize these objectives.

#### THERE IS NEED FOR A KINDERGARTEN

The survey committee believes in the kindergarten movement and believes that the surveyed schools need a kindergarten. It is not clear how a kindergarten could be established without additional facilities and finance and without robbing the rest of the school.

#### ABILITIES AND ACHIEVEMENTS OF THE ELEMENTARY SCHOOL CHILDREN

The results of the testing program in the elementary school indicates reason for believing that in mental abilities the children tested follow the pattern of other large groups of school children. The achievement in the drill and skill subjects was found to be, in most cases, up and occasionally beyond national norms. Test re-

sults should be used in connection with all other available data in planning a better program for individual children.

The socialization experiences which are of equal importance can be measured at the present time only by observation and by the keeping of anecdotal records and informal reports as a result of observation over a considerable length of time.

The committee recommends that the teachers keep more accurate informal records of the work, attitudes, and personal development of each child and that they combine health and all other records in planning a better program.

#### INDIVIDUAL DIFFERENCES IN CHILDREN

Children vary greatly in interests, capacities, and abilities. The one common element in all studies of groups of children is the large extent to which they do vary.

#### DISCOVERY AN IMPORTANT OBJECTIVE

One important objective of the elementary school is the discovery of the characteristics of individuals so that instruction may follow. This is true for the average boy or girl and it is true to a greater degree for the exceptional boy or girl. Ways of behaving in childhood properly identified and guided could reduce greatly the number of misfits that appear in later life. Much unhappiness in later life could be avoided if proper ways of behaving had been developed in childhood. Potentially, the children, who later as adults will fill our most noble and ignoble posts, appear; and, given sufficient wisdom on the part of those who work with them, could be identified and guided in more worth-while directions. The people who will fill our asylums and penal institutions on the one hand, and those who will prove a boon to society are all present in the elementary schoolroom. They need individual guidance and attention; individual instruction, sympathetic understanding, and capable teaching practices.

Different ways of teaching are indicative of different ways of thinking, feeling, judging, and appreciating. The potentially creative individual, for example, is rare, but not as rare as a uniform school system may make him. He frequently is different in many ways from other children. He cannot be like them and be happy; he is often timid. He needs to be discovered and guided. The most gifted are sometimes troublesome in a too formal school program because they are already so well acquainted with everything taught that they find it unchallenging and boring.

In the good elementary school the slow, the gifted, and the unusual child all are afforded an opportunity to become whatever is worth-while and possible for them. They are not all expected to jump the same hurdles at the same elevation and at the same time.

#### TEACHERS SHOULD GROW IN THEIR ABILITY TO

##### UNDERSTAND AND GUIDE CHILDREN

Teachers, like all other professional workers, need encouragement and guidance if they are to continue to work up to the highest standards of which they are capable.

Skillful creative supervision and in-service training are two methods of helping the teacher to grow on the job. Summer school attendance and part-time and evening school courses are taken by some teachers in their efforts to improve.

An attempt to help teachers should include plans that provide for teachers to have time to work on improvements. The responsibility falls on board members, teachers, and administration. It takes time, effort, and money to secure improvements.

It is recommended that the board consider a salary schedule which encourages the continuous improvement of the teaching staff.

#### AGE-GRADE STUDY

The age-grade table indicates the extent to which pupils have been retained in one or more grades and the extent to which pupils have skipped grades. It is also somewhat indicative of teachers' attitudes toward continuous movement through the grades.

The age-grade study shows four pupils advanced more than one year. It also shows six pupils retarded more than one year.

The teachers, evidently, subscribe to the current trend in believing that pupils generally profit most by being kept with those of approximately the same age group.

AGE-GRADE TABLE  
(Ages as of September 1, 1950)

## THE MODERN ELEMENTARY SCHOOL

The modern elementary school is concerned with the development of the whole child. The modern school is concerned with how the child is growing in his ability to use the tools of learning such as reading, writing, arithmetic, and spelling. It is also concerned with his development as an individual personality. How is he developing in his ability to work and play with others, to work independently to accept responsibility, and how is he growing physically?

### LIFE EXPERIENCES OF THE CHILD

When the child first comes to school he has learned a good deal. He can use his language and he has had a great many experiences of different kinds. The good elementary school builds on this rich experience of childhood in fashioning a curriculum for him. It is through these experiences that he sees the tools of learning as desirable skills for doing other things that he is led to want to do.

### EXPERIENCE IN CONSTRUCTING AND DOING

The early school child likes to construct things—he likes to do things. In connection with these activities he learns how to work with others as well as how to work independently. He finds new things to learn to do. Many schools fail in the small proportion of time given to these informal activities as opposed to the more formal and drill activities. It is neither all of one or the other that makes a good program. The best teachers recognize the balance and distribution of time for various activities. Not all children are able to perform at the same high level at the same time. Not all children have the same interests. A large number of the informal activities are either integrated with the more formal activities by one growing out of the other or they are closely correlated.

### CREATIVE WORKS IN ELEMENTARY SCHOOLS

The creative arts receive a good share of attention in the modern elementary school. Creative arts are integrated with the whole school program. It may take many different forms and many different media are used. There should be evidence of the work in creative arts in the decoration of the rooms. Original poems, flowers cared for by children, murals, and individual projects should be in evidence. The creative arts program is enjoyed by the pupils but it is also something that has lasting value for the enrichment that it brings to life in the years ahead.

### ELEMENTARY PRE-SCHOOL CLINIC

In the absence of a kindergarten, a pre-school clinic is recommended as a desirable practice.

### CRAFTS PROGRAM

The art work should include painting and drawing, but it should also include work with many different media in the field of crafts. The crafts work offers unusual opportunities for integration with the various units of instruction.

### LUNCH PROGRAM

The school lunch is a commonly accepted part of the elementary school program. It provides rich opportunities for socializing opportunities; for acquiring the amenities of life if it is not too hurried. In this program thrift may be taught as children learn not to waste food.

### SCIENCE PROGRAM SHOULD BE STRENGTHENED

The science program is apparently limited for the most part to science stories in readers. There is little evidence of a live science program. In visiting the various elementary schoolrooms one was impressed by a lack of science equipment and material. Lack of equipment can scarcely be the reason for the shortcoming in instruction since the needed material and equipment can easily be collected and improvised in a region rich in agriculture and mineral resources.

### MUSIC PROGRAM IS TOO LIMITED

Music is important in the elementary schools. Vocal groups, rhythm bands, and orchestras are common in the better elementary schools of today. The appreciation of music should begin in the first grade. Music properly taught is enjoyed throughout life.

### EVALUATING AND REPORTING PUPIL PROGRESS

The method and type of reporting to parents is often a true reflection of the educational philosophy of the school.

True and candid reports to parents may serve as one of the best means of establishing desirable relations between parents, teachers, and pupils.

If the objective of the school is the continuous growth and development of the whole child, this should be reflected in evaluation of pupil progress and in reports to parents.

To report only academic progress is to admit that the objectives of schooling center around this type of achievement.

Although the formal report card is still widely used, modern



practice indicates the value of oral communications between parent and teacher and parent visitation as necessary supplements to the formal report card if it is to be used.

It is recommended that the staff of the school gradually replace the formal report card with written personal notes from teacher to parent supplemented by teacher-parent visitation.

The visits and personal notes should give teachers' appraisals of pupils' all-round growth with evidence supporting it and plans for the child's future development.

The approach by both teacher and parent should be positive and should emphasize strong points in the child's development. While his failures must be noted, they should be noted in connection with plans for improvement, and areas of strength should be pointed out.

The Parent-Teacher Conference should tell the parent how the child is growing in his ability and how he is achieving in relation to the expectation for the group as a whole.

The report should emphasize the child's total progress; not his academic progress only, if the objectives of the school include other types of progress.

Provision should be made for expression on the part of the parent as well as the teacher.

#### GENERAL INTERPRETATION OF ALBA-PURCELL TEST RESULTS

This section of the report deals with the results of the testing program. Certain areas of skill, achievement, and ability lend themselves very well to testing techniques which are now pretty well understood. It should be kept in mind that achievements referred to in this section represent only a part of the objectives of the school. These other objectives have been observed and appropriate suggestions have been made respecting them in other sections of the report.

The testing program conducted as a part of the Alba-Purcell Coonfoot District School survey included for each pupil a measurement of general scholastic aptitude and of general achievement. The purposes of this testing were:

- A. To compare the achievement of these pupils as a group with their general ability to achieve.
- B. To discover those areas within the curriculum being or having been most effectively emphasized in the experience of the present pupils.
- C. To provide the information necessary to discover the specific weaknesses of individual pupils so that individual attention can be given to those weaknesses and effective instruction can be planned.
- D. To provide the beginning of a continuing testing program for the above purposes.



### TESTS SHOULD BE USED TO IMPROVE SCHOOL PROGRAM

The test results in detail will be furnished to the superintendent of schools. The principal use of tests should be in gaining knowledge of individual pupils. The test results should then be used with individuals and groups in providing them with a better educational opportunity.

The results of the total testing program indicate that, in the main, the Alba-Purcell pupils are about average in ability and achievement.

There are a few areas in which they are somewhat better or poorer than might be expected. Some of these are discussed briefly here in order to provide examples of strengths and weaknesses.

### ELEMENTARY SCHOOL TEST RESULTS

On the psychological ability tests in the elementary schools the results follow pretty well the results of larger groups with which they were compared.

The one most obvious fact is that there is a great range of abilities in the elementary schools.

Pupils ranked high in practical aspects of arithmetic and in reading readiness.

Accomplishments in geography and vocabulary were somewhat lower than certain phases of arithmetic. In reading, the elementary school pupils were lower than national averages but were found to be living up to general expectations when these results were compared with their psychological test scores.

The practical applications of arithmetic tested showed better results than the functions of numbers. Spelling was better than the whole general range of social studies but in both of these areas the groups were slightly lower than might be expected.

### GENERAL ABILITY OF ALBA HIGH SCHOOL STUDENTS

*(Grades seven through twelve)*

The results of tests of general ability to do school work are interpreted and made more meaningful by comparing them with the test results of other large groups of students.

Taken in groups by grades, each Alba grade-group, seven through twelve, was slightly below the level of the general ability of corresponding grade groups over the country as a whole. The

test performance of grade ten, as a group, was the farthest below that to be expected of similar groups, while grade eight showed only a slight difference.

These comparisons of groups as a whole do not mean that all students within a given grade at Alba ranked below most other students of that grade.

In fact, although the levels of ability, when studied as groups, were below those for similar groups in the nation's student population, the range of *individual* differences within each grade was almost as great as found in other groups; *i. e.*, they ranged from very low on up to very high. The comparisons do mean that the portion of pupils making scores below middle-level scores was larger than that found in the high school grades over the nation and that fewer of them made the higher-level scores.

Grades eight, ten, and eleven at Alba are typical of the great range of difference in ability that is to be found among all students of those grades. Grades seven and nine are somewhat less typical in this respect, but the range is still great. The highest levels are not represented in those two grades. In grade twelve a wide range of ability is also found, but approximately one-fifth of this grade-group are in the low ability levels.

#### TOTAL ACHIEVEMENT OF ALBA HIGH SCHOOL STUDENTS

(*Grades seven through twelve*)

On tests that measure total achievement in school work as a whole, grade eight, the grade-group which compared most favorably with national groups in ability, slightly exceeded the comparison groups. The other groups compared less favorably. Group scores for grades eleven and twelve were farthest from national group figures.

As in the case of general ability, *individual* scores in achievement within the various grade groups varied widely. However, this range in achievement was not as great as that found in ability. The low-level scores were present, but in no grade were there individuals reaching the very high levels of achievement.

#### ABILITY, ACHIEVEMENT, AND TEACHING PROCEDURES

Just as the communities over the country differ greatly, so educational programs should, and generally do, differ. Within any given community, the discovered fact that group averages in ability or in achievement are above or below national group averages is not in itself particularly significant. Group data become valuable as they are judiciously interpreted and employed in re-examining the total

school program in terms of local needs and feasible expectations. They can serve as guides for strengthening phases of the program that are revealed as being in need of re-emphasis. They can indicate areas in which improved teaching procedures are needed.

The most important considerations lie not with how the local group compares in achievement with averages for groups elsewhere, but with the extent to which curriculum content and teaching methods are effective in relation to the range and types of ability discovered in the local group. A teaching staff must study the progress of their pupils in terms of their ability to achieve.

This implies variations in curriculum content and teaching method if "dead levels of mediocrity" are to be avoided. Averages are less important than each individual's achievement approaching his own ability to achieve. The total achievement and ability test data for this school suggest that content and method are more nearly geared to the "mythical" average than to individual differences in ability. Adaptations do not appear to be made for slow learners, and those with high ability apparently are not being challenged and developed. The latter seems to be particularly true in grades ten, eleven, and twelve.

[illegible]

### COMMUNICATION SKILLS ARE BASIC TO CONTINUED EDUCATIONAL GROWTH AND EFFECTIVE LIVING

Although the elementary school is considered the level at which pupils acquire the basic tools of learning, such as learning to read, progressive growth in those skills should be provided for in their application in secondary-school learning situations. Also, today's secondary school does not assume a student population select in its mastery of the various school subjects. It seeks rather to make individuals more and more effective in their application of knowledge and skills in the problems of daily living.

The communication skills, *i. e.*, those involved in reading and oral and written expression are basic to continued educational development and the process of becoming an effective citizen. The modern secondary school seeks to make these skills more and more functional, and therefore definitely provides for them throughout the program.

The specific achievement test data for the various curriculum areas and grade-groups in this school are available and warrant intensive, analytical study by this school staff. In general, they suggest a need for a much strengthened program to develop the verbal skills of reading and language usage. In providing for such new emphasis, it must be kept in mind that the motivated, functional approach, rather than the formal "rules of grammar" approach is more likely to be effective.

Achievement test data (total reading, reading comprehension, reading vocabulary, and language) show a rather consistently diminishing degree of relative achievement in these skills throughout the high school beyond grade eight; *i. e.*, in general, the discrepancy between ability and achievement becomes progressively greater. Also, as in the case of total achievement, the data tend to show that higher levels of ability in the senior high school grades are not being stimulated and developed maximally.

### THE SCHOOL IS ONLY ONE PART OF A PUPIL'S

#### TOTAL LEARNING ENVIRONMENT

A pupil's total development is the result of all of his experiences: at home, in school, at work, at play. He is affected by all of the factors, cultural and otherwise, that operate as the community "impact," "atmosphere," or "influence." Community and home conditions are reflected in school achievement; school life can have an impact upon home and community cultural levels.

In a community where daily living is not typically conducive to

the development of some cultural aspect of living, the school should recognize the condition and, if possible and desirable for that community, re-double its efforts in that area. A corollary to this is that if home and community life provide the environmental stimulus to development of some particular ability, that condition can be capitalized upon to make a more effective school program.

The achievement tests in this school seem to reflect some such conditions in the areas of the verbal skills and in mathematics. Achievement in mathematics, especially in mathematics reasoning, was in sharp contrast to that in the verbal skills. With the exception of grades eleven and twelve it exceeded, in general, that which might be expected in terms of measured ability. It is possible that every-day, out-of-school experiences in this community stimulate whatever ability one possesses for quantitative thinking, reasoning, and resourcefulness in certain problematic situations. At least, the data deserve careful consideration, suggesting as they do the positive results to be obtained through practice in solving meaningful problems in real life situations. Such practice should provide the basic content and procedure in all curriculum areas.

#### INTEREST INVENTORY PROVIDES A BETTER THAN AVERAGE GUESS

The interest inventory indicated a strong interest on the part of the boys in mechanical pursuits. This interest was pronounced in both ninth and twelfth grades (the grades which took the inventory).

The girls showed strong interest in clerical and literary pursuits at both grade levels.

There were a good many inconsistent responses indicating a lack of realistic appreciation of the factors involved in such interests and employments. This would indicate a need for providing students with information about occupations and about themselves in relation to the nature, requirements, opportunities, and limitations of those occupations. Planned units in various courses throughout the high school can help students explore themselves in relation to the world of work. The library should contain materials providing vocational information; the surrounding community should be studied, and its resources drawn upon. Many schools find a "career day" helpful as one means of providing occupational information.

A HIGH SCHOOL SHOULD BE A UNIFIED SOCIETY, IN WHICH EVERY BOY AND GIRL IS AN IMPORTANT, DEVELOPING CITIZEN

A high school should be more than merely a place where many

separate classes meet to study separate subjects. It should have a unity that makes it a school society. This social unity should be grounded in the ultimate aim of secondary schools: democratic citizenship. The high school should be considered primarily a democratizing agency of society. But this function has to be purposefully carried out, through a planned program of experiences and activities all directed toward this objective.

It would be possible in this high school, in grades seven and eight, where teacher and pupils are together for a half-day, to effectively modify the program and procedures in terms of pupil "belongingness," personal problems, discovery of vital needs, of interests, general ability, and special aptitudes. In the remaining grades, there is, at present, no place in the program where democratizing, socializing, and guidance activities are definitely provided for on an organized, systematic, planned-program basis.

The more completely such activities can be made an integral part of the instructional program, the better; but this assumes a staff and supervisory leadership conscious of vital pupil-needs and of the secondary significance of textbook subject-matter—and a willingness to study and modify present practices in the light of these needs.

This means organizing teaching procedures on an experience unit basis, where teacher and pupils plan worth-while projects; where they solve problems that are real and meaningful to them. For example, there is no good reason why some of the greatly needed improvements revealed in this survey cannot become student projects—projects that are genuinely educative in the social skills of co-operative planning and community action to achieve a common purpose.

## HIGH SCHOOL PROGRAM, PLACEMENT AND FOLLOW-UP DROP-OUTS AND GRADUATES

### SECONDARY EDUCATION

With the great increase in the field of human knowledge and with the rapid social, political, and economic changes nationally and internationally, the schools carry a heavy obligation.

With these rapid changes have come an increase in secondary schools and an increase in enrollment, but there has also been an increase in the diversity of interests, abilities, and capacities of the student body.

It is understandable that with these changes in conditions, there



would be a lag between the offering of the schools and the needs of boys and girls in such a changing society.

#### LIFE, LEARNING, AND LIVING

The high schools need to assist youth in intelligently choosing their life work and in some instances to provide some preparation for it. The high schools should also assist youth in learning how to meet a wide variety of personal problems—youth need a good general education in order to become better workers, better citizens, and better home makers.

Organized as our society is, youth need to know how to make a living and how to live a better life.

#### SCHOOL LACKING IN EQUIPMENT

On the whole, the school is lacking in equipment. The library with an exception now and then is obsolete. Many of the books in science are dated from 1907 to 1930. Few of the books are of interest to young people. The school has added a few magazines this year. Few maps of any kind were observed. There is no evidence of equipment such as is now found in modern high schools.

#### CURRICULUM SHOULD BE MADE MORE FUNCTIONAL

The curriculum as a whole is formal, traditional, and college preparatory. Approximately twenty percent of the last three graduating classes continued in college.

The school offers only one unit in agriculture. This seems very inadequate since Alba is a rural district and many boys and girls will spend their lives on farms in the area. It would seem that the school should offer four years of vocational agriculture for those boys and girls who are interested. This, in time, should be of great value to the community, adding thousands of dollars to the valuation of the district, to say nothing of the other educational values.

The school gives vocational home economics, which is a step in the right direction. The teacher and pupils are doing nice work. The facilities in the way of ranges, refrigerators, etc., seemed to be adequate for the present enrollment. The building in which the work is housed was far too small for an adequate program, and there is a need for storage space.

#### EXTRA-CLASS ACTIVITIES IN HIGH SCHOOL

The extra class activities program emphasizes athletics. Little attention apparently is given to such activities as vocal music, dramatics, debating (and other forensics) publications, socializing ex-



periences and assisting in the regular school program. The Student Council recently established is apparently beginning to function.

Extra-class activities properly conducted constitute a very real contribution to the education of present day high-school youth.

There is some danger that a small high school may become over-organized.

There is a great need in the lives of youth for such organizations as will give each one a sense of belonging to a group. Hi-Y, Girl Reserves, Future Farmers, Commerce Clubs, and Business Clubs represent only a few of the possibilities.

#### VOCAL MUSIC PROGRAM NEEDED

The survey staff finds it difficult to understand why there isn't a better program of vocal music in the schools; particularly, from the seventh grade through the high school.

Instrumental music received the most attention in the surveyed schools yet the vocal music program is more likely to prove of lasting worth. Vocal music costs a good deal less to the school and to the pupil. The purchase of instruments and the pay for private lessons which must accompany the instrumental program is more expensive; yet, less likely to be used in home and community affairs throughout life. Pep bands, drum corps, and marching bands are important and worthwhile and should be continued with vocal music added.

#### CLASSROOM PROCEDURES IN THE HIGH SCHOOL

Classroom work in order to appeal to pupils with a variety of interests, abilities, and capacities must be presented in a variety of ways. In general, the best organization of a subject is on the experience unit or work unit basis.

The units should provide for larger and small group and individual projects.

Textbook and many reference materials should figure importantly in classroom situations, but current community or national situations and resources and a variety of audio-visual materials should be used. Small sub-groups and individual projects permit adaptation to individual differences.

Individualized instruction may lead pupils to pursue problems of interest to them far beyond the school and the school day, and it is far more challenging to pupils than the fixed assignment of a certain number of pages from a single textbook.

Teaching that individualizes instruction and proceeds from prob-

lem situations calls for better library facilities and for more work from instructors than does the fixed types of reading, memorizing, and repeating to the teacher.

#### FOLLOW-UP OF GRADUATES

In a small school system it should be a simple matter to make improvements from year to year. Such a school should be free from much of the red tape so necessary in a large school system. Yet the best work being done in placement and follow-up of students is in the larger school systems. One of the reasons for this condition is the short tenure in office of the administrators and teachers.

It is recommended that a continuous follow-up of all drop-outs and graduates be made in order to do a better job of instructing the pupils who will come on to high school in placement and follow-up in the years following.

Schools should assist drop-outs and graduates as well as students in school to find needed employment. Consideration should be given to the service in the high school.

With the assistance of the staff, parents, relatives, and friends, the superintendent located fairly accurate information with respect to the members of the graduating classes for the years 1946, 47, 48, 49, and 50. Follow-up studies may have an important bearing on curriculum planning at the high-school level.

#### MANY WOMEN MARRY EARLY

Fifty-nine percent of the women graduates for these years are married. Sixty-four percent of the women who graduated two or more years ago are married.

Only five percent of the men graduated in these years are married.

#### GRADUATES ARE WIDELY SCATTERED

Within five years the graduates are living at widely scattered points in the United States and many are in the armed forces living in foreign countries. Thirty percent are living in the home vicinity, sixteen percent live in Carthage, five percent live in Webb City. Smaller numbers live in Kansas City, Mo.; Chicago, and Los Angeles. There is one in each of the following states: Colorado, Arkansas, Arizona, and Oregon.

#### GRADUATES ARE EMPLOYED IN MANY OCCUPATIONS

Twenty-four percent of all graduates are housewives. Fourteen percent are engaged in clerical and distributive occupations. Nine

percent are engaged in farming. The Army and Navy services claim thirty-one percent of the graduates. One or more are employed in the following occupations: Marble works, professional baseball, beautician, nursing, trucking, telephone operator, and dressmaker. Four are teaching.

#### SOME GO ON TO FURTHER SCHOOLING

Twenty percent of the graduates of the past five years have gone on to college. Forty-six percent of those who have attended colleges in the past five years have gone to Joplin Junior College; twenty-six percent have attended Kansas State Teachers College at Pittsburg. One or more have attended each of the following institutions: University of Missouri, Southeastern State College at Springfield, Graceland College at Lamoni, Iowa; Stephens College at Columbia, Mo. Others have been in nurses' training, air hostess training, and beautician's training.

#### IN-SERVICE TRAINING OF TEACHERS NEEDED

Many teachers do not know how to individualize instruction. They need in-service training in which they may secure help in methods of instruction and curriculum planning and in the guidance of youth.

### SCHOOL BUILDINGS AND FACILITIES

#### *Alba High-school Plant*

This building is obviously in a poor state of repair. If it is to be continued in use, its needs are numerous:

1. There are many capped gas-line outlets in the building. All of these should be removed or inspected frequently.
2. Electric wiring is often open and dangerous.
3. A number of new fire extinguishers have been added this year, but more should be added (carbon-tetrachloride type).
4. Loose rock over a locked door was noticed in the basement corridor.
5. Building is draughty and needs weather stripping.
6. The heating facilities are inadequate for severe weather.
7. Toilets should be so lettered.
8. Fire escape possibilities should be studied for this building.
9. In spite of recent efforts to improve the building, further redecoration and renovation is in order.
10. A counseling room is needed (room at head of south stairs could be used).
11. Shop machinery and equipment should be locked up and current cut off when not in use.
12. Library needs to be greatly improved in its whole general arrangement and in the library collection and use.
13. Fire-proof record depository needs to be installed.
14. Much newer type furniture of a movable type should be added.

*Purcell School Plant*

There are many features of this building in need of attention:

1. Floors need attention.
2. Hall and toilet facilities should be heated.
3. Toilets should be labeled. Minimum standards should be met: One toilet for each twenty boys and one urinal for each fifteen boys; one toilet for fifteen girls.
4. Lavatories should be provided in the proportion of one to each two toilets and/or urinals.
5. Drinking fountains, minimum one for each twenty-five pupils.
6. Heating equipment in these rooms is unsatisfactory.
7. Building needs redecorating.
8. Equipment of all kinds is in short supply.
9. Seating equipment is rows of desks or crude movable furniture. Seating in some places requires two pupils to a seat.

It may not be possible to provide central heating at the present time, but every effort should be made to provide hygienic and comfortable arrangements.

On one visit pupils near the stove were obviously too warm while those nearest the north wall and windows were too cold.

It is probably desirable for some teachers to wear jackets or sweaters so that the temperature of the room may be more satisfactory for pupils and teacher.

Teachers at times are not dressed as warmly for classroom work as many of the pupils and there is some evidence that the growing child does not need as high a room temperature as does the teacher.

This building should be enlarged and the number of teachers increased to prevent crowding and to provide for more individualized instruction.

Fire drills should be held regularly. Safety in this type of building is very problematical.

The exit of the fire escape chute is in a rock pile.

The old buildings should be removed from the site.

Grounds need surfacing and planting. Parking areas and play space should be well defined.

STATE DEPARTMENT PUBLICATIONS  
SHOULD BE STUDIED

Among the more valuable publications helpful to administrators and teachers are the publications of the State Department of Education.

These publications have been developed through the co-operation of a great many people who know Missouri schools and who understand the local implications.

The staff of the local schools should study these guides and make local applications from the suggestions and requirements which are included in them.

### IMPORTANT COMMISSIONS AND LEARNED SOCIETIES MAKE IMPORTANT SUGGESTIONS

Teachers and administrators should acquaint themselves with the reports of important commissions and learned societies. These commissions and learned societies have made numerous important suggestions for the education of children and youth in recent years.

### NEXT STEPS

#### 1A. INTRODUCTION

The child has the right to first-rate instruction under competent teachers in facilities that are as pleasant, attractive and wholesome as the district can provide.

Members of the staff should be employed, retained, or promoted on the basis of competence.

In general, if salaries are low and conditions of employment unsatisfactory a district must take anyone who is certified to teach who can't find a more satisfactory position in a school system of similar size.

The key to the success of a modern school program is competent teachers with adequate facilities and equipment and proper encouragement from administration, board, and patrons to do a good job.

#### 1B. NEXT STEPS IMMEDIATELY AFFECTING INSTRUCTIONAL PROGRAM

1. Improve teaching by individualizing it and improving the socialization program.

2. Make some arrangement to prevent crowding in the elementary school.

3. Adopt a salary schedule providing increased compensation for the staff.

4. Encourage improvement in the training and competency of the staff by recognizing training in the salary schedule.

5. Consider the value of a full-time music program.

6. Consider the value of a vocational-agriculture program.

7. Add modern furniture and instructional materials as needed.

#### 1C. NEXT STEPS ON BUILDINGS AND GROUNDS

##### A COMMUNITY PROJECT

It is reasonable to assume that progress will and should be made slowly in improving the whole setup so far as buildings and facili-

ties are concerned. It is recommended that the board establish some long term policies of improvement. The following steps are recommended for immediate consideration on an organized community volunteer basis.

1. A thorough renovation of the whole premises and a general cleaning up of buildings and grounds.

2. Improvement of playgrounds. They are an essential part of the school plant. Provisions for mass games and play apparatus should be made. In this climate a good deal of the play activity should be out-of-doors. Play in the open air is essential to the growing child.

3. After leveling and/or grading grounds, walks, drives\* and parking areas need attention. Surfaces should be of a type that avoids both mud and dust.

4. Grounds should be landscaped in consultation with someone with training for this work.

#### NEXT STEPS ON BUILDINGS WHICH WILL REQUIRE

##### SOME CAPITAL OUTLAY

1. Redecorate buildings.
2. Refinish floors.
3. Refinish some of the best furniture.
4. Add newer-type movable furniture for a few rooms.
5. Inspect all wiring and gas outlets.
6. Consider refurnishing shop and lower section of basement for vocational-agriculture program.

#### RECOMMENDATIONS

##### *Organization, Administration, and Curriculum*

1. Employ full-time music instructor and enlarge program of choral and vocal music.

2. Employ office assistant on full- or part-time basis—one with a background in education and ability to do stenographic and filing work.

3. Discontinue the use of all but a few essential workbooks.

4. Start a vocational-agriculture program with general shop either as a Smith-Hughes or locally financed program.

5. Co-ordinate purchases so that all are handled through the superintendent's office.

6. Consider employing a full-time maintenance man for janitorial and custodial work.

7. Study use of high-school building and rearrange for more effective instructional and activities program.



8. Consider combining the high-school principalship with the superintendency and dividing some of the usual high-school principal's duties between various capable teachers under the direction of the superintendent whenever an appropriate time arrives.

9. Encourage the reorganization of other single-school districts as a part of the combined school district. Look first at the more than twenty elementary school districts which send pupils to the high school.

10. Plan to increase the number of rooms in the present elementary school building—build a new school or move some children to the high school. Prevent crowding and large classes in the elementary school.

11. Repair and renovate buildings. If money is not available, work out a community co-operative plan with donated labor.

12. Work out a lunch and noon hour program in the high school. (At some time a high school hot lunch program should be developed.)

13. Beautify school grounds. If money is not available, work out a community co-operative plan with donated labor and/or a school service plan with students and adults all assisting.

14. Consider employing a special teacher for exceptional children who may give some time to mental hygiene, testing, or a guidance program for the elementary school. Or one who may spend full time with exceptional children. They exist in sufficient numbers to employ one full time person.

15. Administration, faculty, and board of education should continue to study the schools for improvement of facilities, savings (wherever not detrimental) and improvement of services to children and youth.

#### BOARD OF EDUCATION'S RELATION TO THE STATE OF MISSOURI

The local board of education is the lay group created by state law and elected by local patrons to represent the state and the local community in providing an efficient school program in the district.

A good school board is important to the local community, the state, and the nation. Their first job is the secure an efficient and well trained administrator. They must have confidence in each other.

In the surveyed schools this confidence seems to be mutual and well placed.

It is recommended that the board of education prepare working



policies under each of the following categories after thorough and adequate study:

1. Define responsibilities in accordance with state law.
2. Delegate professional matters to the superintendent in carrying out board policies.
3. Select and encourage a superintendent who, with the help of the staff, will plan and conduct a program of educational activities that in their considered judgment is needed by the community and compatible with state regulations.
4. Approve the program recommended by the professional staff after thorough consideration and open discussion.
5. Provide adequate long term plans for supplies and equipment for buildings and class rooms.
6. Define responsibilities of the board and the employed staff compatible with state regulations.
7. Provide assistance to administration in carrying out its policies.
8. Invite and encourage the public and solicit their support in carrying out an improved educational program and inform them of needed changes before they are made.
9. Provide regulations whereby the professional staff is selected, paid, promoted, retained or discharged and the conditions of employment consistent with state law and compatible with fair treatment and encouragement. (To the end that the staff may grow in their abilities to serve children and youth.)
10. Provide a system of accounting of funds frequently audited and giving a good account of their stewardship in finance and in accordance with the state law.
11. Serve faithfully and with personal integrity in a job the principal reward of which is to participate in one of our fundamental institutions in its onward march.

#### STRONG ADMINISTRATION IS NEEDED

The schools have strong administration at present. The administrator should provide positive, strong, courageous, and inspirational leadership. As the chief administrative officer of the school he should inspire confidence as he becomes the educational leader of the community.

This is a difficult job at best, because choices must be made which will prove unpopular to certain interests.

He needs to know the community and the "bottle necks" that handicap the development of an adequate school program. He needs to know how to overcome these obstacles. He needs to profit from criticism both just and unjust.

## Book Review

Meaningful Art Education by Mildred M. Landis, Chas. A. Bennett Co., Peoria, Ill. Price, \$4.

This is a small book which covers a lot of ground. From the point of view of an art teacher this is both its strength and its weakness. Briefly, the book names the systems of art education now in use, explains them, tells what is wrong with each, and then tells what is needed to replace them. From this broad base the author moves to a discussion of what art is and of various popular handicaps to the understanding of art. The second half of the book is devoted to a discussion of the meaning of art both to the individual and to society, and to some "basic postulates for a meaningful art education." In going to the roots of things and in its treatment of broad aspects of education, *Meaningful Art Education* serves a good cause. Nevertheless, in its haste to conclude, the book leaves unanswered some vitally important questions, questions which must be answered if improvements in art education are to take place.

It is all very well to say, as the book does in the first chapter, that neither the "Directing Method" which relies on copy work nor the "Free Expression Method" which relies entirely on the interest of the student, is acceptable, as they certainly are not; but it is quite another thing to point out with conviction and clarity a third way. Miss Landis moreover states quite correctly that since fusion of these two systems is impossible, any combination of the two systems is equally as bad as the systems separately in operation. Miss Landis's general description of a possible third way is excellent. She says, "Meaningful art education is concerned with purpose on the part of the individual and the relation of means to an end, process and product, and may not, like the Directing Method, set up absolute rules or criteria of judgment; neither may such a method allow for complete 'freedom.' Rather it must foster the development of a 'sense of values'—values that are concerned with esthetics, with the individual, and with society." For this statement the author will find much deserved support. But it is in the application of the generality to the classroom situation that the important questions remain unanswered.

I do not wish to give the impression in mentioning Miss Landis's discussion of the classroom situation that she has not contributed anything of value here, for she has. In her recognition of the permanent value of the early stages of expression, in her condemnation of the "House-Tree-Sun-Sky-Grass Habit" of the directive method, the author has reiterated ideas basic to contemporary art education. In her rejection of "the old rules of design—balance, rhythm, harmony, repetition, and dominance, etc. . . .," Miss Landis does a service in the cause of progress. Nevertheless it is precisely at this point that the book is weakest because it fails, in my opinion, to offer a satisfactory substitute. She says, "'Make things fit' seems to be a term which children readily understand. They soon learn that lines, masses, colors, dark and light, size and shape 'fit' if they are pleasing to the eye." I must say that I do not think children understand any such abstract concept as "make things fit." I am not at all sure that I understand what "make things fit" means. The author continues to list nine suggestions to be given by the teachers: "1. Keep figures up from the bottom of page. 2. Work large. 3. Fill the page. 4. Group figures and objects. 5. Make things 'fit.' 6. Make figures go in all directions and take many positions. 7. Make some things light and some things dark. 8. Balance a color with another tone of the color. 9. Mean what you paint." At best these suggestions are little more than a rephrasing of the rejected "old rules of design." In the hands of inexperienced teachers they would inevitably amount to hardly more than the rejected "free expression method," with emphasis upon the natural feeling for design of the child. That such a program would inevitably lead at some period during the child's development to a return to the "free expression method" I think must be obvious. In my opinion this program is not prepared to face the problem of growth in the individual and his capabilities. One could wish at this point that Miss Landis had relied more on the provocative suggestions of Moholy-Nagy, Kepes, or Victor Lowenfeld, since it is apparent from an examination of her bibliography that she is familiar with their works.

Nevertheless in spite of this incomplete development, *Meaningful Art Education* is quite an important book. It is important because of its penetrating synthesis of the important issues facing the art teacher. It is important for its numerous references to valuable correlative writing in the fields of philosophy and education. It is a good book around which to build a reading course, and it can be

recommended highly for this purpose. It is furthermore a good book because of the keen perception which the author has of several important problems central to the teaching of art. It is a good book because it is based on a rejection of "art for art's sake," and because it gives meaning, content, and subject matter a high place in the realm of art. Finally, *Meaningful Art Education* is a practical book, because it recognizes the need for trained teachers of art. It is implicit in her whole discussion of art education that Miss Landis's method relies heavily on the sensitivity and sympathy of teachers whose own creative skills have been developed by considerable specialized training in the field of art.—Eugene Larkin, *Instructor of Art*.

## News Notes

A second compilation of millions of dollars worth of scholarships, fellowships and loans not listed in college catalogs has just been completed by a Boston educational guidance expert.

The expert, Dr. S. Norman Feingold, executive director of the Jewish Vocational Service of Greater Boston, explains that he has devoted three years to the task in the interest of "the youngsters with 'A' grades who end up as errand boys because they can't go to college."

Many of the scholarships in his compilation, which covers thousands of undergraduate, college and advance study opportunities yearly, go begging, Doctor Feingold points out, because guidance officials generally do not know about them. His findings are incorporated in a book, "Scholarships, Fellowships and Loans, Vol. II," published by Bellman Publishing Company, of Boston.

### BOOK COVERS ALL LEVELS

The second volume covers scholarships, fellowships and loans for both undergraduate and graduate study and for vocational as well as academic institutions. "It is quite evident," Doctor Feingold says, "that financial resources play a major role in a student's acquiring a higher education.

"In New York state twenty-four percent of the students graduating in the top fourth of their high-school class fail to go to college if their parents' income is over \$9,000. Among a similar scholastic group, fifty-nine percent do not go to college in families where the income is less than \$5,000. Only twenty percent of the intellectually capable high-school graduates of families with less than \$2,000 income now enter college. It's a matter of dollars."

The author related that "among the Nobel Prize winners there have been a number who received student aid. The president of one of our midwestern universities was financially aided while in school with the help of a fund described in Volume I. James A. Garfield, who became the twentieth president of the United States, took out an insurance policy just large enough to serve as collateral for a loan that took him to Williams College.

"Whenever a person works at a lower level than he is qualified for, the nation as well as the worker suffers."

In emphasizing the importance of student aids the author noted

that "twenty-four percent of able students drop out of college because they cannot afford to continue their training. Advanced education should be based upon one's qualifications and not solely upon that of economic status," he stated.

#### LOCAL ASSISTANCE AVAILABLE

Volume II suggests that "professional workers dealing with youth, as well as students and parents, should know the assistance facilities in their own area. There are thousands of financial aids limited to local communities. It seems worth-while, therefore, to describe sources and techniques that may provide valuable leads in locating them in any given region."

A survey was made by the author of the departments of education of the forty-eight states in order to ascertain whether they had a list of scholarships, fellowships or loans available to students of their state. The aids could be administered by colleges, private organizations or foundations. All forty-eight states replied to the letter.

Twenty-two states have such lists available; twenty do not; and six are now working on the problem. In various states the department of state as well as the department of public welfare were exceedingly helpful. In some states either private or public organizations have compiled such facts. With two exceptions such lists regardless of size or form have been included in the bibliography of Volume II, thus providing sources of thousands of other local scholarships.

Some states award scholarships or loans to private individuals in such fields of work as teaching, social work, dentistry and medicine. Generally they have tried to provide for the education of their citizens through the state universities where tuition is low for residents. The majority of states provide assistance in the education of war and postwar orphans of World War II.

Doctor Feingold's book includes a thirty-eight page editorial section on "Planning Your Career," and the latest sample application forms used when securing student assistance for educational purposes. It includes three complete indexes with 5,343 listings for general education without geographic or other limitations that will pay nearly \$860,000 annually, as well as thousands of other scholarships, fellowships and loans.

# National Summary of Offerings and Enrollments in High-school Subjects, 1948-1949<sup>1</sup>

BY MABEL C. RICE, *Survey Statistician*

(*Technical Services, Research and Statistical Standards Section*)

*Office of Education*

*Federal Security Agency*

SCOPE AND METHOD OF THE SURVEY.—This report presents national information on offerings and enrollments in high-school subjects for all public secondary day schools for the school year 1948-'49 (table 1). In addition, the enrollments in subjects reported in the last four years of high school in fifteen or more states in 1948-'49 are compared with enrollments in the same subjects in 1933-'34—the last previous year for which national data are available (table 2). A complete report of the findings of the present survey is scheduled for publication in the near future.

In February, 1949, questionnaires were mailed to all public secondary day schools (except the evening and ungraded) enrolling 500 or more pupils, and to one-half of the schools enrolling fewer than 500 pupils. In all, 3,615 large secondary schools and 10,134 of the smaller secondary schools were circularized. Usable returns were received from 91.8 percent of the larger schools and from 75.1 percent of the smaller. This represents a 79.5 percent response from all schools to which the questionnaire was sent.

SUBJECT COVERAGE.—The thirteen fields (given in capital letters in table 1) together with the subjects ordinarily found in each field were printed on the questionnaire, and additional spaces were allowed for write-ins. In all, 194 subjects were reported from fifteen or more states, and eighty from less than fifteen states. Table 1 lists these 274 subjects together with the number of states reporting each subject, the number of pupils enrolled, and the percent of the total public secondary day school enrollment (6,907,833) taking each subject.

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1. This study was carried out under the joint auspices of the Research and Statistical Service and the Division of Elementary and Secondary Education. Acknowledgment is due especially to Dr. J. Dan Hull, Mr. Robert C. Story, and Dr. Herbert S. Conrad.



FINDINGS.—Because of limited space, only a few of the most significant findings can be touched upon. Noticeable is the fact that the enrollment in each of three fields (English; health, safety, and physical education; and social studies) slightly exceeds the total enrollment in the schools (table 1). This arises from the fact that some pupils take more than one subject within a field (for either a full or a half year). Thus, of all pupils enrolled in public secondary day schools, 94.4 percent take one of the regular English classes, while an additional 8.3 percent take one or more other English courses. A similar situation prevails in the field of health, safety, and physical education. In the case of the social studies, some students in the seventh and eighth grades take two social-studies subjects within a given grade (in such cases, one of the courses is typically given on two days of the week, the other subject being given on the remaining days of the week).

The enrollments in the field of mathematics and in the field of science exceed fifty percent of the pupils in secondary schools (table 1). Elementary algebra enrolls a greater percent than any other single subject in mathematics. The fact that its enrollment exceeds the enrollments in seventh- and eighth-grade arithmetic, which are usually required subjects, is due to the fact that the seventh and eighth grades are included in this study only when they are organized as a part of a secondary school. Among the science courses, the largest percentage enrollments occur in general science, biology, chemistry, and physics, in that order (table 1).

Typewriting enrolls almost one-fourth of the pupils in the last four years of high school (table 2); this heavy enrollment is probably due mainly to the emphasis on typewriting for personal use. For the first time in a survey of this kind, enrollments in industrial arts (nonvocational) and in trade and industrial education (vocational) are reported separately. The fact that as many as thirty-eight subjects were reported in the vocational field emphasizes the adaptation of the present-day curriculum to meet the needs and interests of modern youth (table 1).

COMPARISON WITH THE 1933-'34 SURVEY.—By making appropriate adjustments for sampling and nonresponse, the 1948-'49 survey presents data for *all* public secondary day schools in continental United States. The 1933-'34 study, on the other hand, was based on replies from 17,362 secondary schools or approximately 70.2 percent of the public secondary schools in the United States at that time.

As an indication of the adjustment of the high-school curriculum to present-day living it is interesting to note that the current study (table 1) reports such courses as radio speaking and broadcasting in twenty-four states, consumer education in forty-five states, driver education in forty-eight states and the District of Columbia, and safety education in forty-five states and the District of Columbia. None of these subjects (except safety education, in one school in Ohio) was reported in 1933-'34. In the field of science, which in 1948-'49 includes approximately twice as many commonly taught subjects as previously, the subjects of aeronautics, laboratory techniques, and metallurgy have been added since the last survey. A significant change in emphasis in the high-school curriculum is also indicated by the decrease in the percentage enrolled in ancient and/or medieval history; conversely an increase has occurred in the percentages enrolled in U. S. history, world history, American government or advanced civics, problems of democracy, and geography (table 2). Perhaps the most practical innovation is the introduction of co-operative office, store, and diversified training which not only provide actual work experience while learning, but also an opportunity for discussion of day-to-day problems experienced in actual employment.

Spanish moved from third place among the most commonly taught foreign languages in 1933-'34 to first place in 1948-'49 (table 2). Latin, which formerly was first, now ranks second, with French and German next in order. The increase in enrollments in industrial subjects, home economics, and agriculture (table 2) continues the steady increase in the percentage enrolled in these fields since they were first reported.

TABLE 1.—Number and Percentage of Pupils Enrolled in High-school Subjects, and Number of States<sup>a</sup> Reporting Each Subject, 1948-'49

(All public secondary day schools, continental United States. Includes seventh and eighth grades only when these grades are organized as part of a secondary school)

Subject field and subject	Number of states reporting subject	Enrollment	
		Number	Percent <sup>(1)</sup>
1	2	3	4
<i>English</i>		7,098,770	102.8
Seventh-grade English	49	738,224	10.7
Eighth-grade English	49	770,157	11.1
Ninth-grade English	49	1,564,358	22.6
Tenth-grade English	49	1,397,897	20.2
Eleventh-grade English	49	1,198,018	17.3
Twelfth-grade English	49	855,617	12.4
Speech and public speaking	49	246,213	3.6
Dramatic art	49	82,957	1.2
Debate	42	13,665	.2
Radio speaking and broadcasting	24	5,879	.1
Journalism	49	100,147	1.4
Creative writing	27	4,626	.1
Advanced composition	14	4,544	.1
World literature	21	5,438	.1
American literature	11	3,061	( <sup>2</sup> )
English literature	11	2,714	( <sup>2</sup> )
Current literature	9	538	( <sup>2</sup> )
Bible	20	12,696	.2
College preparatory English	11	1,460	( <sup>2</sup> )
Grammar	14	2,626	( <sup>2</sup> )
Remedial English	40	36,623	.5
Penmanship	17	20,640	.3
Foreign adjustment English	3	2,010	( <sup>2</sup> )
Other English subjects	35	28,662	.4
<i>Social Studies</i>		6,981,980	101.1
U. S. history (grade 7, 8 or 9)	49	925,059	13.4
World history (grade 7 or 8)	28	33,029	.5
State history (grade 7 or 8)	45	147,307	2.1
Ancient and/or medieval history (grade 7 or 8)	19	19,110	.3
Latin-American history (grade 7 or 8)	8	2,690	( <sup>2</sup> )
Modern European history (grade 7 or 8)	13	5,445	.1
Industrial history and geography (grade 7 or 8)	1	277	( <sup>2</sup> )
World geography (grade 7 or 8)	49	398,572	5.8
American geography (grade 7 or 8)	47	212,086	3.1

TABLE 1.—CONTINUED

Subject field and subject	Number of states re- porting subject	Enrollment	
		Number	Percent <sup>(1)</sup>
1	2	3	4
Community civics (grade 7, 8, or 9)	49	940,033	13.6
Occupations	48	158,098	2.3
Orientation	44	114,862	1.7
U. S. history, advanced	49	1,231,694	17.8
Latin-American history (grades 9-12)	34	26,628	.4
World history (grades 9-12)	49	876,432	12.7
State history (grades 9-12)	45	146,731	2.1
English history (grades 9-12)	9	1,043	( <sup>2</sup> )
History of the Orient (grades 9-12)	9	902	( <sup>2</sup> )
Ancient and/or medieval history (grades 9-12)	47	79,473	1.2
Modern European history (grades 9-12)	46	113,374	1.6
Negro history	14	3,707	.1
Industrial history and geography (grades 9-12)	9	1,679	( <sup>2</sup> )
World geography (grades 9-12)	49	271,969	3.9
American geography (grades 9-12)	37	29,683	.4
American government or advanced civics	48	431,916	6.3
Problems of democracy	48	282,971	4.1
International relations	31	8,753	.1
Economics	49	254,770	3.7
Sociology	48	185,901	2.7
Psychology	47	46,547	.7
Consumer education	45	30,932	.4
Other social studies	3	307	( <sup>2</sup> )
<i>Science</i>		4,031,044	58.4
Seventh grade—general science	48	473,901	6.9
Eighth grade—general science	49	612,135	8.9
Ninth grade—general science	49	1,073,934	15.5
Nature study	3	1,374	( <sup>2</sup> )
Biology	49	989,756	14.3
Botany	17	7,670	.1
Physiology	42	53,592	.8
Zoology	15	5,051	.1
Earth science	38	20,575	.3
Aeronautics	47	14,959	.2
Advanced general science	42	48,046	.7
Physical science	21	7,006	.1
Chemistry	49	406,662	5.9
Applied chemistry	12	3,882	.1
Advanced chemistry	18	1,857	( <sup>2</sup> )

TABLE 1.—CONTINUED

Subject field and subject 1	Number of states re- porting subject 2	Enrollment	
		Number 3	Percent (1) 4
Physics	49	278,834	4.0
Applied physics	14	4,399	.1
Advanced physics	6	1,042	(2)
Fundamentals of electricity	23	2,417	(2)
Fundamentals of machines	11	1,533	(2)
Radio, including electronics	27	3,248	(2)
Advanced biology	20	3,576	.1
Applied biology, including social biology	9	2,598	(2)
Laboratory techniques	2	1,239	(2)
Metallurgy	5	751	(2)
Conservation	16	3,546	.1
Related science	22	7,332	.1
Other science	1	129	(2)
<i>Mathematics</i>		4,457,987	64.5
Seventh grade—arithmetic	49	736,022	10.7
Eighth grade—arithmetic	49	764,156	11.1
Elementary algebra	49	1,042,451	15.1
Intermediate algebra	49	372,152	5.4
General mathematics	49	649,810	9.4
Plane geometry	49	599,336	8.7
Solid geometry	49	93,944	1.4
Trigonometry	49	108,551	1.6
Advanced or college algebra	46	34,363	.5
Advanced general mathematics	44	42,600	.6
Mathematics review	24	12,332	.2
Analytics	9	468	(2)
Calculus	3	185	(2)
Other mathematics	20	1,617	(2)
<i>Foreign Languages</i>		1,234,544	17.9
Spanish (grades 7 or 8)	16	13,176	.2
Spanish I	49	253,527	3.7
Spanish II	49	156,180	2.3
Spanish III	45	28,588	.4
Spanish IV	27	5,291	.1
Conversational Spanish	5	409	(2)
Latin (grade 7 or 8)	19	9,949	.1
Latin I	49	236,118	3.4
Latin II	49	155,994	2.3
Latin III	45	22,867	.3
Latin IV	41	7,325	.1
French (grade 7 or 8)	12	11,365	.2

TABLE 1.—CONTINUED

Subject field and subject  1	Number of states re- porting subject  2	Enrollment	
		Number	Percent <sup>(1)</sup>
		3	4
French I	49	134,274	1.9
French II	48	90,684	1.3
French III	41	25,305	.4
French IV	26	5,020	.1
Conversational French	3	92	( <sup>2</sup> )
German (grade 7 or 8)	3	331	( <sup>2</sup> )
German I	34	22,613	.3
German II	32	16,384	.2
German III	17	3,640	.1
German IV ( <sup>3</sup> )	11	388	( <sup>2</sup> )
Italian	9	16,265	.2
Hebrew	1	3,270	( <sup>2</sup> )
Greek I	4	227	( <sup>2</sup> )
Greek II	3	223	( <sup>2</sup> )
Greek III	3	87	( <sup>2</sup> )
Greek IV	1	6	( <sup>2</sup> )
Polish	5	1,056	( <sup>2</sup> )
Portuguese	3	320	( <sup>2</sup> )
Swedish	4	310	( <sup>2</sup> )
Norse	2	172	( <sup>2</sup> )
Bohemian	1	54	( <sup>2</sup> )
Russian	1	14	( <sup>2</sup> )
General foreign language	20	13,020	.2
<i>Industrial Arts—Nonvocational</i>		1,762,242	25.5
General shop	49	527,286	7.6
Woodworking	49	416,368	6.0
Mechanical drawing	49	364,689	5.3
Metal work	49	192,955	2.8
Printing	44	84,961	1.2
Electrical work	44	63,846	.9
Handcrafts	36	31,364	.5
Automobile mechanics	33	22,064	.3
Home mechanics	32	8,293	.1
Photography	30	7,469	.1
Ceramics	18	6,625	.1
Industrial arts I	20	11,479	.2
Industrial arts II	18	4,144	.1
Industrial arts III	14	2,244	( <sup>2</sup> )
Industrial arts IV	4	1,131	( <sup>2</sup> )
Industrial arts, year unspecified	4	1,137	( <sup>2</sup> )
Plastics	14	2,133	( <sup>2</sup> )
Industrial arts aviation	9	2,685	( <sup>2</sup> )
Textiles	6	1,010	( <sup>2</sup> )

TABLE 1.—CONTINUED

Subject field and subject	Number of states re- porting subject	Enrollment	
		Number	Percent <sup>(1)</sup>
1	2	3	4
Transportation laboratory	2	337	( <sup>2</sup> )
Industrial arts mathematics	16	7,562	.1
Other industrial arts education	10	2,460	( <sup>2</sup> )
<i>Trade and Industrial Education—</i>			
<i>Vocational</i>		369,794	5.4
Vocational related subjects ( <sup>4</sup> )	33	21,677	.3
Shop mathematics	34	38,340	.6
Trade science	23	22,952	.3
Diversified occupations	32	8,826	.1
General industrial shop	26	3,934	.1
Machine shop	48	44,418	.6
Automobile mechanics	47	39,212	.6
Mechanical drafting	45	67,368	1.0
Carpentry	44	14,614	.2
Cabinetmaking	43	16,723	.2
Radio	43	9,938	.1
Electrical work	38	20,756	.3
Printing	38	13,750	.2
Sheet metal	31	8,147	.1
Aviation	24	5,519	.1
Welding	22	3,319	( <sup>2</sup> )
Cosmetology	20	5,684	.1
Foundry and forging	14	4,002	.1
Shoe repair	14	841	( <sup>2</sup> )
Painting and decorating	14	769	( <sup>2</sup> )
Tailoring	13	5,568	.1
Photography	11	1,177	( <sup>2</sup> )
Pattern making	11	1,678	( <sup>2</sup> )
Masonry	10	756	( <sup>2</sup> )
Refrigeration and air conditioning	9	540	( <sup>2</sup> )
Plumbing	9	848	( <sup>2</sup> )
Textiles	8	1,080	( <sup>2</sup> )
Chef's trade and baking	8	616	( <sup>2</sup> )
Power sewing machine operating	5	1,292	( <sup>2</sup> )
Barbering	5	368	( <sup>2</sup> )
Upholstery	4	179	( <sup>2</sup> )
Plastics	4	220	( <sup>2</sup> )
Watch and jewelry repair	3	431	( <sup>2</sup> )
Sign painting	3	351	( <sup>2</sup> )
Surveying	2	516	( <sup>2</sup> )
Commercial fisheries	2	92	( <sup>2</sup> )
Millinery	2	323	( <sup>2</sup> )
Other trade and industrial education	11	2,970	( <sup>2</sup> )



TABLE 1.—CONTINUED

Subject field and subject  1	Number of states re- porting subject  2	Enrollment	
		Number  3	Percent <sup>(1)</sup>  4
<i>Business Education</i>		3,186,207	46.1
General business education	49	279,577	4.0
Business arithmetic	49	249,690	3.6
Bookkeeping I	49	398,081	5.8
Bookkeeping II	49	69,637	1.0
Bookkeeping III	16	4,201	.1
Bookkeeping IV	1	244	( <sup>2</sup> )
Typing I	49	904,032	13.1
Typing II	49	303,303	4.4
Typing III	25	8,060	.1
Typing IV	5	747	( <sup>2</sup> )
Shorthand I	49	290,280	4.2
Shorthand II	49	128,851	1.9
Shorthand III	13	2,437	( <sup>2</sup> )
Shorthand IV	3	67	( <sup>2</sup> )
Business law	49	130,585	1.9
Business English	47	56,620	.8
Economic geography	47	90,045	1.3
Consumer economics	45	38,872	.6
Retailing	46	28,170	.4
Salesmanship	44	50,475	.7
Advertising	30	6,208	.1
Co-operative office training	48	21,452	.3
Co-operative store training	46	16,016	.2
Office practice	48	108,201	1.6
Other business education	2	356	( <sup>2</sup> )
<i>Home Economics</i>		1,693,825	24.5
Junior homemaking (grade 7 or 8)	49	380,550	5.5
Junior homemaking for boys (grade 7 or 8)	20	8,429	.1
Homemaking, general	45	43,868	.6
Foods, first year	46	110,972	1.6
Foods, second year	46	43,565	.6
Foods, third year	21	4,357	.1
Clothing, first year	47	121,609	1.8
Clothing, second year	46	60,232	.9
Clothing, third year	25	5,723	.1
Homemaking I	49	432,890	6.3
Homemaking II	48	234,075	3.4
Homemaking III	48	90,183	1.3
Homemaking IV	46	17,760	.3
Home management	46	41,312	.6

TABLE 1.—CONTINUED

Subject field and subject	Number of states re- porting subject	Enrollment	
		Number	Percent (¹)
1	2	3	4
Health and home nursing	45	41,091	.6
Family relationships	41	31,309	.5
Child development	34	10,884	.2
Consumer buying	36	5,092	.1
The house	25	2,705	(²)
Related arts	16	7,219	.1
<i>Agriculture</i>		373,395	5.4
Agriculture (grade 7 or 8)	25	9,210	.1
Agriculture I	48	159,359	2.3
Agriculture II	48	100,713	1.5
Agriculture III	48	72,539	1.1
Agriculture IV	46	31,574	.5
<i>Health, Safety, and Physical Education</i>		7,794,671	112.8
Physical education	49	5,115,652	74.1
Health	49	1,816,569	26.3
Hygiene	48	334,322	4.8
Safety	46	253,956	3.7
Driver education	49	206,471	3.0
Military drill	34	67,701	1.0
<i>Music</i>		2,484,201	36.0
Chorus	49	694,038	10.0
Band	49	508,100	7.4
Glee Club	49	502,019	7.3
Music appreciation	48	339,551	4.9
General or public school music	39	241,590	3.5
Orchestra	49	132,134	1.9
Harmony	48	38,505	.6
Instrumental music	34	15,629	.2
Theory and practice	29	12,635	.2
<i>Art</i>		1,219,693	17.7
Art I	37	33,230	.5
Art II	32	12,708	.2
Art III	26	4,140	.1
Art IV	28	3,966	.1
Freehand drawing	49	382,951	5.5
Art appreciation	49	369,941	5.4
General art	48	253,737	3.7
Applied art	48	114,773	1.7
Commercial art	47	38,029	.6
School service art	23	6,218	.1

TABLE 1.—CONCLUDED

Subject field and subject  1	Number of states re- porting subject  2	Enrollment	
		Number  3	Percent <sup>(1)</sup>  4
<i>Other</i>		111,053	1.6
Group guidance	21	91,964	1.3
Student service	18	8,805	.1
Instruction to special groups <sup>(5)</sup>	20	2,286	( <sup>2</sup> )
Auditorium	8	6,037	.1
Teacher training	4	1,206	( <sup>2</sup> )
Correspondence courses <sup>(6)</sup>	9	755	( <sup>2</sup> )

\* In this study, the District of Columbia was counted as a state.

<sup>(1)</sup> Based on the total enrollment of 6,907,833 pupils in all public secondary day schools, 1948-'49.

<sup>(2)</sup> Less than .05 percent, or less than one pupil in 2,000.

<sup>(3)</sup> Includes conversational German.

<sup>(4)</sup> Includes vocational related English, vocational related social studies, trade theory, and trade relations.

<sup>(5)</sup> Includes lip reading classes, sight saving classes, and instructions to special groups including mentally retarded.

<sup>(6)</sup> This subject-title reports the number of states in which courses are taught by correspondence and the number of pupils enrolled in such courses. The enrollments reported for individual courses taught by correspondence are included in the appropriate subject-titles in the table.

TABLE 2.—Number and Percentage of Pupils Enrolled in Subjects Taught in the Last Four Years of High School in Fifteen or More States <sup>(1)</sup>, 1948-'49, and Percentage Enrolled in 1933-'34

(Public Secondary Day Schools, Continental United States)

Subject 1	1948-'49		1933-'34
	Number 2	Percent <sup>(2)</sup> 3	Percent <sup>(3)</sup> 4
English	5,015,890	92.9	90.5
Debate	13,665	.3	( <sup>4</sup> )
Radio speaking and broadcasting	5,879	.1	( <sup>4</sup> )
Journalism	100,147	1.9	.7
Creative writing and advanced composition	9,170	.2	.3
Literature	11,751	.2	4.1
U. S. history, advanced	1,231,694	22.8	( <sup>5</sup> ) 17.3
Latin-American history	26,628	.5	( <sup>6</sup> )
World history	876,432	16.2	11.9
State history	146,731	2.7	.4
Ancient and/or medieval history	79,473	1.5	11.0
Modern European history	113,374	2.1	( <sup>7</sup> ) 1.9
Geography	301,652	5.6	2.1
American government or advanced civics	431,916	8.0	( <sup>5</sup> ) 6.0
Problems of democracy	282,971	5.2	3.5
International relations	8,753	.2	.2
Economics	254,770	4.7	4.9
Sociology	185,901	3.4	2.5
Psychology	46,547	.9	.3
Consumer education	( <sup>8</sup> ) 36,024	.7	( <sup>4</sup> )
General science	1,121,980	20.8	17.8
Biology	995,930	18.4	14.6
Botany	7,670	.1	.9
Physiology	53,592	1.0	1.8
Zoology	5,051	.1	.6
Earth science	20,575	.4	1.7
Aeronautics	14,959	.3	( <sup>9</sup> )
Physical science	7,006	.1	( <sup>4</sup> )
Chemistry	412,401	7.6	7.6
Physics	291,473	5.4	6.3
Conservation	3,546	.1	( <sup>4</sup> )
Related science	7,332	.1	( <sup>10</sup> )
Algebra	1,448,966	26.8	30.4
General mathematics	704,742	13.1	7.4
Plane geometry	599,336	11.1	15.1
Solid geometry	93,944	1.7	2.0
Trigonometry	108,551	2.0	1.3
Spanish	443,995	8.2	6.2
Latin	422,304	7.8	16.0
French	255,375	4.7	10.9
German	43,025	.8	2.4

TABLE 2.—CONCLUDED

Subject 1	1948-'49		1933-'34
	Number 2	Percent <sup>(2)</sup> 3	Percent <sup>(3)</sup> 4
General business education	279,577	5.2	6.2
Business arithmetic	249,690	4.6	4.9
Bookkeeping	472,163	8.7	9.9
Typewriting	1,216,142	22.5	16.7
Shorthand	421,635	7.8	9.0
Business law	130,585	2.4	3.2
Business English	56,620	1.0	.9
Economic geography	90,045	1.7	4.0
Consumer economics	38,872	.7	.4
Retailing	28,170	.5	( <sup>4</sup> )
Salesmanship and advertising	56,683	1.0	.7
Cooperative office and cooperative store training	37,468	.7	( <sup>4</sup> )
Office practice	108,201	2.0	1.8
Home economics	1,304,846	24.2	16.7
Agriculture	364,185	6.7	3.6
Industrial subjects ( <sup>11</sup> ) ( <sup>12</sup> )	1,434,302	26.6	21.0
Physical education ( <sup>12</sup> )	3,747,220	69.4	50.7
Music ( <sup>12</sup> )	1,625,235	30.1	25.5
Art ( <sup>12</sup> )	486,232	9.0	8.7

NOTE.—For improved historical comparability, the enrollments in all levels of a subject (elementary, applied, or advanced) have been combined with the enrollment in the basic subject. Thus, the enrollment in "algebra" includes the enrollments in elementary algebra, intermediate algebra, and advanced or college algebra; the enrollment in "physics" includes the enrollments in applied physics, fundamentals of electricity, fundamentals of machines, radio including electronics, and advanced physics; etc.

(<sup>1</sup>) In some instances the elementary, applied or advanced courses included with a basic subject (see note) were not taught in as many as fifteen states.

(<sup>2</sup>) Based on total enrollment of 5,399,452 in the last four years in public secondary day schools in the United States.

(<sup>3</sup>) Based on total enrollment of 4,496,514 in the last four years in 17,632 public secondary day schools in the United States reported in the 1933-'34 survey.

(<sup>4</sup>) In 1933-'34, not reported as a separate subject. This means that the subject matter, if taught in 1933-'34, was subsumed under another subject-title.

(<sup>5</sup>) Includes enrollments in grades 9-12. Data for 1948-'49 are for grades 10-12 only.

(<sup>6</sup>) Less than .05 percent, or less than one pupil in 2,000.

(<sup>7</sup>) Percentage for 1933-'34 may not be strictly comparable with percentage for 1948-'49, since the subject-title for 1933-'34 was "Modern History."

(<sup>8</sup>) Includes 5,092 pupils enrolled in consumer buying, who are also included in home economics.

(<sup>9</sup>) In 1933-'34, taught as an industrial subject only, in thirteen states, to .1 percent of pupils enrolled in the last four years of high school.

(<sup>10</sup>) In 1933-'34, taught as part of home economics only, in five states, to .01 percent of pupils enrolled in the last four years of high school.

(<sup>11</sup>) Includes industrial arts (nonvocational) and trade and industrial education (vocational), since the enrollments for 1933-'34 for these subjects were not reported separately.

(<sup>12</sup>) Grade level was not identified; therefore enrollments for last four years of high school are estimated.

## First Grant For Developing Foreign Democratic Leaders

An initial grant to study techniques for identifying and supporting strong native leaders devoted to freedom in areas under Communist pressure has been made by the Carnegie Corporation of New York to the Council on Foreign Relations, according to Charles Dollard, the corporation's president. The grant is announced in the foundation's thirty-ninth annual report, released in March.

The appropriation has been made "in the belief that the future of freedom may depend on the early identification and support of such men," Mr. Dollard writes. He indicates that if preliminary results from the first grant of \$22,500 are encouraging, the corporation is prepared to give the project "much more substantial backing."

Applauding the vigor with which Americans supported the president's "hard decision" to resist the communist drive in South Korea, the foundation president says: "The real test of the degree to which the American public has progressed toward the goal of understanding the rest of the world will inevitably involve far more than military operations.

"One technique which we will need, not only in Korea but in many other areas in which the Russians are exerting pressure, is that of identifying strong native leaders who believe passionately in freedom and who at the same time have the capacity to understand and deal with the pressing economic and social problems which plague their people and create such favorable circumstances for communist propaganda. . . . That native leaders capable of rallying their people to the standard of freedom exist in all populations is evidenced by recent experiences in India, Pakistan and Germany."

### DISCUSSES POINT FOUR PROGRAM

Current efforts to export United States technology to economically under-developed countries, involve complex problems also, he noted in the report. "We now know that technological innovations may meet with bitter resistance on the part of nonindustrialized peoples" and even where accepted they may so dislocate social

customs that they result in "widespread unrest and conflict," Mr. Dollard explains.

"Until these sociological repercussions are better understood, the development of President Truman's Point Four program as an effective instrument of national policy will be a frustrating and hazardous task," the foundation executive states. In this connection, the Corporation reports a grant of \$32,500 to Michigan State College to explore the problems involved in introducing improved agricultural practices in under-developed areas.

Stressing the need for understanding rather than mere information in international relations, the Carnegie Corporation president says:

"One by-product of understanding is humility, a quality for which the American people have not in the past been distinguished. We still think of those peoples who do not share our social, economic and religious institutions as 'backward' nations and are both puzzled and offended by their failure to copy in all its details the political structure which we think fundamental to our own prosperity and freedom. This arrogance has cost us the friendship and confidence of millions whose love of freedom is no less than our own, but for whom the touchstone of freedom is the right to cherish traditions and forms which have been centuries in the making."

Despite the military situation and political outlook, Mr. Dollard is "optimistic as to the long view." He says: "America has thrived on crises and it has been in the darkest days that we have most surely sensed our own strength and the strength of our heritage."

Among hopeful developments, he believes, is the initiative which colleges and universities have taken in proposing universal military service which they had successfully opposed since 1942. "By this action," Mr. Dollard says, "they have reasserted their leadership in the intellectual life of America and helped guarantee a future for all of us which may find us short of many things to which we are accustomed, but still free.