Biennial report of the
California state department of education

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BIENNIAL REPORT OF THE

CALIFORNIA STATE DEPARTMENT OF EDUCATION

including the

Report of the Superintendent of Public Instruction
and the
Report of the State Board of Education

For the School Years Ending June 30, 1945, and June 30, 1946

Prepared by the Office of
The Superintendent of
Public Instruction

September, 1946

Sacramento, California

C 153 N

ROY E. SIMPSON
SUPERINTENDENT OF PUBLIC INSTRUCTION
AND DIRECTOR OF EDUCATION

LOS ANGELES OFFICE
311 STATE BUILDING, CIVIC CENTER
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515 VAN NESS AVENUE

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
SACRAMENTO

September 15, 1946

Honorable Earl Warren
Governor of California
State Capitol
Sacramento, California

Sir:

Herewith is submitted the biennial report of the California State Department of Education, including the report of the Superintendent of Public Instruction and the report of the State Board of Education, for the school years 1944-45 and 1945-46.

These reports are furnished in compliance with Sections 117 and 150 of the Education Code.

Respectfully submitted,

Roy E. Simpson

ROY E. SIMPSON,
Superintendent of Public
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WILLIAM L. BLAIR, President
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Fresno State College, Fresno 4
Frank Waters Thomas, President
Humboldt State College, Arcata
Arthur S. Gist, President
San Diego State College, San Diego 5
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STATE SPECIAL SCHOOLS

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Carquinez Straits, Vallejo
Capt. Claude B. Mayo, U.S.N. (Retired), Superintendent
California School for the Blind, 3001 Derby Street, Berkeley 5
Richard S. French, Superintendent
California School for the Deaf, Waring and Parker Streets, Berkeley 5
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CENTERS FOR THE ADULT BLIND

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E. C. Copeland, Superintendent
Industrial Workshop for the Blind, 1020 Santee Street, Los Angeles 15
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State Blind Shop, 1344 F Street, San Diego 2
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Roy E. Simpson, Superintendent of Public Instruction and Director of Education

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Statistical Summary of Public School Attendance and Expenditures for the Years 1944-45 and 1945-46.

STATE BOARD OF EDUCATION

Report for 1944-45, 1945-46 Biennium

Sacramento, California

September 15, 1946

IN MEMORIAM

Walter Friar Dexter

The State Board of Education, at its regularly quarterly meeting held in San Francisco on January 4 and 5, 1946, passed a resolution of tribute to the memory of the late Dr. Walter Friar Dexter and approved a recommendation for dedicating in his honor a new building at California Polytechnic School.

The text of the resolution follows:

The State Board of Education of California, at this its first meeting since the death of Dr. Walter F. Dexter, pays grateful tribute to his memory.

As Superintendent of Public Instruction and Director of Education from February, 1937, to October, 1945, Dr. Dexter gave loyal service to the people, and especially to the children, of California, his idealism, courage, devotion to truth, and rich love of humanity distinguishing him as a leader in the field of public education.

As Secretary and Executive Officer of the Board, Dr. Dexter held the respect and affection of its members, who wish to preserve in the record of their transactions this simple testimony to their loss of a friend.

In order to give more enduring form to these expressions and as a permanent tribute to his memory, this Board approves the recommendation made jointly by the President of California Polytechnic School and the Superintendent of Public Instruction that the new building being presently erected on the campus of the California Polytechnic School be dedicated to the memory of Walter F. Dexter, and that the same be henceforth known as the Walter Friar Dexter Library Building.

MAJOR TRANSACTIONS OF THE STATE BOARD OF EDUCATION

Reorganization of the State Department of Education

The State Board of Education, at its regular quarterly meeting October 5 and 6, 1945, in Sacramento approved the plan proposed by the late Superintendent of Public Instruction, Walter F. Dexter, for reorganization of the State Department of Education under six administrative divisions.

The details of this plan are presented in the report of the State Department of Education for the 1944-46 biennium.

Organization of New Divisions and Bureaus of the Department

During the biennium the board approved the organization of three new divisions and three bureaus within the Department of Education, and established other educational agencies as requested by the State Legislature, the Governor, or otherwise lay within its power to act.

The Division of Readjustment Education was established by the board August 17, 1944, at a special session in Sacramento to administer the functions assigned to the Department of Education by Chapter 59, Statutes, Fourth Extra Session, 55th Legislature, pertaining to the education of veterans in the public school system of California under applicable acts of Congress.

A complete report of the actions of this division is contained in the biennial report of the Department of Education.

The Division of Recreation was established by the board in July, 1945, upon recommendation of the Superintendent of Public Instruction "to aid...in the promotion and development of community recreation programs in accordance with the provision of the laws of the State of California authorizing such service."

A full report of the division's activities is included in the Department of Education's biennial report.

The Division of Audio-Visual Education was authorized by the State Board of Education April 17, 1944, and during 1945 the Fifty-Sixth Session of the California Legislature provided funds for the new activity. A Chief of the Division was appointed in April, 1945. A complete report of the division's activities is included in the biennial report of the Department of Education.

State Educational Agency for Surplus Property was created following approval by the Legislature and signature to Senate Bill 85 by the Governor March 5, 1946. The Governor named the Superintendent of Public Instruction to administer the program, and offices were established in Sacramento, San Francisco and Los Angeles to direct the new program. The program, approved by the State Board of Education, will aid schools to share equally and fully with other individuals and agencies in obtaining benefits and aid in the federal program for the disposal of war surplus.

With the approval of the State Board of Education the Bureau of Parent Education was revived with the appointment of a new Chief of the Bureau effective June 1, 1946. Another new bureau was activated June 1, 1946, with the

appointment of the Chief of the Bureau of Aviation Education. Reports of both these new bureaus are included in the report of the Department of Education.

Also inaugurated June 1, 1946, was the Bureau of School Accounts and Records. This office, within the Division of Research and Statistics, will perform functions concerned with school budgets, accounting, reports and apportionments, including the preparation and distribution of forms for handling such data.

When federal support of Child Care Centers was withdrawn early in 1946, the Legislature appropriated funds to continue the program until March, 1947. An interim committee on pre-school training will report at the 1947 session regarding permanent plans for a state-sponsored program.

California Community Health Education Project

Funds from the W. K. Kellogg Foundation to establish an experimental community health education project in the San Joaquin Valley area were obtained by the Department of Education, upon approval of the board. A full report on this project is contained in the biennial report of the department.

Radio Education in California

The State Board of Education in October, 1944, authorized the Superintendent of Public Instruction to take steps toward the establishment of a noncommercial, educational frequency-modulation radio-broadcast station service throughout the state.

The superintendent was further authorized to determine the optimum number, locations, and spacing of educational broadcast stations and studio facilities, together with point-to-point communication facilities for the interstation transmission of programs, for providing the proposed educational-broadcast service to all parts of California; to employ whatever qualified engineering counsel might be needed to make the determination; and to take such steps as necessary to obtain access for the Department of Education to the desired transmitter locations.

The Superintendent was instructed to apply to the Federal Communications Commission for construction permits and licenses for whatever number of noncommercial, educational FM broadcast stations are considered necessary.

Adoption of Textbooks and Teacher's Manuals

During the 1944-46 biennium textbooks for use in the elementary schools of the state were adopted in civics, music and reading; a manual on safety education was adopted; and two teacher's manuals approved. A total of 21 titles were involved.

The civics text, You and Your Government, by Homer F. and Vanza N. Aker, Harr Wagner Publishing Company, is for use in either the seventh or eighth grades, beginning July 1, 1945, for a period of six to eight years.

The music texts are from the A Singing School series by Theresa Armitage and others, published by C. C. Birchard and Company, for use in public schools in

Allocation of Surplus to Municipal Accounts

During the financial year ended 31st March, 1964, the Council's share of the rate poundage in arrear, made and produced a decrease in surplus which was apportioned as the committee's accounts. A total of £1,000,000 was transferred.

The surplus left, £10,000,000, by June 30, 1964, was £1,000,000 more than the previous year, it was due to the reduction of rates by £1,000,000 for a period of 12 to 18 months.

The rate levied was from the 1 January Council meeting in January and adopted by [illegible] on [illegible] 1964 [illegible] was an equal reduction in

which music instruction is not conducted on a graded basis, for use during six to eight years beginning July 1, 1946. The titles are: Happy Singing, grades one to four inclusive; and Music Time, grades one to eight inclusive.

The board adopted the following basic and supplementary textbooks in reading for grades one to five, inclusive, for a period of six to eight years beginning July 1, 1946.

Basic Textbooks

Learning to Read: A Basic Reading Program, by Nila Banton Smith, published by Silver Burdett Company:

Our First Book (reading readiness book); Bill and Susan (Preprimer 1); Under the Tree (Preprimer 2); Through the Gate (Primer); Down the Road (First Reader); In New Places (Second Reader); From Sea to Sea (Third Reader).

The Golden Road to Reading Series, by Helen Heffernan, Wilhelmina Harper, and Gretchen Wulfing, published by Benjamin W. Sanborn and Company:

All Aboard for Storyland (Fourth Reader).

Easy Growth in Reading, by Gertrude Hildreth, Allie Lou Felton, Alice Meighen, and Marjorie Pratt, published by the John C. Winston Company:

Looking Forward (Fifth Reader).

Supplementary Textbooks

Crabtree Basic Series, by Eunice K. Crabtree, LuVerne Crabtree Walker, and Dorothy Canfield, published by the University Publishing Company:

To School and Home Again (Primer); In the City and on the Farm (First Reader); Under the Roof (Second Reader); Under the Sun (Third Reader).

Easy Growth in Reading, by Gertrude Hildreth, Allie Lou Felton, Alice Meighen, and Marjorie Pratt, published by the John C. Winston Company:

Today and Tomorrow (Fourth Reader).

The Laidlaw Basic Readers, by Gerald Yoakam, M. Madilene Veverka, and Louise Abney, published by Laidlaw Brothers, Inc.:

The World Around Us (Fifth Reader).

Note.--In accordance with Education Code Section 11291, effective September 15, 1945, each basic textbook must be distributed so as to provide one copy for each pupil in the grade for which such textbook is adopted, except that school districts may order, in lieu thereof, basic textbooks adopted for lower grades or higher grades for use by pupils for whom such textbooks would be more appropriate; and supplementary textbooks shall be distributed in such manner as the State Board of Education shall determine.

The Board in its adoption of supplementary textbooks in reading provided for furnishing one copy of each book for each two pupils.

The board in January, 1945, adopted a manual on Safety Education prepared from material entitled "Education for Safety" prepared at the workshop on safety education conducted by the State Curriculum Commission at Claremont Colleges during the summer of 1944, and material on "Safety in the Physical Education Program" from the California Interscholastic Federation, for use in the elementary schools.

A teacher's manual entitled The Elementary School Program in California: A Handbook for the Orientation of Teachers Entering Professional Services in the Schools was adopted in April, 1945. The manual was prepared by the Committee on Teachers Education of the California School Supervisor's Association at the request of the Division of Elementary Education.

The board also adopted for use as a teacher's manual in the elementary schools material entitled Teachers' Guide to Child Development in Rural Schools prepared under direction of the Division of Elementary Education at the request of the Curriculum Commission.

Calls for Bids for Textbooks

The board, in July, 1945, authorized the issuance of a call for bids for textbooks in history and geography and related social studies, for use in grades four to eight. Publishers and authors supplied 116 texts in reply, of which the State Curriculum Commission recommended 25 for use as basic and supplementary textbooks in the schools. Final action on the adoption was not taken within the period covered by this biennial report.

In January, 1946, the board authorized a call for bids for arithmetic textbooks for grades one to eight, to be issued not later than March 15, 1946.

Textbook actions were taken upon recommendation of the State Curriculum Commission.

Approval of Junior Colleges

The board, during the biennium, approved action with regard to the formation of six junior colleges or junior college districts.

On August 17, 1944, the board approved the request of the Stockton City Unified School District to establish one or more four-year junior colleges.

In January, 1945, the board approved, under Education Code Sections 8812 and 8819 petitions from the Palo Alto Unified School District and the Vallejo City Unified School District for authority to establish and maintain four-year junior colleges in their respective areas.

In October, 1945, the board approved petitions submitted pursuant to Education Code 4234 for the holding of elections to form junior college districts as follows:

1. The territory included in the Vista Unified School District, the Escondido Union High School District, and the Fallbrook Union High School District, all in the northern portion of San Diego County.

2. The territory included in the Pomona City High School District, the Bonita Union High School District, the Covina Union High School District, and the Puente Union High School District, all in the eastern portion of Los Angeles County.

3. The territory included in the Acalanes Union High School District, the Alhambra Union High School District, the Antioch-Live Oak City Unified School District, the John Swett Union High School District, the Liberty Union High School District, and the Mount Diablo Union High School District, all in Contra Costa County.

Approval of Formation of New High School District

The board, in January, 1945, approved a petition presented pursuant to Education Code Section 3661 requesting the formation in Los Angeles County of a new union high school district to be known as the Santa Clarita Union High School District, and to be composed of the Castaic Union Elementary School District, the Newhall Elementary School District, the Saugus Union Elementary School District, and the Mint Canyon Elementary District, then parts of the Los Angeles City High School District, and the Sulphur Springs Elementary School District, then a part of the Antelope Valley Joint Union High School District.

Establishment of ROTC and NROTC Units in State Colleges

The board in April, 1945, authorized the state colleges to make application for the establishment of Reserve Officer Training Corps units or Naval Reserve Officer Training Corps units in the colleges.

Rules and Regulations of the State Board of Education

During the 1944-46 biennium numerous changes and additions in and to the rules and regulations of the board were approved by the members thereof. The current rules and regulations governing board action are contained in revised form in the State of California Administrative Code, Title 5, Education, printed by the Bureau of Printing, Documents Division, Sacramento. Register 3 of revisions brings the rules and regulations up to date for the period to May 15, 1946.

Brief reference is made here to more major additions, amendments and revisions approved by the board during the biennium for inclusion in the rules and regulations.

The Board:

1. In October, 1944, amended Section XB of its regulations governing state colleges relative to admission of non-high school graduates.

2. In October, 1944, adopted a set of regulations relating to the Accreditation of Teacher Education Institutions for Teacher Certification Purposes. (Copies on request from the Division of Credentials).

3. In April, 1945, amended Sections VII A 2 and VII B 2 of its regulations governing state colleges pertaining to requirements for the general elementary school credential and the kindergarten-primary credential.

4. Adopted revised rules and regulations in April, 1945, on the Government of the Public Schools. These are to be published by the Department of Education in bulletin form.

5. In April, 1945, adopted a new regulation as Section XVI of Pt. I of the Rules and Regulations of the board pertaining to petitions relating to school district boundaries.

6. In July, 1945, amended Section IV of Part I of the Rules and Regulations of the board regarding Suspension and Revocation of Certification Documents.

7. In April, 1945, amended Subsection 2 of Section IX of Part III, relating to Pupil Transportation.

8. Amended Subsection 6 of Section XII of Part I regarding Secondary School Credit for Military Service and Training, in April, 1945.

9. In October, 1945, adopted numerous amendments to its regulations governing the issuance of credentials, most of which, however, are not substantive in nature. (The regulations of all state agencies are being codified and are to be published by the State Codification Board. A bulletin containing the regulations pertaining to credentials, as amended, of the State Board of Education will be published by the State Department of Education following codification and publication by the State Codification Board.)

10. In October, 1945, rescinded Section XIV of Part I of its Rules and Regulations, and added a new Section XIV, superseding all other rules and regulations regarding Evening Schools and Classes for Adults. Complete text of the new section was distributed to school officials in the November, 1945, issue of CALIFORNIA SCHOOLS, pp. 228-231.

11. In January, 1946, amended Paragraphs E 4 a (1) (a), E 4 a (1) (b) and E 8 of Section XIV of Part I of its Rules and Regulations, and added Paragraph E 9 regarding Evening Schools and Classes. (The complete section, with these amendments, was published in leaflet form and is available from the Division of Textbooks and Publications.)

12. In January, 1946, upon recommendation of its Committee on Accreditation, added Section C to Part II, Section III of its Rules and Regulations regarding provision of audio-visual education courses and standards in teacher education institutions.

13. In April, 1946, revised its regulations relating to the accreditation of teacher education institutions for purposes of recommending issuance of credentials authorizing public school service. (Copies of the revised regulations are obtainable from the Assistant Director of Education.)

14. In April, 1946, revised its regulations relating to the granting of emergency credentials, providing that emergency credentials may be issued at any time after May 1 for the ensuing school year, and that certificates of need signed by the county superintendent of schools or district superintendent of schools must accompany each application for such credential. These regulations were enacted as Subchapter 3 of Chapter 1 of Title 5 of the California

Administrative Code, to become effective May 1, 1946. (Copies of the complete regulations can be obtained from the Division of Credentials.)

15. Adopted regulations in April, 1946, relating to sabbatical leaves for members of state college faculties.

16. In April, 1946, amended its regulation relating to the crediting of attendance in evening high schools, formerly Part I, Section XIV, 9, now Section 122(i) of Title 5 of the California Administrative Code.

Recommendation of Needs for the 1946-48 Biennium: Recommendations as to Changes in Laws or New Educational Legislation

On June 19, 1946, the Superintendent of Public Instruction, Secretary and Executive Officer of the State Board, issued an announcement to his staff announcing the appointment of a Legislative Committee within the department, consisting of the Superintendent as chairman; the Deputy Superintendent of Public Instruction as vice-chairman; the Assistant Superintendent of Public Instruction; the Administrative Adviser (legal); the Director of Vocational Education; and the Chief of the Division of Research and Statistics.

Subsequent to June 30, 1946, the last day concerned in this report, this committee began a series of meetings and studies to accumulate necessary information preparatory to an over-all legislative program for education within the state.

All members of the department executive staff have been directed by the Superintendent of Public Instruction to direct their suggestions or requests to the vice-chairman of the committee, and in harmony with the various requests that come to the Department of Education and the State Board of Education from the many educational interests in the state, an attempt will be made to develop an over-all program for presentation to the Legislature in the next regular session early in 1947.

The members of the State Board of Education at this time again wish to express reaffirmation of their approval of the Strayer Report (The Administration, Organization, and Financial Support of the Public School System, State of California). This report concerns the study required by Chapter 36, Statutes of 1944 (Fourth Extraordinary Session), as submitted to the Legislature January 22, 1945, upon publication by the State Reconstruction and Reemployment Commission.

COMMITTEE ON ACCREDITATION

During the biennium ending June 30, 1946, the Committee on Accreditation of the California State Board of Education has carried a heavy schedule of work. A total of 26 evaluation committees were appointed by the Accreditation Committee. Each of these committees spent two days at each of the colleges evaluated and later prepared a report to the Accreditation Committee.

Each evaluation committee consists of some four or five prominent educators. The total of almost 100 different educators in the state accepted assignments and worked on these committees. The interchange of experience and ideas among so many educators of the state is in itself of significant value and constitutes one of the desirable outcomes of the accreditation procedure. The chief outcome is, of course, a guarantee that the training of teachers in the state is of a high standard.

The Accreditation Committee in turn analyzed and passed upon these reports and made recommendations to the State Board of Education. In all cases, a high standard of performance was required for recommendation for accreditation. In cases where the standards and work of an applying institution had not been permanently established, the institution was given temporary accreditation. In other cases, the institutions were given regular accreditation for the full five-year period allowed in accordance with the regulations of the State Board of Education. During the biennium, the accreditation regulations of the State Board of Education were amended upon a number of different occasions in the light of experience and changing conditions.

The Accreditation Committee is of the opinion that all teacher training should be based upon a significant core of liberal training. In line with this objective, the Accreditation Committee recommended and the State Board of Education approved the following foundation program as a basis for considering teacher education institutions for accreditation. This framework of basic liberal education is now included in the accreditation regulations in the following words:

"Each teacher education institution to be eligible for accreditation to give the training and to make the recommendation for California state credentials authorizing public school service shall, as a basic minimum, maintain well-balanced foundation programs for all teacher education curricula which deal with the broader aspects of human culture. Each foundation program shall include provisions designed to produce the following skills, abilities, knowledges, and appreciations:

(a) Democratic ideas and ideals of government, including intelligent comprehensions of social, economic, and political conditions existing in the state and nation, and including development of respect for the personality of the individual.

(b) The types of work through which American citizens gain their livelihood.

(c) The basic laws of mental and physical health.

(d) Processes and knowledge used in effective thinking; the social understanding and appreciation of the fine arts.

(e) The role of science in improving welfare.

"Furthermore, each institution approved for the training of teachers shall provide courses devoted to those elements and aspects of instruction and training required by the Education Code and the rules and regulations of the State Board of Education of the State of California, as they pertain to the work of the teacher of either the elementary or the secondary schools."

The work of the Accreditation Committee has been a significant factor in improving the teacher education program of the state. Its work and importance will, undoubtedly, increase with the passing of time.

STATE DEPARTMENT OF EDUCATION

Report of the Superintendent of Public Instruction

For the 1944-45, 1945-46 Biennium

Sacramento, California

September 15, 1946

THE REORGANIZATION OF THE STATE DEPARTMENT OF EDUCATION

The State Board of Education on October 6, 1945, in Sacramento, approved upon the recommendation of the Superintendent of Public Instruction, a reorganization of the State Department of Education, consolidating into six divisions the various functions and services of the department.

Five new divisions were established: The Division of Department Administration; Division of Public School Organization, Administration and Finance; Division of Instruction; Division of Teacher Education; Division of State Special Schools and Services.

The sixth division is the Division of Libraries (the State Library), which was created by law.

Previously established divisions, bureaus and other subdivisions of the department--with the exception of the Division of Schoolhouse Planning which was established by law--were ordered discontinued and their functions and services incorporated within the new divisions.

In the reorganization it is contemplated that the Division of Department Administration will be under the direct administration of the Superintendent of Public Instruction and the Deputy Superintendent. The Division of Public School Organization, Administration and Finance, the Division of Instruction, and the Division of Teacher Education will each be administered by an Associate Superintendent.

As a consequence of the reorganization, titles of present personnel of the department and of previously established divisions, bureaus and other subdivisions are subject to change by the State Personnel Board.

The following outline indicates the major functions and services, expressed partly in terms of the names of previous subdivisions of the department, which are assigned to each of the new divisions:

Division of Department Administration

Office management; fiscal records and accounts; fiscal management of the department and state educational institutions and services; personnel records, inventory control; legal services; research services.

Division of Public School Organization, Administration, and Finance

Apportionment of school funds, records and reports from school districts and counties; pupil transportation; textbooks and publications; schoolhouse planning; attendance; readjustment education; issuance of credentials; war surplus property agency; school lunch program; child care center program.

Division of Instruction

Adult education; agricultural education; audio-visual education; business education and distributive education; education of the blind; education of crippled children; education of the deaf; education of the hard-of-hearing; education of visually-handicapped children; elementary education; guidance and occupational information; homemaking education; mental hygiene; physical, health education and recreation; secondary education; speech correction; trade and industrial education.

Division of Teacher Education

Administration of state colleges; accreditation of teacher training institutions; study and development of teacher training program.

Division of State Special Schools and Services

Administration of California School for the Deaf; California School for the Blind; California Maritime Academy, Cerebral Palsy School, Southern California; Cerebral Palsy School, Northern California; centers for the adult blind; vocational rehabilitation.

The organization within the new divisions, involving the establishment of appropriate subdivisions for carrying out their purposes and function, has not been determined completely. Plans for such organization are being developed.

Functions of the Division

The work of the Division of Elementary Education in California covers a broad field. This Division is the instrument by which the State Department of Education serves the kindergarten and elementary school children of the State through services to their teachers, the supervisory and administrative staffs of school systems, and to institutions charged with responsibility for the professional preparation of elementary school personnel. The magnitude of the problem is illustrated by the fact that during the school year 1944 - 1945, California public kindergartens and grades one to six of the elementary schools enrolled 910,148 children. Approximately 39,000 children secure their seventh and eighth grade education in the elementary schools of the state. The Division of Elementary Education represents the concern of the State Department of Education in some 949,000 children. Obviously, service at the elementary school level when directed from the State Department of Education cannot to any great extent be conceived as a personal relationship with the children and teachers served. The Division of Elementary Education has endeavored to exercise leadership by making available the techniques, material, and situations designed to stimulate local study of educational problems and at the same time to coordinate activities in every part of the state so that all may share in worth-while experiences.

In general, the Division of Elementary Education has been directly or indirectly charged with responsibility for all areas prescribed by law as subjects to be taught in the elementary school. The following subjects are required by law: Reading; writing; spelling; language study; arithmetic; geography; history of the United States and California; civics, including a study of the Declaration of Independence and the Constitution of the United States; music; art; training for healthful living; physical education; morals and manners; the nature of alcohol and narcotics; public safety and accident prevention; fire prevention. In general, the Division has responsibility for those areas which contribute to education as a well-rounded experience for the elementary school child. Such responsibilities include service to exceptional children; children of seasonal workers; parent education; research; guidance and psychological clinic programs, to mention only a few.

Major Activities of the Division

The major activities of the Division of Elementary Education may be classified under the following 12 headings:

Curriculum Study as a Technique for Improving Instruction
Conferences as a Means of Improving Educational Programs
Working Relationships with Institutions for Training Professional Personnel
Workshops in Elementary School Supervision
Research in Elementary Education
School Visiting
Service on Credentials Commission
Addresses To Professional and Lay Groups
Stimulation of Special Fields or Interests
Correspondence
Publications
Cooperating Relationships

Only the briefest elaboration of these activities will be made in this report.

Curriculum Study as a Technique for Improving Instruction

The importance of the curriculum activities of the division cannot be overemphasized. These have taken two forms: (1) Stimulation of curriculum study in local school systems; (2) direction of curriculum study by state-wide committees resulting in publication of curriculum materials by the Department of Education.

Three publications were prepared and distributed to the elementary schools of the state during the biennium:

Food and Nutrition. A 160 page bulletin developed in cooperation with the California Department of Public Health to give teachers guidance in directing studies of children on the importance of food resources in the history of civilization as well as nutrition practices essential to the well being of the individual. An extensive bibliography of materials and actual curriculum units are included in the bulletin.

Science in the Elementary School. A 418 page bound volume covering the place of science in the elementary school program, appropriate content, means of providing science experiences for children, curriculum units, an extensive bibliography of all authentic science materials now available for elementary school children.

The Elementary School Program in California.

A 39 page bulletin listing 50 pertinent questions about the elementary school program in California was prepared especially as an orientation bulletin for teachers holding emergency credentials. The questions cover the full scope of the elementary school program and the answers are presented in non-technical language. The bulletin has been much in demand for induction workshops for new teachers throughout the state. Since the date of its publication 17,500 copies have been distributed for professional use.

Through the technique of working with large committees of the professional organizations and serving to coordinate their activities, an amount of curriculum material of recognized merit has been produced out of all proportion to the limited staff of the Division of Elementary Education.

The division is working closely with professional committees of supervisors and directors of curriculum devoting study to the following as they related to elementary education topics: Art education, audio-visual aids to instruction, curriculum for the five-year-old, music education, the social studies curriculum, health education.

Recently, the division undertook the preparation of recommendations to implement the Framework of the Social Studies in the Elementary School. A mimeographed bulletin has been prepared outlining the place and purposes of the social studies in the curriculum, the relation of the social studies to the developmental needs of children, and the specific scope and sequence of learning experiences. The bulletin defines the social studies as embracing the knowledge and thought pertaining to all human relationships and includes, as well, man's relationship to the physical environment in which he lives and works. All that mankind has achieved through a hundred thousand years and more of striving, experiencing, and

experimenting becomes the basic content from which the social studies curriculum is selected. The social studies are defined as being primarily concerned with how man has made his environment satisfy his basic human needs, the customs and institutions which have emerged in the process, and the problems currently facing mankind.

Conferences as a Means of Improving Educational Programs

The division sponsors and directs annual state and regional conferences (1) for elementary school supervisors and directors of instruction and curriculum, and (2) for elementary school principals and district superintendents. These conferences cover all aspects of the elementary school program and provide opportunity to feature outstanding developments in the field.

In addition to the annual statewide conference, regional meetings are held quarterly with the supervisors in five sections of the state and one annual regional conference with elementary school principals is held in six sections of the state.

Plans are under way to devote attention at all regional meetings of these groups responsible for elementary education to the development of a statement on The Characteristics of a Good Elementary School. All postwar periods are characterized by sharply - accelerated social change. All institutions of society responsible for human welfare have grave responsibility for giving direction and guidance to such change. The purpose in attempting to secure a statement on the characteristics of a good elementary school, in the preparation of which thousands of elementary school principals and supervisors will participate, is to set the sights of all engaged in elementary education for well-considered progress during the coming decade. These groups throughout the state are in the process of developing statements covering the elementary school in a democratic society, child growth and development, the teacher, the organization of the school, supervision, administration, building and facilities, guidance, curriculum, health service, library, nutrition program, school transportation, the 12-month program; preschool and kindergarten education, parent education, community relations, and articulation with the next level of the school system.

Plans have been made to synthesize the reports of each section into a statement of some 20 to 30 pages to be included as Part I of the California Elementary School Principals' 1947 Yearbook which will appear under the title: The Elementary School in the Community.

Working Relations with Institutions for Training Professional Personnel

The division works closely with teachers colleges and the state university through consultation and conference with staff members; participation in annual conferences sponsored by the various institutions, such as the Annual Conference on Rural Education, a unique service of San Diego State College to the surrounding rural area; assisting in planning workshops, demonstration schools, and special activities for in-service training of teachers. Members of the faculty of colleges and universities serve on all state-wide committees and are thus in constant contact with the state program of elementary education.

Certain important activities will serve to illustrate this point. Over a period of years a committee of members selected from the science faculty of the state colleges working in the field of elementary science successfully accomplished

through joint effort the preparation of 60 publications in the series, Science Guide for Elementary Schools, which was published by the division.

At the present time the science faculty of San Jose State College and Santa Barbara College, University of California are working with the division in planning two three-week conferences for teachers on conservation education to be held during the summer of 1947. It is planned to provide a staff of consultants in all aspects of conservation: Soil and water, forests, mineral resources, and wild life as well as in the social values of our natural resources, who will work with teachers through field trips and correlated library and laboratory work in developing a practical program of conservation education applicable to California conditions.

Workshops in Elementary School Supervision

This year the Chief of the Division participated in summer session workshops of three-weeks duration on both the Berkeley and the Los Angeles campuses of the University of California. At the workshop in Berkeley, 80 elementary school principals were in attendance. At Los Angeles over 100 supervisors were enrolled. Over 80 per cent of the persons now engaged in elementary school supervision in California have been enrolled in one or more of these summer workshops in elementary school supervision, during the past four years. An increasing number of elementary school principals attend. Outstanding teachers who are looking toward a professional career in supervision or administration are especially invited. New personnel in supervisory positions is largely drawn from this group.

The unique feature of these summer conferences is that they are held in connection with the demonstration elementary school maintained by the University during the summer session. The guided observation of conference participants in the school is followed by a critical analysis of the teaching procedures observed and the development of techniques for supervision. General sessions cover topics of timely interest to the members of the conference and workshops provide opportunity for intensive investigation of problems of individual interest.

Research in Elementary Education

At all times one or more research studies are in progress. An extensive state-wide study on mental deficiency has been completed and will be reported to the Interim Committee on Mental Deficiency of the California State Senate during the fall of 1946. This study indicates that approximately 30,000 children require special class instruction because of lack of mental endowment sufficient for success in the regular school program. With an educational program adapted to their needs it is the belief of experts in the field that these children may be trained to take a useful place in the work of the world.

School Visiting

In order to keep the state program realistically related to practice, a certain amount of time is reserved each year for school visiting. Conferences to evaluate the educational program are held with local administrators and supervisors following visits to school systems. The summer workshops in supervision are invariably held in connection with a demonstration elementary school.

Service on Commission of Credentials

The Chief of the Division has served as a member of the Commission of Credentials for 19 years.

Addresses to Professional and Lay Groups

Many addresses are delivered at teachers institutes, conferences of lay and professional organizations, and at collegiate institutions. The requests for such services continue to exceed available time.

Stimulation of Special Fields or Interests

The division attempts to keep in touch with promising developments in elementary education and to stimulate local interest in them. Such activities include radio education, visual education, safety education, library service, speech education, coordinating councils, clinics, studies in child growth and development, parent education, public relations.

Correspondence

Correspondence is by no means a routine function in the Division of Elementary Education. Approximately 200 hundred letters are received each week, many of which require considerable study and collection of information. The use of a portable dictaphone has made it possible to give reasonably prompt service.

Publications

The division publishes a quarterly magazine under the title:

California Journal of Elementary Education

The publication is now in its fifteenth year. Articles printed in the Journal are regularly cited in professional journals and reviewed in educational digests.

The following publications are available to elementary school teachers:

Handbook for Rural Parent Teachers Activities and Relationships	No. 12, Sept. 15	$0.10
Suggested Couse of Study in Oral and Written Expression for Elementary Schools	No. 15, Nov. 1	.25
Teachers' Appraisal of Rural School Supervisors' Work in California	No. 16, Nov. 15	
Instructional Analysis of Police Service	No. 3, Feb. 1	$0.50
Motion Picture Appreciation in the Elementary School	No. 9, May 1	.10
Selection and Distribution of Supplementary and Library Books in California Counties	No. 10, May 15	.25

Effective Use of Library Facilities in Rural Schools	No. 11, June 1	.25
The Elementary School Principalship in California	No. 19, Oct. 1	.25
John Rodrigues Cabrillo, Discoverer of California	No. 14, July 15	.10
Community Life in the Harbor	No. 16, Aug. 15	
Pleasure Reading for Boys and Girls	No. 17, Sept. 1	.25
The Library in the Elementary School	No. 18, Sept. 15	.25
Mark Twain in the West	No. 21, Nov. 1	.10
Source Material for Conservation Week	No. 2, Jan. 15	
An Introduction to the Problems of Sight Conservation	No. 3, Feb. 1	.25
The Flag of the United States of America	No. 7, Apr. 1	.25
Speech in Education	No. 9, May 1	.25
Parent Education in California	No. 17, Sept. 1	.10
How the Pioneers Moved Westward	No. 1, Apr. 1	$0.25
Physical Education in Small Rural Schools	No. 2, Apr. 15	.25
The Vocabularies and Contents of Elementary School Readers	No. 3, May 1	.25
Survey of Schoolhousing Adequacy in California Elementary School Districts Not Administered by City Superintendents of Schools	No. 5, June 1	
A Study of the Pueblo Indians	No. 10, Aug. 15	.25
Coordinating Councils in California	No. 11, Sept. 1	.25
California's Natural Wealth: A Conservation Guide for Secondary Schools	Vol. IX, No. 4 December	.25
The Education of Physically Handicapped Children	Vol. X, No. 12 December 1941	.25
Teaching Reading in the Secondary School	Vol. XII, No. 3 March, 1943	.25
A Study in World Friendship . . . Designing a Symbol for the United Nations	Vol. XIII, No. 1 May, 1944	.10

SCIENCE GUIDE FOR ELEMENTARY SCHOOLS

Volume I, 1934-35

No. 1, August, 1934 - Suggestions to Teachers for the Science Program in Elementary Schools, Leo F. Hadsall

No. 2, September, 1934 - Pets and Their Care, Harrington Wells

Volume II, 1935-36

No. 1, August, 1935 - Tide-Pool Animals, Harrington Wells

No. 2, September, 1935 - Man's Tools, Philip M. Iloff

No. 3, October, 1935 - Spiders, Gayle Pickwell

No. 4, November, 1935 - How the Energy of Nature Has Been Harnessed for Man's Use, Oscar L. Brauer, and others

No. 5, December, 1935 - How Living Things Get Food, Myrtle E. Johnson, and others

No. 6, January, 1936 - Mushrooms and Other Fungi, Robert D. Rhodes

No. 7, February, 1936 - Desert Life, Gayle Pickwell

No. 8, March, 1936 - Wild Flower Roads to Learning, Carl D. Duncan

Volume III, 1936-37

No. 1, August, 1936 - Small Wild Mammals of California, Lloyd C. Ingles

No. 2, September, 1936 - The Earth's Neighbors, Herbert H. Wheaton

No. 3, October, 1936 - How Living Things Get Air, A. E. Culbertson

No. 4, November, 1936 - Ferns, Mosses, Lichens, and Related Plants, J. Wendell Howe

No. 5, December, 1936 - Communication, Oscar L. Brauer, and others

No. 6, January, 1937 - Mammals of Circus & Zoo, Edith Pickard

No. 7, February, 1937 - Land Forms, Fred Buss

No. 8, March, 1937 - Water, Its Conservation and Use, Stanley W. Morse

Nos. 9 & 10, April May, 1937 - Native and Introduced Cone-Bearing Trees, P. Victor Peterson and others (30 cents each for single copies)

Volume IV, 1937-38

No. 1, August, 1937 - Chaparral, Vesta Holt

No. 2, September, 1937 - Soil, Its Use and Conservation, George W. Graves

No. 3, October, 1937 - Insects as Enemies and Benefactors of Mankind, Carl D. Duncan

No. 4, November, 1937 - How Animals Protect Themselves, Leo F. Hadsall

No. 5, December, 1937 - Orchard and Garden Fruit Trees, John W. Masten

No. 6, January, 1938 - Weeds, B. R. Denbigh

No. 7, February, 1938 - Products of Wood and Similar Substances, Oscar L. Brauer, and others

No. 8, March, 1938 - Winter Birds, James E. Crouch

No. 10, May, 1938 - Transportation, Philip M. Iloff

Volume V, 1938-39

No. 1, August, 1938 - Climates of California, Peveril Meigs, 3d

No. 2, September, 1938 - Domestic Birds, O M. Braun

No. 3, October, 1938 - Large Wild Mammals of California, A. E. Culbertson

No. 4, November, 1938 - National and State Forests and Parks, George W. Graves

No. 5, December, 1938 - Metals and Their Origin, Oscar L. Brauer

No. 6, January, 1939 - Domestic Animals, J. Wendell Howe

No. 7, February, 1939 - Streams and Their Valleys, Fred E. Buss

No. 8, March, 1939 - Experiments with Plants, L. Ernest Herz

No. 9, April, 1939 - Termites, Carl D. Duncan

No. 10, May, 1939 - Common Broad-leafed Trees, Lea Reid

Volume VI, 1940-41

No. 1, August, 1940 - Seeds and Their Dispersal, Vesta Holt

No. 2, November, 1940 - Earth Tremors, Carlos S. Mundt

No. 3, February, 1941 - Marine Food and Game Fishes of California, L. Ernest Herz

No. 4, May, 1941 - Petroleum, H. C. Burbridge

(Note: Title of No. 4 subject to change)

Annual Yearbook of California Elementary School Principals' Association

The division co-operates with the Yearbook Committee of the California Elementary School Principals' Association in preparing its annual yearbook. This

group has the distinction of being the only state organization of elementary school principals to publish an annual professional contribution of this type. The eighteenth yearbook Education for Cultural Unity published in 1945 was listed as one of the 60 best professional books of the year by the National Education Association. The 1946 yearbook on the principal's supervisory responsibilities is now in press.

The yearbook is circulated to 1,400 members in California and is continually requested by libraries, professional organizations, teacher education institutions, principals and supervisors throughout the nation.

Service for Cerebral-Palsied Children

A survey of cerebral-palsied children of elementary and secondary school age was completed by the division in 1944. The 1945 session of the California Legislature enacted legislation and appropriated funds to implement a comprehensive program for the diagnosis, treatment, and education of children afflicted with cerebral palsy. The division was assigned responsibility for putting this program into operation. Two schools for the care of these children have been established, one in northern California near Redwood City, and one in Los Angeles at Childrens Hospital. The staff for these schools has been selected.

Diagnostic and treatment centers under the direction of the University of California Medical School will operate in conjunction with the school at Redwood City; the Department of Education has entered into contract with the Childrens Hospital, Los Angeles to provide a diagnostic and treatment center for a constant case load of 200 children. In the diagnostic centers, thorough mental and physical examinations will be made of each child to determine his educability and to set up a program of treatment. Referral to the state school for cerebral-palsied children is made on the basis of this diagnosis.

At these state residential schools each child will undergo a period of training in all phases of his development. Special teachers, physiotherapists, occupational therapists, and speech therapists will work under close medical supervision. When the intensive period of study of the cerebral-palsied children is completed, they will be returned to their home community with an individual program of treatment therapy, and education worked out for each child.

Two consultants in the education of physically-handicapped children have been appointed to work with local school districts in establishing classes in the public schools of the state in which all orthopedically handicapped children including the cerebral palsied may have suitable education and therapy.

Through the program set up in the 1945 Legislature it is anticipated that approximately 70 per cent of California's 7,000 cerebral-palsied children and youth under 21 years of age may be rehabilitated. In the past, the cerebral palsied children have been justly classified as the most neglected and at the same time most severely handicapped of our crippled children.

Coordination of Program for Cerebral Palsied

The program for the cerebral palsied is a pioneer venture in two respects. First, California is advancing in a new cause. The entire nation is watching this experiment with the utmost interest and the efforts put forth in California may ultimately lead to similar service in other states. Second, California is pioneering in a demonstration of co-operation between departments and services of government. In the cerebral-palsy program, the Medical School and School of Education of the University of California, the Department of Public Health, and the Department of Education are jointly responsible for various phases of the program.

As the Department of Education has major responsibility for the project, the Chief of the Division has inaugurated a plan for monthly meetings to coordinate the program. Such problems as inter-departmental reporting, types of reports, policies regarding admission to diagnostic and treatment centers and residential schools, and education of professional personnel have already been discussed and operational plans devised.

National Yearbook

The Chief of the Division of Elementary Education served on a committee of seven of the National Society for the Study of Education to prepare the 1947 yearbook, Education of Young Children, which is devoted to an examination of recent trends in the education of children of two to six years. The volume treats of the social scene and its implications for early childhood, philosophies of child development, implications of research studies of young children, parent education, the staff and its preparation, organization, administration and finance; sites, buildings, and equipment, records, reports, and measurement; the rural child and the exceptional child.

Correspondence between British and California School Children

The correspondence begun during the early years of World War II between the British and California school children continues to flourish. More than 15,000 letters from British children have been received in the Division of Elementary Education and distributed to California schools. Judging by reports from both Great Britain and from the schools of the state the correspondence has resulted in many warm friendships.

The Outcomes of The White House Conference on Rural Education

In October, 1944, a notable meeting of great importance to our national welfare was held in the East Room of the White House, Washington. History will record it as the White House Conference on Rural Education. This designation is unfortunate because city dwellers, school superintendents who determine the educational destines of urban children and others who see in metropolitan life the epitome of American culture may not give the findings of the conference the consideration they merit. The interdependence of rural and urban economy needs to be better understood; rural education is not the responsibility of rural people alone but the concern of every socially-minded citizen who sees in the quality of our citizenry the most important resource in our progress.

The magnitude of the rural problem makes rural education a major enterprise in our national life. Farm people are responsible for the care and education of 31 per cent of the nation's children and have only 9 per cent of the national income.

The county superintendents throughout California have cooperated with the Division of Elementary Education in holding county rural education conferences to emphasize with professional and lay people the importance of high standards of educational service to country children. Eventually all California counties will hold similar rural education conferences.

Scholarships for Prospective Elementary School Teachers

The Chief of the Division has served in an advisory capacity to the California Congress of Parents and Teachers in awarding 54 scholarships to prospective elementary school teachers. Each scholarship pays the recipient $300 each year during the period required to complete collegiate work for an elementary school teaching credential. A total of $86,000 was budgeted for the scholarships by the California Congress of Parents and Teachers.

The Secondary Schools of California

The secondary schools of the state, according to Section 8702, Education Code, are designated as high schools, technical schools and junior colleges. Section 8703 specifies that the high schools are designated as four-year high schools, junior high schools, senior high schools, continuation high schools and evening high schools.

The 614 day secondary schools include: 152 junior high schools, 65 senior high schools; 298 four-year high schools; 53 six-year high schools having grades seven to twelve inclusive; and 46 junior colleges.

There is an average daily attendance of more than 340,000 in regular classes in these schools.

The Chief and Assistant Chiefs in the Division of Secondary Education have the responsibility of giving leadership and guidance to this part of the California school system. The Bureau of Aviation Education provides consultant services to schools in this field.

Articulation with the Various Levels of Instruction

During the biennium the articulation of the junior college program with other fields of instruction has been improved. Through cooperative efforts of committees representing junior colleges, high schools, state colleges, the University of California and adult educators marked gains were made in the following areas:

1. The development of better mutual understanding between all levels of secondary and post-secondary education.

2. The coordination of high school and junior college programs, especially in the semi-professional fields.

3. Coordination of programs of general education between high schools, junior colleges and the university.

4. The uniform acceptance of a procedure to evaluate military credit.

5. A more satisfactory balance between vocational and general education.

Division personnel have participated actively in semi-annual meetings of the Affiliation and Junior College Conference Committees, the state college presidents and the representatives of the University of California. Problems of coordination and articulation were discussed. Three half-day meetings are held twice annually. Sessions are so arranged that each level will have an opportunity to meet separately with each of the other three.

Cooperation with Organizations

The division, in cooperation with the California Association of Secondary School Administrators, has sponsored committees to study secondary education problems.

Among problems studied are: The small high schools; practice in guidance procedures; health and physical education programs; reading in the high schools; youth problems (in cooperation with the California Youth Authority); clubs, recreation and social life in junior and senior high schools; student councils; problems of post high school education; the audio-visual program; junior high school problems; public relations; and attendance and enforcement of compulsory education laws.

The division has cooperated also with the California Committee for the Study of Education. As a coordinating committee it attempts to improve balance and relationships between the various educational units. Subcommittees report findings in special fields of investigation.

Junior Colleges

During the biennium there were many requests from governing boards of high school districts for the establishment of junior colleges. Surveys were made in eight areas.

Recommendation to the State Board of Education for authorization to establish and maintain a junior college rests on a fourfold basis: 1. A student population of youth or adults, or both, who need such services which a junior college can provide and which existing institutions in the area are not in a position to offer; 2. Employment opportunities must justify post high school training; 3. The curricula plan must provide adequately for the training needs of the community; 4. The proposed district must have sufficient assessed valuation to afford the services needed.

Conditions differ so widely in California it would be unfortunate to limit the expansion of junior colleges to fixed or artificial standards.

During the biennium, on request of governing boards of school districts, surveys were made in these eight areas:

1. Eastern Los Angeles County, including Bonita, Covina and Puenta Union High School Districts and Pomona City High School District;

2. Western Los Angeles County, including Centinela Valley and El Segundo High School Districts and Redondo Union High School District;

3. Northern San Diego County, including Vista High School District and Escondido and Fallbrook Union High School Districts;

4. Inyo County, including Bishop Union High School District and Big Pine, Lone Pine and Owens Valley High School Districts;

5. Contra Costa County, including Acalanes High School District, Alhambra, John Swett, Liberty and Mt. Diablo Union High School Districts, and Antioch-Live Oak City and Pittsburg City Unified School Districts;

6. Palo Alto Union High School District;

7. Vallejo Unified School District; and

8. Santa Barbara City High School District.

The first three of these areas have voted to form junior college districts. Vallejo has a junior college in operation. Palo Alto was given permission by the State Board of Education to establish a junior college, but has not taken advantage of this. The electorate of Contra Costa County defeated the measure by a narrow margin. All of the governing boards of Inyo County have not yet requested an election.

In 1944 the State Board of Education adopted the following standards for junior colleges by the authority of Education Code Section 8823:

> "The governing board of each district maintaining one or more junior colleges must, as to each junior college, comply with the following requirements:
>
> "1. Objectives. The junior college must have stated objectives of its instructional program and the functions which it undertakes to perform.
>
> "2. Curriculum. The junior college must establish such programs of education as will permit the realization of the objectives and functions of the junior college.
>
> "3. Faculty personnel. The junior college must have an adequate teaching staff of scholarship, experience, and teaching ability for each major field of the curriculum.
>
> "4. Conditions of Instruction. The junior college must have a sufficient number of faculty members to enable students to receive individual guidance and assistance in learning and to permit the continued professional growth of the faculty members.
>
> "5. Standards of Scholarship. The junior college must have standards of scholarship for the continuance of students in junior college and for graduation.
>
> "6. Library. The junior college must have adequate working collections of books for each major field of the curriculum and to which new accessions must be made in accordance with student enrollments.
>
> "7. Laboratories, Shops, and Facilities. The junior college must have adequate equipment, materials, and furnishings for courses offered in agriculture, business and commercial education, fine arts, homemaking, industrial training, music, natural and physical sciences, and physical and health education."

During 1945-1946 the California Junior College Federation and the division personnel sought to set up evaluation procedures to provide definite criteria by which to measure the junior colleges with respect to these standards. Among items under consideration are the following: An adequate junior college must make provision for:

I. In the curriculum

1. Courses of terminal type designed to meet the vocational needs of the youth of the region it serves.

2. Lower division curricula in the more common university majors and professions.

3. Educational opportunities for informed and responsible living.

4. Publishing a clear and accurate catalog or announcement of courses, which describes and indicates curricula available in both university parallel and terminal fields.

5. Adult classes when not otherwise provided.

II. In guidance

1. A comprehensive counseling program.

2. Coordinating counseling with other secondary schools in the area served.

3. A standardized testing program, including interpretation of test results to each student individually.

4. An adequate placement and follow-up program.

III. In physical health

1. A physical examination and follow-up for each student as necessary.

2. Physical education designed to meet the needs of all students.

3. Coordination of all factors of the total program that relate to health.

4. Advising parents or guardians of any physical deficiencies, requiring the attention of a physician.

IV. In teaching personnel

1. A minimum number of teachers at a ratio of one to thirty students

2. Teacher salaries sufficient to maintain professional status.

3. A faculty commensurate with the lower division of a university or with the job to be done.

V. In conditions of instruction

1. Adequate equipment, buildings, supplies, janitorial services, heating and lighting.

2. Organization of instruction in departments or divisions for management, but with coordination with total program.

VI. In buildings, equipment, and supplies

1. The necessary library space and study room.

2. Ample shops and laboratories.

3. Adequate office space for administration.

4. Supplies of books, reference materials, and periodicals in such numbers and variety as the enrollment requires for all areas of training.

5. The expenditure of at least $2.50 annually per student for library materials.

6. Instructional space in classrooms, and laboratories in room sizes designed for maximum utiliation.

VII. In scholarship

1. The maintenance of an acceptable level of scholarship and achievement.

2. The application of the same policies to all students in matters of grading, scholarship, honors, penalties, and graduation.

Secondary Coordination in Counties

Through the county secondary school curriculum coordinators, the Division of Secondary Education works closely with the offices of the county superintendent of schools. During the eight years since the position of county curriculum coordinator has been authorized by law, approximately twenty-six county superintendents have named coordinators.

Counties in which some degree of coordination among secondary schools has been instituted include: Alameda, Butte, Colusa, Contra Costa, Fresno, Inyo, Kern, Los Angeles, Madera, Mendocino, Monterey, Orange, Placer, Riverside, Sacramento, San Bernardino, San Diego, San Joaquin, Santa Barbara, Santa Clara, Santa Cruz, Siskiyou, Stanislaus, Tulare, Ventura, and Yolo.

In 1946 the Superintendent of Public Instruction appointed a statewide committee to survey and evaluate the work of the county secondary curriculum coordinators. An assistant chief of the division is chairman. All counties having coordinators are cooperating. A summary of findings with recommendations should be ready for publication early in the school year 1946-1947.

BUREAU OF AVIATION EDUCATION

In Chapter 1440, Statutes of California, 1945, the State Department of Education was directed to aid in the development and conduct of a program of aviation education, in cooperation with the Civil Air Patrol. The department March 25, 1946, entered into an agreement with the patrol, and established the Bureau of Aviation Education as a part of the Division of Secondary Education June 1, 1946.

In the agreement the patrol agrees to provide to schools the use of government-owned aircraft under its jurisdiction as well as aircraft owned by its members for indoctrination flights for students, and agrees to pilot the aircraft. The patrol also agrees to allow these schools free use of all government-owned equipment it controls, to provide consultant services by its members, and to insure adequately the flying program.

The department agrees to develop and supervise in public secondary schools a program of aviation education and to provide the personnel, office space and equipment necessary. The department agrees also to pay expenses incurred by the patrol in the performance of services as provided for in the agreement.

The objectives of the bureau are as follows:

1. To encourage the establishment of experience-centered courses in the secondary schools.

2. To develop aviation information and materials for secondary school courses.

3. To counsel and guide teachers in understanding the impact of aviation as a social and economic force.

4. To aid in the development of the aviation education program of the Civil Air Patrol.

The bureau headquarters is in Los Angeles with a branch office in San Francisco.

The bureau is in accord with recommendations of the California Aviation Education Conference (developed in 1944) advising each high school to offer a one year course in aviation for eleventh and twelfth grade students. These purposes substantiate the inclusion of this course:

To offer instruction in the science of aeronautics within the framework of general education;

To assist students in understanding the social significance of the airplane in war and in peace;

To aid in preparing pupils for active participation in the aviation industry.

To provide a general aviation background preparatory for more specialized courses to be taken in the high school or at higher institutions;

To assist pupils to prepare for the private pilot ground-school examination of the Civil Aeronautics Administration.

More is implied in the study of aviation than the learning of some facts about scientific principles which explain aviation development. These facts may be acquired without an appreciateion of what they signify for society. The adult of tomorrow needs to understand the social significance of the airplane and make use of the opportunities offered him by the air age.

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UNITED STATES HISTORY AND RELATED SOCIAL STUDIES INSTRUCTION

Citizenship instruction in California high schools has been always a major interest of the Division of Secondary Education. The California Legislature of 1945 amended two sections of the Education Code (10051 and 10053) to provide that all students must pass successfully an examination in American history before receiving a diploma from any public or private secondary school. Although all California high schools were requiring study of American history, the amended law served to bring into sharp focus the problems involved in instruction in this subject and in related social studies courses.

Several recent reports dealing with instruction in American history were reviewed carefully by the division staff and comparisons made with the programs in operation in representative California high schools. The results of this study were published in the August, 1945, issue of CALIFORNIA SCHOOLS as four suggestions for more effective instruction:

1. More opportunity should be provided for actual participation of students in citizenship training activities;

2. Modern techniques of evaluation in this field should be used more extensively;

3. In many schools there is great need for more supplementary reading material suited to the various levels of reading ability of students; and

4. The possibility of dividing the area of American history between elementary and high schools in order to avoid undesirable duplication should be studied further.

The next step was a questionnaire study of American history and civics instruction in California high schools. It was found that all of the high schools in the state require at least one full year of instruction in this subject and that one-third of the schools require more than this legal minimum. In all cases this instruction is given in the eleventh or twelfth grades or in both. All of the high schools also use textbooks recommended by the State Department of Education, but there is no consensus of opinion among the schools as to which textbooks are the best for instructional purposes. Sixty-two different books are being used as texts, only one by as many as half of the schools while each of 14 textbooks were reported by less than five per cent of the schools. In

publishing the results of this investigation in the March, 1946, issue of CALIFORNIA SCHOOLS, the suggestion was made that there might be advantages in securing more uniformity in the use of textbooks. Conferences among high school teachers and curriculum workers were held to discuss this possibility.

On December 10, 1945, the California State Curriculum Commission approved a Framework in Social Studies for grades nine to twelve, inclusive, and requested the Division of Secondary Education to provide an amplification which could be used by the high schools of the state. The adopted framework is:

Ninth Grade:	I. World of Industry (state and nation), II. Scientific Development, III. Vocational Opportunities;
Tenth Grade:	World History;
Eleventh Grade:	United States History and Civics;
Twelfth Grade:	Problems of Citizenship.

The amplification stressed the purposes and desired results of instruction in each of the grade levels. It was approved, in general, by members of the curriculum commission who requested that secondary school teachers and curriculum workers be given an opportunity for discussion of this proposed social studies program. Two such meetings were held and attended by a large number of representative high school workers. Following a day of discussion and criticism each individual was questioned regarding his reaction to the proposed uniform social studies program for the high schools of the state. The general opinion was that more uniformity is desirable, that the topics suggested for grades ten, eleven, and twelve are quite satisfactory, and that there ought to be further consideration of the suggested topic for grade nine. The curriculum commission and the division will continue this work during the coming year.

A study of the social studies program in California junior colleges has been made. It was found that all of the junior colleges are complying with the Education Code and the Rules and Regulations of the State Board of Education in requiring a two credit-hour course in American history and the Constitution of the United States. Aside from this uniformity, however, it was found that there is great diversity of offerings in the field of the social studies. It is also apparent that most of the courses provided in this area are designed exclusively for the academic student.

There is need for further development of citizenship instruction for the terminal student, for the young men and women who are not planning on further formal education. The development of such a program is the immediate responsibility of the junior colleges with the active assistance of the Division of Secondary Education.

DIVISION OF ADULT AND CONTINUATION EDUCATION

Organization

Under the authority of the California Education Code any high school or junior college may establish and maintain classes for adults and receive state apportionment of funds on the basis of average daily attendance. If a school district has an average daily attendance of 40 or more units, it may, by complying with certain standards of the State Board of Education, establish a separate evening high school or evening junior college. During the current year 1945-46, there were 96 separate evening high schools, 13 separate evening junior colleges and 253 additional day high schools and junior colleges which offered day or evening classes for adults.

The Division of Adult and Continuation Education which approves and supervises these classes and schools is composed of a staff of three persons including a Chief of the Division, a Chief of the Bureau of Continuation Education, and a Chief of the Bureau of Parent Education.

The present organization of the adult education program is in accordance with legislation which became effective on September 15, 1945. (It has become clear that further legislation will be required to make the provisions of this act administratively feasible.)

Purposes and Objectives

The purpose of the California adult education program in its inception was to provide non-English speaking immigrants with an opportunity to learn English and prepare themselves for naturalization examinations. From these early beginnings the curriculum has expanded from two or three subjects to courses covering every important field of learning. It is now recognized that successful adjustments in personal relationships and participation in democratic living require constant and vigorous training throughout adult life. The present objectives of adult education in public schools are: Education for home, civic, and vocational efficiency; education for individual development.

The Program in 1944-45

1. Training for War Industry

   At the beginning of the biennium the emphasis in adult education was on "training for war industry". During the years 1941 through 1943 this program had been very large but became a skeleton program in 1944 and disappeared in 1945. There was a gradual transition from the war training program to education in the reconversion period.

2. Adult Education in the Reconversion Period

   In the United States more than 1,000,000 veterans are in school and 17,000 new applications are received each day. California must be prepared to supply educational programs

for one-sixth of all the veterans who are securing their education under the G. I. Bill of Rights. What this influx of veterans into California means to adult education is illustrated by the increase in average daily attendance in two Los Angeles evening high schools--one, which had a normal average daily attendance of 125, increased to 215; another went from 150 to 250. In the first case the enrollment increased by 1,350, in the second by 1,500.

Veterans are having a most wholesome influence on trends in adult education.

The Present Program

During the year 1945-46, there has been general acceptance of the responsibility to provide education to meet six specific needs of adults.

1. Retraining for jobs both for veterans and for many more who must change their occupations. The apprentices in both industrial and agricultural fields are expanding rapidly. Adult schools in every section of the state are taking part in this program.

2. Training for business practice to veterans who plan to enter the small business field.

3. General cultural training. (A natural result of extensive travel of veterans and their families.)

4. Preparation for civil life. Social-civic classes are improving in quality and increasing in number. Ninety-seven communities have organized discussion groups on public affairs.

5. The maintenance of a healthy body and mind. Since the end of the war, there has been marked improvement in the physical education program in adult schools and classes.

6. Education for family life. Throughout the state, well designed courses in homemaking are offered. The importance of the whole field of education for family living has been recognized officially in the appointment of a Chief of the Bureau of Parent Education.

Size of the Program

When the peak of the war training program was passed, the total enrollment in all adult schools and classes in the state dropped from a high of 979,778 in 1941 to 635,040 in 1944. The enrollment was approximately the same in 1944-45 as it was at the end of 1944, and remained the same until January, 1946. At that time the influx of veterans into adult schools caused a steady increase in enrollment until the end of the school year.

Increase in Staff

On June 1, 1946, a Chief for the Bureau of Parent Education was appointed.

This position, vacant during the war years, was refilled as a result of state-wide demand for specialized leaders in the field of family living.

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BUREAU OF CONTINUATION EDUCATION

Purposes and Objectives

The Bureau of Continuation Education exercises general supervision over the part-time education programs which are maintained by secondary schools to provide instruction for pupils under 18 years of age who have dropped out of school before graduation to accept employment.

The bureau seeks: To obtain compliance with the provisions of the Education Code relating to continuation education; to explain the application of such provisions within the local school district; to assist school administrators in organizing and reorganizing continuation programs; to improve the administration, curricula, methods of instruction, and teaching materials in continuation programs; to cooperate with organizations of administrators, coordinators, counselors and teachers of continuation programs in developing a professional spirit and higher standards of performance among persons working in continuation education; to provide more adequate teacher training opportunities for continuation education teachers; to approve separate continuation high schools; to consider applications of schools to conduct continuation classes at hours other than 8:00 a.m. to 5:00 p.m. and recommend action by the Governor on such applications; and to process applications of schools for reimbursement from the state for the costs of maintaining coordination service.

Progress During 1944-46

The Legislature in 1945 passed two acts relating to continuation education. One provided that continuation high schools be added to the list of authorized high schools in California. The other required that some type of educational program be provided by a school district for any minors subject to compulsory continuation education living within the district. (The law formerly exempted districts having less than 50 minors.)

Following the enactment of these laws the Bureau of Continuation Education conducted a series of state, regional, and county conferences to acquaint secondary school administrators with the new provisions.

The bureau assisted a section committee of the Association of California Secondary School Administrators in conducting a state-wide study of continuation education. The material gathered will be valuable in formulating additional legislation.

The bureau has made state-wide surveys relating to costs of continuation programs, curricula, and counseling and guidance activities in continuation education.

The bureau has cooperated with the Northern and Southern California Continuation Education Associations in the preparation and publication in 1945 of a Manual on Continuation Education. A supplement to this manual is in preparation.

The Chief of the Bureau planned and organized a "Symposium on Continuation Education in California" which was published in the California Journal of Secondary Education, February, 1945.

At the request of the bureau, workshops on continuation education were conducted at the University of Southern California Summer Sessions of 1944 and 1945. Similar training programs at other teacher training institutions are planned.

Opportunities of employment due to the war effort resulted in a considerable increase in the number of continuation pupils. This increase reached the peak in 1943-44 when 41,200 continuation pupils were enrolled in districts requesting reimbursement for coordination service. (This constitutes the bulk of the program.) In 1944-45 there was a slight decline to 38,788; while in 1945-46 there was a sharp recession to 25,369. Many youths formerly employed are returning to full-time school. This trend is desirable.

There has been an increase of more than one-third in the last three years in the number of schools maintaining continuation education programs. Encouraged by the legislation of 1945, many smaller schools have organized programs.

There has developed a greater diversity in the type of continuation programs maintained. In addition to enrolling continuation pupils in a separate continuation high school or in continuation classes in a regular high school, they are frequently enrolled in regular high school classes, day and evening classes for adults, Saturday continuation classes, apprenticeship classes and supervised home study.

While the legislation enacted in 1945 has strengthened the continuation education program, there is need for additional legislation in at least the following areas: Clarification of the authority of the school district to suspend or revoke work permits; extension of the truancy law to 16 and 17 year old minors; adoption of a plan of state financial support which meets the needs of the continuation program and is consistent with the total program of state support for education.

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BUREAU OF PARENT EDUCATION

In the Spring of 1946 the position of Chief of the Bureau of Parent Education was reestablished, at the request of groups of parents throughout the state.

Purpose

The Bureau of Parent Education assumes general supervision over parent education classes organized in evening high schools and classes for adults. The Chief of the Bureau holds conferences with P-T.A.'s, various community agencies,

schools, administrators and parent education teachers, develops suggested parent education programs for schools and community agencies, and develops curriculum material for the various specific phases of parent education. He works with educational institutions in developing teacher training programs. He visits parent education classes throughout the state for the purpose of giving guidance and information to teachers on problems such as physical and mental growth, play, self-expression, and speech handicaps of children. He reviews reports on parent education classes and conducts research pertinent to the state program of parent education.

Summary of Activities of the Bureau

The Chief of the Bureau of Parent Education was on duty for only one month of the biennium, June, 1946. In this short time his activities included interviewing and talking to people regarding the needs in the field of parent education to which his office might make a contribution; conferences with the parent education chairman of the California Congress of Parents and Teachers and members of the Los Angeles School Welfare and Attendance Department.

The Chief of the Bureau began a series of five workshops with the California Youth Authority in Chico, Fresno, San Jose, San Diego and Los Angeles, designed to stimulate community coordination and improve youth services.

A meeting with the Superintendent of Schools in Fresno was attended by approximately 25 community leaders in the field of adult and particularly parent education.

Cooperation of Congress of Parents and Teachers

The Congress of Parents and Teachers is continuing its program of active cooperation with the Division of Adult and Continuation Education and the Bureau of Parent Education. Its offices have arranged for conference groups in all P-T.A. Districts for meetings with the Chief of the Bureau, and have joined in sending him to the National Workshop for Parent Education leaders meeting at Northwestern University.

Purpose of the Division

The Division of Readjustment Education came into existence through action of the State Board of Education at a special meeting on August 17, 1944, when the Board accepted the recommendation of the Superintendent of Public Instruction that a Division of Readjustment Education be established in the State Department of Education. Through enactment of Chapter 59, Statutes 4th Extra Session, 55th Legislature, the Department of Education was given the duty and responsibility of providing for the education of veterans in California under applicable acts of Congress and rules and regulations adopted thereunder, and for the supervision and coordination thereof. For the purpose of discharging the duties and responsibilities given the Department of Education by said Chapter the division came into existence.

Objectives

The objectives of the division have been defined as follows:

1. To approve educational institutions to offer training to veterans under Public Law 346.

2. To supervise contractual relations between the State Department of Education and the Veterans Administration and on behalf of the public educational institutions.

3. To develop desired uniformity in evaluation procedures.

4. To coordinate the advisement program in the approved institutions.

5. To disseminate pertinent information on veteran education.

Progress

On or about November 1, 1944 Robert R. Hartzell assumed the duties of Chief of the Division. On January 15, 1945 Ralph W. Mitchell assumed the duties of Assistant Chief and served with Mr. Hartzell in the Sacramento office. These two men and two clerical assistants served in their respective capacities until July 1, 1945.

By July 1, 1945, approximately 850 educational institutions had been approved to offer training under Public Law 346. Included in the list were the public high schools, adult schools, junior colleges, colleges, and universities which had been granted blanket approval by virtue of their accreditation by the State Department of Education and the University of California.

With the exception of the approval of educational institutions the year 1944-45 must be viewed as a formative period. Contractual relations with the Veterans Administration had been developed to a point where the program was ready to move forward. The newness of the program linked with the necessity of securing opinions from the Attorney General's office had retarded this aspect of the pro-

gram. Likewise the scope of the veterans educational program had been sufficiently limited to preclude any accomplishment of the last three objectives listed.

On July 1, 1945, Dr. Buel F. Enyeart replaced Mr. Robert R. Hartzell as Chief of the Division and by the close of the same month Axel C. Jensen had replaced Ralph W. Mitchell as Assistant Chief. The office previously established in Sacramento was retained and an additional office was established in Los Angeles and designated as the home office for the Chief of the Division. By October, 1946, two technical assistants had been added to the staff. While one assistant was assigned the specific field of evaluation and one the field of advisement, both assistants helped in investigating institutions desiring approval and made recommendations accordingly.

Subsequent dissemination of information from this office and through other channels, in addition to changes in Public Law 346, brought such a rush of applications from institutions desiring approval that the staff was insufficient to meet the demands made upon it. Not only did it become necessary to draft more rigid rules for approval, but the problem of eliminating and refusing unqualified institutions became acute. It was obviously impossible for the division to either adequately carry on a complete program or attain the objectives defined for it. This condition was alleviated by a $50,000 appropriation measure which was passed by the 1st Extraordinary Session of the 56th Legislature. This measure resulted in an increase of staff members to a total of eight professional members and seven clerical assistants.

The duties of the professional members of the staff are as follows: 1) The chief and assistant chief are engaged in the handling of administrative problems, public relations and the supervision of contractual relations with the Veterans Administration. 2) One technical assistant devotes full time to advisement and to coordinating the establishment of Veterans Administration Guidance Centers. 3) One treats with the evaluation of "in service" experiences, the supervision of the Veterans Information Clearance Center and coordination of the work of the newly certified list of institutions approved to administer Form "C" of the General Educational Development Tests. 4) Four devote full time to investigating institutions desiring approval under Public Law 346 as well as making subsequent checks on institutions so approved.

Approximately 1,400 schools have been approved. Three schools were investigated for each one that was approved during the past year and it was found necessary during the same period to remove 25 schools from the approved list.

It has been necessary constantly to revise the standards for granting approval. The latest revision became effective July 12, 1946. Late in 1945 a committee on approval was created, the function of which was to hear appeals of institutions held by this division to be unqualified to offer training to veterans. Two cases have been referred to the board.

Contractual relations with the Veterans Administration have, of necessity, undergone a number of changes. It was obvious from the beginning that many institutions with heavy veteran enrollments, especially junior colleges, would be unable to do an adequate job on the 60 dollar per semester remuneration basis. Much attention has been given this matter. The result is that today high schools and state colleges may bill the Veterans Administration on the basis of $60.00 per semester while public junior colleges are permitted to bill on the basis of

$100.00 per semester for each eligible veteran. All of these schools may, as an alternate method, charge the Veterans Administration on the basis of instructional costs as set forth in Veterans Administration Circular 47.

In November, 1945, the division entered upon a program of developing uniformity in evaluation procedures. Specific recommendations were made to the public schools and following small group meetings and general conferences on the subject, the practices pursued crystallized into a uniform pattern. It is believed the evaluation policies in California educational institutions are sufficiently uniform to meet the needs of all veterans who may desire to continue their education in this state.

During the last six months of the biennium the advisement program initiated late in 1945 was stimulated and improved through additional personnel. Every secondary school early designated one faculty member as a veterans adviser. Through these advisers much constructive help was given to the veteran in his home locale.

Through close cooperation with the Veterans Administration and the public schools the division assisted in the establishment of 10 guidance centers with an equal number in the process of being formed. As the fiscal year closed the division was actively engaged in certifying an approved list of schools for the purpose of administering tests to veterans.

Information on veteran education has been disseminated through a variety of methods. Thousands of letters of information have been written to individual veterans. School officials have been kept informed of current conditions through a series of Veteran Education Service Letters, discussion groups, and conferences. Lists of approved educational institutions have been given wide circulation as have other bulletins of an informative nature. The results of objective studies have been publicized. Finally, a Veterans Information Clearance Center has been established for the purpose of obtaining and disseminating information on educational and housing vacancies at the different institutions and communities. The proper directing of veterans should go far toward accommodating the thousands who will seek admission to California schools in the fall of 1946.

Objectives of the Division

The maximum development of health, physical fitness and leisure time interests of children, youth and adults has been one of the major objectives of the public schools in California.

The responsibility for the achievement of maximum fitness on the part of those serving on the war or home fronts became even more significant during the peak of the fighting period, when the degree of fitness of our people was considered a major determining factor in the ultimate outcome of the war. California school teachers and officials accepted the challenge war laid down; results achieved were accomplished with more than 1,000 men and 300 women—previously physical education teachers in the state—in the armed forces.

Limited facilities for health and physical education and recreation were factors influencing results. Such conditions prevailed almost universally in school districts in which housing projects served families of men and women connected with military services or war industries.

Despite all this, Californians fared better than residents of other states. The state, during World War I, enacted a state physical education law providing for daily elementary and secondary school instruction, and a minimum of two hours weekly in junior colleges. California compared most favorably with other states in a United States Office of Education survey in 1945 which showed that during the 1943-44 school year only 50 per cent of boys and 46.7 per cent of girls registered as junior and senior high school students in America were enrolled in instructional classes in physical education. Only 20 per cent of these boys and 12 per cent of the girls were enrolled in instructional classes in health education.

Some of the objectives the division has met or is continuing to meet are:

1. Adequate medical and dental service for all students, utilizing volunteer service when necessary.

2. Determination of health status of students before programs of vigorous exercise are attempted. Special classes for remedial work should be provided for pupils with organic or physical defects.

3. Maximum amounts of physical education periods should be devoted to instruction in vigorous physical activity for all normal pupils. Instruction should be given to all pupils in all classes in the basics of correct body mechanics.

4. Administrative officers of school districts should reexamine their physical education programs, to develop student strength, endurance, agility and coordination.

5. Other curriculum offerings and unsupervised out-of-school activity should not be substituted for physical education instruction.

6. Extensive intramural programs should be organized to include the greatest percentage of pupils within facility ranges. High schools and junior colleges should continue interscholastic athletic competition.

7. Swimming and lifesaving programs should be provided for all persons. Each normal pupil should pass satisfactorily the American Red Cross intermediate swimming test as a graduation requirement in high school or junior college. Elementary school instruction in swimming should be given where possible.

8. Some form of individual health and accident insurance should be provided for all children in school. Enabling legislation should be enacted to provide such insurance through schools at reasonable cost.

9. More supervision should be provided to meet demands for in-service training, because of the loss of trained teachers.

10. Superintendents of schools and governing boards of school districts should assure adequate funds for physical and health education to meet standards for civilian and military service.

Physical Fitness Institutes

The division, in cooperation with the United States Office of Education sponsored two regional physical fitness institutes—at the University of California, Berkeley, and University of Southern California, Los Angeles—at which eight nationally known leaders in health, physical education and recreation participated.

Health Education

During the biennium appointment of a Joint Committee on School Health was made by the Superintendent of Public Instruction and State Director of Public Health, each of whom chose six members. The Committee is designed to study state policies in school health and develop procedures by which the departments may aid in health education. The state committee has served as a model for county, municipal and district agencies of government having similar concerns.

Increased awareness of the need for health education resulted recently in the establis ment of a Consultant in Health Education in the Department of Education.

Through funds received during the last two years from the W. K. Kellogg Foundation a health education project was established. California in 1944 was selected as one of 24 states to partic pate.

The California Community Health Education Project, sponsored by the Departments of Public Health and Education, is located in the San Joaquin Valley with headquarters at Fresno State College. The project is under direct supervision of the division chief, with a project director appointed in July, 1944.

The project has assisted secondary schools and public health departments to study and develop plans for the improvement of their school and community health programs. Effective procedures will lead to better health education in schools and communities throughout California.

During the biennium the major emphasis has been to provide schools, public health departments and lay groups with opportunities for in-service education in school and community health. These were sponsored:

1. A Health Education Workshop at the Sierra Summer School site, Fresno State College, Huntington Lake, which 65 teachers, nurses, school officials and doctors attended. Plans were made to organize health committees in communities represented.

2. Conferences on health education were conducted in Fresno, Turlock and Tulare during the 1944-45 school year.

3. A second workshop was held in August, 1945, which 151 persons attended. This group developed the preliminary draft of the Teaching Guide in Health Education for Secondary Schools, and made recommendations by college groups for the Requirements in Health Education for the General Secondary Credential.

4. County group meetings on community public health problems were led by the Chief of the Division of Local Health Service.

Project funds have provided speakers and discussion leaders for meetings on community health problems; the project is also responsible for arranging consultant services from governmental agencies.

During the biennium the Consultant in School Health Education of the Department of Public Health and the Project Director met with the new school health committees in 48 secondary schools in the San Joaquin Valley to set up frameworks and stimulate interest in school health programs.

In December, 1945, a Health Education Consultant was employed jointly by Fresno State College and the Community Health Education Project. Services offered by the consultant were: Individual consultant services to participating high schools, a series of workshops conducted in three centers of the project area for teachers; and an evening class at the college to study curriculum planning for health education in secondary schools.

With the arrival of the consultant the project supervisor was able to work considerably with non-official agencies and lay groups. During the last year Fresno County was selected for more concentrated work in Community Health Education. A county-wide health committee is being organized through the County Coordinating Council.

Through the funds made available by the foundation grant, the project was able to focus the attention of school administrators, teachers, public health personnel, and community leaders on apparent needs in school and community health.

The Departments of Education and Public Health agree many of the activities which have been effective in improving school and community health in the San Joaquin Valley communities should have significance for the entire state.

On August 20, 1946, the foundation approved funds totalling $112,000 for an extended program, covering a three- ear period starting in September. The extended program plans on three more state teacher colleges--Chico, San Francisco and San Diego--each serving as the nucleus of local projects.

Physical Education Program

During the biennium the division prepared and distributed recommendations for developing total fitness through a program of physical education in elementary schools. It was emphasized that it is the responsibility of school officials snd teachers to give attention to the health of each child and provide a program conforming to scientific principles. The program should be based on the needs of the individual.

It was recommended that the instructional period in physical activities should not be less than a half hour daily, exclusive of recesses and the lunch period. This recommendation goes beyond requirements of School Code Section 3.734 which provides for a minimum period of 20 minutes in each school day for instruction. The program, adapted to various age levels, should include rhythms, stunts, hunting games, relays, individual and dual sports, team games, and fundamentals of body mechanics (not calisthenics).

It is recommended consideration be given to extension of the school day to provide opportunity for greater use by all children under teacher supervision of the expensive, extensive equipment available in school play areas and not in the children's homes.

The physical education program should be modified for children who need special care. For certain children rest is more beneficial than activity. Children assigned to rest should again undertake modified physical education activity as soon as possible.

Adequately trained physical education teachers and supervisors should be provided to assist classroom teachers in planning and organizing well balanced physical education programs. If the correct mechanical use of the body is to be obtained, attention throughout the entire day must be provided.

Classroom teachers in elementary schools should be trained to carry on programs of rhythmical activities, generally, for a minimum of one physical education period a week for upper grade boys and girls, and two full periods or the equivalent weekly in the primary grades. A coeducational program should be maintained for all grades with a minimum of one period of instruction a week. Recess and noon periods should be arranged to offer additional opportunities for boys and girls to share games and activities.

Physical skill tests should be established for students in grades five, six, seven and eight. Tests should be a part in balanced weekly programs; a few of the tests should be organized during each sports season. Tests should assist students in hand-eye coordination, proper agility, strength, endurance, arm and shoulder girdle strength, and speed.

Physical Education Activity Programs for Secondary School Boys

The following outlines a proposed activity program recommended by the department to be adapted to needs of high school boys, to provide each an opportunity to achieve maximum fitness as a prerequisite for civilian or military service.

All schools should provide medical examinations for each pupil at least once during each school level, and no pupil should be permitted to participate in the intensive program without such examination. All pupils participating in intramural or interscholastic athletics should be examined at the beginning of the school year or sport season.

In the medical examination, pupils should be classified into: Division A, the unlimited group which may participate in the complete program; Division B, those with defects or limitations requiring a modified program or remedial treatment. Since the complete program is intensive and strenuous, doubtless a fairly large number will not be fitted to participate. Provision should be as carefully made for the restricted program.

The Normal Program:

This should be divided into five groups of activities: Aquatics, agility exercises and games, selfdefense, track and field (adapted to military needs), and team sports.

These five selection groups should be based on what also seem to be war needs: Ability of every man to handle himself in water; in getting around, over and under land obstacles, in direct hand-to-hand fighting, in running swiftly or for long distances, vaulting fences and jumping ditches; and to develop fighting spirit, stamina, and perseverance that should also result from participation in team sports.

A program of elements from one or two groups will be unsatisfactory; balanced distribution among all five is required.

Boys assigned to a group for unlimited activity should be observed carefully to be sure they do not overdo or injure themselves because of awkwardness or lack of preliminary training.

A battery of tests of physical fitness for boys in secondary schools was prepared by a state committee, and is published by the department in bulletin form as The California Physical Fitness Pentathlon.

Systematic instruction should be given all pupils in military hygiene, basic safety techniques, and first aid. This should be in addition to the time regularly allotted to physical activity instruction.

Physical Education Activity Programs for Girls in Secondary Schools

The program is directed towards types of activity designed to develop strength, endurance, and maintain and increase nervous stability. Each girl should understand the contribution physical education makes to individual fitness.

Activities for girls should be based on an understanding of individual health needs obtained through physical examination. Remediable conditions should be tha basis for classifying restricted programs. The school should cooperate with the home in dealing with cases of malnutrition, defective eyes and ears, teeth, heart, posture, dysmenorrhea, and general health.

For the girl absent due to illness, the school should assume the responsibility of adjusting her academic and physical education programs until such time as she can safely enter a normal program.

The normal program should include:

1. Body Mechanics: Every girl should receive instruction in posture, efficient use of muscles in all types of activities, together with exercises for relieving specific muscular strains and fatigue, and techniques of relaxation. Girls assigned to remedial or restricted activities will include those with faulty postural alignment, foot and leg defects, malnutrition, menstrual disturbances, asthma, organic disturbances, and post-operation or post-illness conditions. Individual exercises, rhythm, modified games, relaxation and rest are activities enabling every girl to reach her own peak of fitness.

2. Games: These should provide an outlet for enjoyment, build morale and relieve strain. They include hunting, tag, and "it" games, relays, team contests, individual and dual games. It is also vitally important to prepare pupils for enjoyment of leisure in later living.

3. Rhythms: Rhythm instruction should include all forms, with emphasis on development of poise and self-confidence and may include free and creative rhythms, social, folk, clog and character dancing.

4. Aquatics: This should include the techniques of handling the body in the water for safety, for harmonious body development, for strength and endurance, recreation and enjoyment. The following exercises are suggested (included in Red Cross Water Safety Program): Basic strokes; floating methods for long periods; simple diving; life saving and water safety.

5. Gymnastics: This activity should be conducted in secondary schools only under trained supervision, and with an understanding of purpose.

6. Stunts and Tumbling: These should emphasize safety skills.

Participation of both boys and girls in such activities as tennis, badminton, volleyball, and various dance forms should be an integral part of the well-rounded program. Personal contact games should not be included in co-educational programs.

Recreation Functions of the Division

The growth of the concept that recreation is a function of the state government is fairly general throughout the United States. California is one of four states in the nation which made unusual progrss during 1944-46 in establishing recreation services. The other states and the amount appropriated by each are: North Carolina, State Department of Recreation, $15,000 (biennium); Vermont, Department of Recreation, $12,000 (biennium); and Washington, Division of Recreation, $250,000 from the General Fund for allocations to school districts to aid in establishing and maintaining recreation programs.

The State Board of Education established the California division July 6, 1945, by adopting a resolution providing that the board:

> "Under the authority conferred upon it by Education Code Section 186 hereby establishes a Division of Recreation in the State Department of Education, the functions and purposes of which shall be to aid under the direction and supervision of the Director of Education in the promotion and development of community recreation programs in accordance with the provisions of the laws of the State of California authorizing such services."

Approximately $19,000 was made available in the supplemental biennial budget to finance the activities of the division. A full-time position was established and appointment made providing a Consultant in Recreation February 1, 1946. Legal authority for providing consultant services is found in Education Code Section 24411.

To provide coordination in recreational programs with other state agencies the Superintendent of Public Instruction recently appointed an Advisory Committee on Recreation to which the Department of Natural Resources, Department of Public Health, Department of Social Welfare, and California Youth Authority were invited to furnish members. Other official and unofficial agencies and organizations also were requested to name committee representatives.

At its first meeting March 25, 1946, members of the committee familiarized themselves with the functions and activities of the various agencies represented. A committee meeting is scheduled for fall to hear a subcommittee report setting up a recreation platform and recommending recreation services which should be provided at state level.

Education and recreation have many common goals. Education must provide for the teaching of recreational values, the proper use of leisure time. The schools have a major responsibility in making available school facilities for community recreation. These facilities cannot or should not be duplicated, in most instances, but should be used during out-of-school hours to meet community needs.

Swimming Pools as Living War Memorials

Swimming pools as living war memorials were discussed at two planning institutes held in June, 1945, by the department in cooperation with Long Beach and Sacramento city schools. Co-sponsors were: Region XII, American Commission for Living War Memorials; California Association for Health, Physical Education and Recreation; California Inter-scholastic Federation; and the California Recreation Services Executives Association.

Need was shown for each community to provide adequate facilities for the teaching of swimming and water safety, to accentuate planning and construction of such pools and other utilitarian community facilities as living war memorials.

DIVISION OF AUDIO-VISUAL EDUCATION

Establishment of the Division

Interest in establishing statewide service in audio-visual education began in 1935, and with support from professional and lay groups--especially the California Congress of Parents and Teachers and the Audio-Visual Education Association of Southern California--was vigorously advanced beginning in 1939. Public support for over-all expansion of the services of the State Department of Education made possible the creation of the Division of Audio-Visual Education in 1944. The Chief of the Division was appointed April 17, 1945.

The Chief of the Division has worked directly with superintendents, principals, supervisors and teachers. Three regional conferences have been held to consider audio-visual education in California, and to study those factors which should determine the division's future policies and activities.

What Needs to be Done

1. Teacher Education: This is the foremost problem, which will continue for a long period of time. Preservice and inservice education in the field of audio-visual-radio education must be provided for teachers, superintendents, principals, supervisors, audio-visual education personnel, and college and university faculties.

Availability of audio-visual teaching materials today greatly outranks their classroom use. Educational personnel should know of available materials, and understand their values in the instructional processes. All teachers should be able to appraise materials and evaluate their use; skills in the operation of equipment should be as commonplace to them as the ability to drive a car.

"Teachers teach as they are taught, not as they are taught to teach," although a cliche, is in fact a truism. A problem of inservice teacher education faces the staffs of teacher training institutions. Here, as elsewhere, facility at the verbal level in audio-visual education is almost useless. Facility at the level of experience is the prime essential. Colleges and universities must incorporate the use of these materials in their instructional programs.

On January 4, 1946, the State Board of Education, recognizing the fundamental need for competency and skill on the part of teachers in the use of audio-visual materials, adopted a regulation, effective July 1, 1947, requiring teacher-training institutions to maintain a course of at least two semester units in value in audio-visual-radio education, such course to be completed successfully by each applicant for teacher credentials.

2. Availability of Materials and Professional Services: Widespread, effective use of materials cannot be achieved until they are more readily available for classroom use. Teachers cannot be expected to use the materials extensively until they can be obtained as easily as a book from the library. They must have professional guidance and counsel in selections. It is apparent that most schools need an audio-visual coordinator, on a part or full-time basis, responsible for securing materials for the rest of the staff and to assist

teachers in effective use. Audio-visual departments are needed in the larger cities and in county offices. Several counties may combine such service on a regional basis, as has been done in Mendocino and Lake Counties.

3. Appraisal and Evaluation: Consideration of this problem requires a distinction between appraisal and evaluation. A statement of a film's general worthwhileness for educational purposes should be regarded as an appraisal. Individuals and groups will be needed to make appraisals; the state office should disseminate the results.

Evaluation is based on an analysis of the techniques of utilization and the results or outcomes of use. It involves judgments which are dependent upon the situation in which the material is being used and include factors such as availability of the material at the appropriate time, the purposes for which the material is used, and the teacher's skill in using the material.

4. Services of Local Audio-Visual Departments: Personnel responsible for audio-visual education departments in cities and counties have expressed need for a yardstick by which to measure the effectiveness of their services. They want to know how to improve their departments through the development of new services, the extension or expansion of old services, what materials and equipment to buy, what percentage of the budget to spend for personnel, equipment and materials. These and many other problems related to good administration of audio-visual education departments present a challenge not only to the division but to everyone in the field.

5. Room Darkening: A pronounced trend in classroom design is to admit the greatest possible amount of natural, uncontrolled light. With the increased use of audio-visual projection materials such as motion pictures, film strips and lantern slides, some light control is necessary in the classrooms. A limited solution may lie in the use of daylight projection boxes. However, even their use requires some reduction of light, especially in situations having bilateral lighting. To date, the most practical solution seems to be the provision of facilities to darken most classrooms, if extensive use of audio-visual materials is to be expected.

6. Needed Research: Early researches in audio-visual education attempted to determine whether such materials were effective, or whether one visual aid was more effective than another. Successful use of these instructional tools in the armed forces and in wartime civilian training now makes such efforts pointless.

Research is needed which will help teachers to use existing materials more effectively, studies which will help pupils develop skills in seeing and hearing, and data which will help producers make materials more nearly in line with school needs. Many administrative problems await partial solution by those interested in research.

7. Audio-Visual Education Services for the Staff: Staff members of the State Department of Education should have audio-visual education materials readily available to meet their needs. The division should provide them services similar to those furnished to the staff and teachers by a county or city audio-visual education department.

8. Need for a Service Bulletin: A bulletin which contains information about new developments, appraisals of materials and equipment, sources of motion pictures, film strips, lantern slides, and other items, results of research and descriptions of good utilization practices is a service which schools are eager to have.

9. Radio: Many Californians, with considerable justification, feel that their schools are advanced in audio-visual education. This is not true of the school use of radio which should be a part of the audio-visual education program.

Even in areas where excellent audio-visual education services have been developed, most schools have failed to develop a significant educational use of the many worthwhile radio programs that are available for in-school and out-of-school use. Neither, as a state, is California taking advantage of the new F. M. channels recently assigned to education by the Federal Communications Commission. Radio stations have provided excellent leadership and have cooperated wherever they could but schools, for the most part, have failed to carry on activities related to radio education. True, radio education is enthusiastically sponsored by a few individuals and institutions; however, a much broader use and support of radio education must be developed before California can begin to approach the developments common to other states.

DIVISION OF INDIAN EDUCATION

Duties of the Division

The Division of Indian Education carries out the terms of the contract between the Office of Indian Affairs and the State Department of Education. The principal duty is to assure that public school education is made available for all Indian children residents of the State of California.

The eleventh and twelfth annual contracts for the years of 1944-45 and 1945-46 provided federal Indian funds in the amount of $173,500 each year: To supplement state, county, district, and other federal funds available for public school districts attended by Indian children; for special health and welfare services to needy Indian school children of one-fourth or more degree Indian blood; and for administration by the State Department of Education.

Approximately 3,800 Indian children are enrolled in our public schools. About 600 of these children attend schools that receive no support from Indian Education monies nor do they receive any special health or welfare services from the funds. The contract funds are used as an equalization factor rather than for tuition; therefore, the funds are used in less than half of the public schools enrolling Indian children. Indian Education funds were expended for schools or the Indian children attending them in 213 school districts of 34 counties in 1944-45 and 187 school districts of 32 counties in 1945-46.

The majority of Indian children attend rural schools and get very little school education beyond the eighth grade. It has been the desire of the District Superintendent of Education and Education Field Agents of the Indian Service, the State Department of Education, and the county school superintendents who expend the contract monies allocated to their counties, to raise the standards of the rural schools and to provide a little vocational training by means of the Indian Education funds. Progress has been slowed up considerably during the last two years because all school costs have advanced and the contract funds have had to be used to supplement other funds to meet increased costs of school budgets. The monies made available through the annual contract have not been increased for the last several years, therefore extra-curricular activities have had to be curtailed.

Even though their Indian Education programs were curtailed, the county school superintendents have made every penny of the contract funds count. They added reading books, encyclopedias, and maps to school libraries; provided supplies and equipment for music, art, agriculture, homemaking, and woodshop courses, for physical education and playground recreation, and for visual aid instruction. They also made instruction in some of these subjects available to several schools by aid with salaries. County school superintendents provided equipment and supplies for lunchrooms, better housing conditions for a few rural school teachers, and improved the lighting, heating, and plumbing in several school buildings. They purchased glasses and clothing necessary for school attendance for needy Indian children and provided special dental and nurse services.

It is hoped that demands on Indian Education monies for transportation and teachers' salaries will be decreased so that funds can be released for an enriched educational program for the Indian children and other children attending the same schools.

INDIAN EDUCATION EXPENDITURES MADE BY COUNTY SCHOOL SUPERINTENDENTS FOR SCHOOL DISTRICTS AND INDIAN CHILDREN FOR 1944-45 AND 1945-46:

	1944-45	1945-46
Transportation	$47,323.58	$51,627.84
School Lunches	51,229.24	49,122.07
Teachers' Salaries	27,773.56	28,380.94
Supplies and Equipment	13,324.41	12,213.27
Operation and Maintenance	26,611.45	20,638.66
Health and Welfare	2,425.92	2,053.12
Outstanding Claims	----------	1,973.47
TOTAL	$168,688.16	$166,009.37

DIVISION OF TEXTBOOKS AND PUBLICATIONS

Purpose and Objectives

The functions and activities of the division relating to textbooks include (1) the evaluation of elementary school textbooks to be considered for state adoption, (2) revision of state series textbooks before publication, (3) distribution of state series elementary school textbooks to school districts, through its Bureau of State Printed Textbooks, and (4) listing of high school textbooks.

The functions and activities of the division relating to publications include: (1) editing and publishing printed materials issued by the Department of Education, comprising 3 periodicals, 10 to 20 bulletins a year, miscellaneous books, manuals, pamphlets, and leaflets, as well as record and report forms; (2) writing articles and other materials for department publications; (3) assisting staff members in preparing materials for publication; and (4) planning and supervising the distribution of printed publications.

Accomplishments

The major activities of the division during the past biennium are summarized in the following paragraphs.

State Textbooks

For some 60 years California has had the policy of state adoption and state publication of elementary school textbooks. Since 1918, elementary school textbooks have been furnished by the state to school districts for free distribution to pupils in the elementary school grades.

During recent years there has been special effort by the State Board of Education, the State Curriculum Commission, and the State Department of Education to make the program of state series textbooks so comprehensive that the list will include books in all subjects for all the elementary grades.

During the biennium 1944-46 the list of state adopted elementary textbooks, consisting of 82 titles, was more complete than in any previous biennium. New adoptions during the same period have extended the list to 105 titles effective for the biennium beginning July 1, 1946. The greatest increase is in texts for reading, which now include among basic texts a "reading readiness" book, two preprimers, a primer, and new readers for first, second, third, fourth, and fifth grades, with teacher's guides for each. New supplementary readers, six in number, from primer through fifth grade, were also adopted. A civics book for grades 7 or 8 was adopted in 1944, edited during 1945, and is now being distributed. New music books were adopted for one-, two-, and three-teacher schools.

Manuscripts selected by the State Board of Education for adoption as teacher's guides for elementary schools are being prepared for publication in 1946-47, namely, a guide to child development in rural schools and a manual on safety education.

Distribution of State Series Textbooks

During the biennium 1944-46, a greater number of titles of California State Series textbooks and a greater total quantity of them have been distributed to school districts than in any previous biennium. The titles of textbooks and quantities of each distributed during each year of the biennium are shown in Appendix D.

High School Textbook Listing

High school textbooks are adopted by local school districts and furnished without charge to pupils. Books adopted as basic textbooks must be selected from the official state List of High School Textbooks. Books are listed on application of the publisher and a three-dollar fee is required for listing new books. Each publisher whose books are listed is required to furnish a bond, one of the chief conditions of which is that the listed books shall be sold to California high schools at a price which will not exceed the lowest price at which such book is sold elsewhere under similar conditions of marketing and transportation. Supplementary books, reference books, etc., are not subject to listing by the state and may be adopted and purchased by local high school districts without state approval or state listing. The state list of high school textbooks during the period 1944-46 consisted of about 2,500 titles. The routine and records connected with this list, and the maintenance of a complete file of samples of listed books, are part of the work of the division.

Publications

The Department of Education issues a variety of publications for the service of the public schools of the state. A complete list of the printed publications issued during the biennium appears in Appendix A. Materials produced in mimeographed form are not so listed; many of these are mentioned in the reports of the divisions and bureaus in which they originated. The nature and scope of the program for publications in printed form are indicated briefly in the following paragraphs.

The most important single publication of the department during the biennium was Science in the Elementary School, which was prepared by a state-wide committee on science education under the direction of the Division of Elementary Education. This well-illustrated volume contains suggestions for content of courses in science, methods of teaching, and materials and equipment for science teaching. A feature is the annotated and graded list of 419 selected books on science, with detailed subject index thereto.

A handbook for orientation of new teachers which was published in August, 1945, has proved so helpful to school administrators that two reprintings have been necessary to supply the demand for this pamphlet. It was prepared by the Committee on Teacher Education of the California School Supervisors Association.

A teacher's manual on Food and Nutrition (172 pages, illustrated), prepared by the Division of Elementary Education in co-operation with the Bureau of Maternal and Child Health of the State Department of Public Health, was distributed to elementary schools in 1945. It includes activity units contributed by the curriculum departments of four rural counties.

Since January, 1932, publications on a wide variety of subjects, including courses of study and instructional aids, statistical information concerning the public schools, directories of schools, and information on public education in the state have been issued as units of a numbered series now entitled Bulletin of the California State Department of Education. Other bulletins not in this series and other types of occasional publications such as leaflets, brochures, programs, etc., which have been issued are included in the list in Appendix A.

The periodical publications of the department are three in number. The publication of a monthly bulletin, California Schools, began in January, 1930, and has continued since that time. This publication is designed to serve as an

official publication of the department and to carry items of general interest to school administrators throughout the state. Each issue carries as a first section an article or report by some member of the department staff, dealing with matters of current educational interest; occasional reports relating to public school affairs and written by educational administrators outside the department are included. Four other sections are regular features: "Departmental Communications," containing announcements of official character from the department to school officials; "Interpretations of School Law," devoted to digests of Supreme and Appellate Court decisions and Attorney General's opinions relating to education in California; "For Your Information," containing announcements of general interest to educators; and "Professional Literature," listing recent educational publications received by the division.

The California Journal of Elementary Education has been published since the beginning of the school year 1932-33. It is a quarterly publication, numbers being issued during the months of August, November, February, and May, and is devoted primarily to articles dealing with problems of organization, administration, supervision, and instruction in the elementary schools. Copies of the Journal are distributed free to all public elementary schools in the state having three or more teachers.

The Golden State Vocational Observer is a new publication issued for the first time in 1945. The first volume was mimeographed; the current issue (Vol. II, No. 2, May, 1946) is 8 pages in length, printed in 3-column newsletter form. It is intended to serve as a medium for co-ordination and improvement of California's program in vocational education. The contents are prepared under direction of the State Director of Vocational Education through the Chiefs of the five vocational bureaus, in co-operation with an advisory committee of 15 representatives of vocational teachers' associations of the state. Copies are distributed free to superintendents of schools and to directors, supervisors, and teachers of vocational education in public secondary schools of the state.

DIVISION OF SCHOOLHOUSE PLANNING

The work of the Division of Schoolhouse Planning as required by Education Code provisions includes:

1. Written reports and recommendations to governing boards of local districts on land proposed to be acquired for school sites.

2. Establishment of standards for school buildings.

3. Review of plans and specifications for school buildings as a basis for approving, recommending changes, or returning without approval the plans submitted.

4. Surveys of the building needs of school districts and suggestion of plans for financing building programs to meet the needs.

5. Preparation of affidavits to establish special accumulative building funds in any districts when requested by governing boards.

The compulsory jurisdiction of the division on all of the above matters, except the last, applies to all school districts except those governed by a city board of education. The making of affidavits for special accumulative building funds, however, applies to all types of school districts.

Principal Objectives

The principal objective of the division staff has been to accomplish the purposes established by law through cooperative consultation with county and district officials and architects from the inception of a project to the completion of plans and specifications. To have sites selected and plans prepared in conformity to the best known practices has been the aim, rather than the application of standards to sites already selected and to completed plans. This type of approach makes field consultations on each major project an essential part of the work of the division. It also makes necessary the development and use of basic planning check lists and controls as instruments for expediting consultations, making them adequately comprehensive, and recording accomplishments and agreements reached.

During the biennium the division staff in cooperation with school officials and architects has developed comprehensive lists for checking the completeness and controlling the contents of basic building plans, and basic specifications. It has also put into use a school plant project budget outline to be used in estimating the costs of all elements of a school plant program as contrasted to building costs alone.

Effects of the War Period

Wartime and postwar controls and restrictions on building throughout the biennium have kept the volume of school construction to but a small fraction of normal requirements. School districts generally have not been able to supply the school housing made necessary by immigration to California and a sharply increased birth rate. As a result in many districts are found oversized class

groups, dangerously overcrowded classrooms, the holding of classes in unsafe, poorly lighted and ventilated, and generally unsatisfactory quarters, and, worst of all, half-day sessions.

Because of these difficulties the staff of the division has continued to stress the acquisition of adequate school sites, the development of master school plant plans, and financial readiness, all to the end that needed school construction may proceed in a swift, orderly manner when controls are lifted. In advising with school district officials on these matters and taking cognizance of the sharply increased costs of construction the division staff is impressed by the very large number of school districts found, which, having made the maximum financial effort permitted by law for capital outlays, cannot pay the estimated cost of the school facilities needed. A sound remedy for this situation in distressed districts does not appear to lie in increased tax rates nor increases in the per cent of assessed valuation (5%) allowed by law for bond issues.

The situation, however, may be improved by a combination of the following:

1. Equalized assessments increased in terms of recent advances in property values.

2. Improved school districting so that concentrated wealth may bear a fair share of the cost of housing the school age children of families who are employed in the enterprises that compose the concentrations of wealth.

3. State financial assistance for capital outlays in school districts on an equalizing basis.

4. Federal aid. However, the present federal policy appears to be to wait for a period of unemployment before granting aid for public works. Some school construction cannot properly wait for such a period.

During the biennium the division has evaluated and approved 198 school sites. It has also issued 191 approvals of final plans and specifications for school projects. A substantially greater number (238) preliminary plan approvals have been given.

Affidavits establishing accumulative building funds in school districts are now in force for a total of $24,200,000. It is significant to note that during the second year of the biennium there was but slight net change in this total amount. Although a number of districts began the accumulation of funds for capital outlay a number also, because of increased current costs, and limited taxing resources, were compelled to decrease the amount set aside in the building fund.

As viewed today the two outstanding school plant needs in California are:

1. Improvement of the over-all financial structure to support the costs of the vast wartime accumulation of school construction needs.

2. A relaxation of the federal postwar controls of school construction to the end that normal educational opportunities may be restored to the thousands of pupils whose opportunities are now and have been for some years seriously impaired because of lack of school plant facilities.

DIVISION OF RESEARCH AND STATISTICS

Tasks of the Division

The functions of the Division of Research and Statistics include the apportionment of state school funds; the drafting and distribution of official reports as received by the Superintendent of Public Instruction preliminary to the apportionment of funds and to the compilation of statistical summaries, the preparation and summarization of special reports as occasion demands; the provision of comparative studies of districts by size and type; the preparation of statistical summaries for the biennial report; the provision of specialized types of statistical data and assistance to groups and individuals making educational studies relating to attendance, apportionment and school finance; assistance to local school administrators in the solution of local problems of administration and school finance; and such other functions as assigned to the division by the Superintendent of Public Instruction.

Cost Studies Prepared

In order to serve more directly the needs of individual school districts other than the city school districts the division has prepared and distributed during the 1944-46 biennium a series of 20 separate cost studies of elementary, high school, and junior college districts in which comparative data were provided for groups of comparable districts of various sizes.

Among these studies were 10 which provided information relative to 394 elementary school districts and elementary schools in unified school districts ranging in size from 300 to approximately 9,000 average daily attendance; nine studies including data relative to all 305 high school districts or secondary schools in unified districts; and one study embracing all of the district junior colleges of the state. The data provided in these studies have proven of considerable value judging by the demand for these materials.

In addition to these recurring functions, many special demands have been made upon the division during the biennium in connection with the following services and studies:

A gas rationing program for the Department of Education including the state colleges, the distribution of literature concerning food ration books, distribution of materials for Selective Service, distribution and tabulation of reports on child care centers and assistance furnished in the various phases of the Strayer study relating to the financial organization of the schools and in studies for "Manpower in Education" by providing basic data and assistance in computing the thousands of tabulations upon which these studies were based.

Services of the Library

The purpose of the State Library (Division of Libraries, State Department of Education) is two-fold: To serve state officers, including members of the Legislature, and State employees; and to serve and advise all California libraries.

Service throughout the state is given mainly through the loan of books not available in local libraries. Advice on library practices and policies is given through correspondence and personal visits by the State Librarian or members of her staff.

Recent Library Trends

Following the nation-wide trend in public libraries, requests for books and information have increased during the last two years, in contrast to the early war years when circulation of books (except in the armed forces) steadily declined.

During the biennium the continuous demand upon the foreign language collection was notable. Numerous books in Italian and German were lent to the prisoner of war camps located in California. Since the end of the war the world-wide travels and interests of our veterans are reflected in requests for books in foreign languages, many of them of the less known languages, such as Arabic, Gothic, Croatian, Hawaiian, Hindustani, Sanskrit and the Filipino tongues.

Numerous requests for books on such subjects as motel management, locomotive repair, questions about how to run stores, where to get loans and how to build houses are undoubtedly due to the efforts of veterans to reestablish themselves in civilian life.

There has been and will continue to be a greatly increased demand for books on California history due to the number of centennial celebrations. The staff is being asked constantly to verify historical facts as well as to furnish general material on the event whose centennial is being celebrated.

There is much need for library buildings throughout the state. The State Library has had an increasing number of requests for assistance in building plans, construction, design and furnishings. There is comparatively little information on the subject.

In the first year of the biennium, the State Library continued to lead in the collection of books for the armed services. This activity ceased during the last year.

During the biennium the micro-photography project was advanced; the micro-film camera has been received, and personnel to operate it are expected soon. By micro-filming certain newspapers, crowded conditions in the newspaper stack room may be relieved.

Funds to increase the staff were granted by the last session of the Legislature, but war and post war conditions have impeded procurement of personnel. Professional librarians are difficult to secure, as well as clerical workers.

Progress has been made during the biennium in extending the service of home teaching to the blind. New pupils desiring to learn to read have been found in newly visited Northern California communities. The program could be advanced by additional teachers (two are employed) and better transportation facilities.

The Law and Legislative Reference Section did intensive work during the legislative sessions and again issued the Handbook of Information for legislators, a booklet always in great demand.

A new plan of distribution of state publications to libraries authorized by the last legislature provides 50 copies of each to the State Library for exchange for documents of other states, and sets up a depository plan whereby California libraries receive publications directly from the State Printing Plant. Previously the State Library was given 60 copies of each publication and sent approximately 50 to other libraries in California.

New Administrative Plan

At the beginning of the 1944-46 biennium, a new administrative plan for vocational education in California went into effect. This included the appointment of a State Director of Vocational Education, and a closer integration of the various bureaus administering the several programs of vocational training. All of these steps were carried out with the full support and approval of the State Board of Education and the state superintendent, as well as the U. S. Office of Education which administers control over vocational funds and planning.

During the first half of the biennium, vocational instruction was provided in California for approximately 256,950 persons in all types of useful occupations, such as agriculture, trade and industrial fields, business, distributive occupations and homemaking. In addition, 193,084 persons were trained in specific war production enterprises, including food production. California ranked second in the nation in the extent of its vocational program. A total of $4,330,447 in federal, state and local funds was expended for the regular in-school and adult program alone, excluding the specific war training.

In 1945-46, although the war was drawing to a close, vocational education was given even greater attention, through the retraining of displaced industrial workers and the demands of war veterans for occupational training and refresher courses.

This training program involving more than one-fourth of the credentialed instructors in the secondary schools of the state is administered and coordinated through five bureaus, those of agriculture, trade and industry, homemaking, business and distributive occupations, and occupational information and guidance. Each of these bureaus has made a separate report covering the particular activities of that program.

Activities and Accomplishments

Among the activities and accomplishments of the general vocational education program during the biennium are the following:

1. Since the changes made in 1944, systematic meetings have been held between the director and the bureau chiefs, frequently with the participation of the superintendent. Under the plan for vocational education, through which federal funds are made available to California, the administration of vocational education is vested in the State Board of Education, with advisory authority delegated to the State Commission for Vocational Education. The commission consists of the state superintendent as executive officer, the state director as assistant executive officer, and the five bureau chiefs as the other members of the commission. During the biennium, some 20 meetings of the commission have been hel

2. To assist the director and the commission in the program of interesting one type of vocational education with another, and all with the general program in the public schools, an advisory committee was formed from the five teacher-administrator groups.

On this advisory council are three representatives each from the California Agriculture Teachers Association, the California Industrial Education Association, the California Business Education Association, the California Home Economics Association, and the California Guidance Association.

During the first half of the biennium, an organization meeting was held for this advisory committee, and during the second half of the biennium, two regular meetings were held. There were many tangible and general results of these meetings. Among them were several meetings of vocational teachers and workers on a regional level, improvement of understanding on the part of school administrators of the program and objectives of vocational education, and the establishment of a printed magazine for the 7,000 vocational teachers in California.

3. To further assist in the integration of the vocational education program, annual meetings of the total vocational staffs were planned and held, one in each half of the biennium. These meetings have proved extremely helpful in coordinating the program.

4. To assist in the better understanding of vocational education by teachers, administrators, and school board members and others, a bulletin, "Vocational Education in California", was prepared and published. This bulletin of 70 pages is well illustrated, and answers such questions as the scope of vocational education, occupational patterns and trends in California, organization and administration of vocational education in California, and a section on each of the several services.

5. The director participated during the biennium, as co-chairman, in the many activities of the Joint Council for Vocational Teacher Training. During the second half of the biennium, two meetings of the council were held and a number of meetings of special sub-committees considered the varied problems related to the entire program of vocational teacher training. This phase was extremely important in view of the fact that the principal barrier to a constantly expanding vocational service is the lack of available, qualified teachers.

6. During the biennium, a program was placed in operation whereby the work experience of vocational instructors might be evaluated in terms of college credit for obtaining the Baccalaureate Degree. This program was conducted by the Board of Examiners, of which the director is chairman. During the second half of the biennium, 35 successful applicants were recommended for credit under this plan.

7. During the biennium, a great deal of work was done by the director on problems relating to veteran education. The training of veterans was and educational opportunity which local administrators and state educational officials realized must be faced and solved. Vocational education made early plans to meet this need, and a working program was in operation before the end of hostilities.

8. It was recognized during the biennium that a critical issue would be the retention of qualified men and women in the vocational teaching

fields, in the face of constant, lucrative offers from commercial and industrial firms, or other allied professions paying higher salaries than secondary schools. Considerable work was done by the director to assist in attaining higher salaries for vocational teachers. The need for retraining the present vocational teacher supply, and expanding it to take care of the largely unsatisfied demand for additional service, was emphasized in many meetings with educators, legislators, boards of education, etc.

9. Work was begun during the biennium on a new bulletin to be entitled "Vocational Education in Action". It will supplement the information contained in the previous vocational bulletin.

10. During the biennium, the vocational staff was augmented by a specialist in research activities, who will also assist in the development of instructional material common to all of the services.

Further details concerning the vocational education program will be found in the reports of the various bureaus.

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STATE BUREAU OF AGRICULTURAL EDUCATION

The biennium covered by this report includes both wartime and post-war years. During this period, the vocational agriculture program of California was extremely hampered by the shortage of available qualified teachers. Nearly one-half of the 225 teachers of vocational agriculture entered the armed forces and there were few replacements. Nevertheless, the program was continued at a high level of effectiveness. A few of the outstanding factors follow:

War Training

During the biennium the high school vocational agriculture departments under the direction of the bureau continued to completion a wide spread program of war training for food production purposes. More than 30,000 Mexican nationals, and prisoners of war, were given instruction in California crop harvesting and tillage methods. Several thousand farmers and farm foremen were given training in job instruction--how to direct an employee to do a particular piece of work. Several thousand other farmers attended evening classes, principally in the repair and operation of farm machinery and equipment.

School-Community Canneries

During the period, the bureau secured the installation of 63 school-community canneries, each operated by a high school or junior college. The bureau's responsibility included setting up training schools in cooperation with the State Department of Public Health, to instruct cannery operating and supervising personnel. During the biennium, more than 3,000,000 cans of food were processed--much of it local surplus products, or that from home victory gardens, which would otherwise not have been preserved. Considerable canning was done for United Nations relief. At the conclusion of the war period, the cannery equipment was given to the local school districts, most of whom are continuing the canning activity.

All-Day Students

The vocational agriculture program for the all-day students in high schools was continued without interruption during the biennium. During the first half of the period there was a total enrollment of 7,907 boys, who carried on 11,951 home-supervised farming programs as part of their school training, in such enterprises as beef cattle, dairy cattle, sheep, swine, poultry, field crops, truck crops, fruit production, etc. During the second half of the biennium, enrollment totaled 8,012, in spite of a drop in number of departments owing to lack of available teachers. These boys conducted 11,077 home farming projects.

Veterans Classes

During this period contact was established with the Veterans Administration to work out a satisfactory program in agriculture for veterans, through local high schools. As a result, contracts were made with local high schools whereby evening classes were set up and supervision provided for on-the-farm training to supplement the organized instruction. Present contracts call for a minimum of 200 hours of organized instruction and 100 hours of direct supervison per year for each veteran. More than 1,800 men were enrolled in such classes at the close of the biennium, and many hundreds more were seeking such instruction, but could not be served because of the lack of teachers.

Food Production

During the biennium, classes for both all-day students and adults contributed to the production and preservation of foods. The job instruction training given the farmers assisted in getting more efficient work done by harvest crews. Training given to Mexican nationals and prisoners of war was credited with increasing the speed and efficiency of these workers. The classes in farm machinery repair aided materially in keeping in operation many farm machines which could not be replaced. It is not possible to state a specific percentage contributed toward the increased food production total, but it is known that all of the work done by vocational agriculture teachers under the direction of the Bureau of Agricultural Education contributed to this goal.

Future Farmers of America

The Future Farmers of America is the student organization of high school vocational agriculture enrollees. It teaches cooperation, community service, rural leadership, thrift, scholarship, and other attributes of rural living. During the biennium, the Future Farmer membership dropped to 7,005 for the first half, and rose to 7,725 for the second half of the biennium. Officer training schools and field days were conducted for the boys, and accomplishments awarded. One California member served as national vice-president for the 11 Pacific region states. Another member won the National Oratorical Contest sponsored by the American Legion.

Our development as individuals and as a democratic nation depends in a large measure upon the quality of our home life. It becomes increasingly important that the school, the home and the community work together to achieve an effective program of education for home and family living.

The Bureau of Homemaking is concerned with "that part of education for home and family living which is centered on home activities and relationships and which enables the individual to assume the responsibilities of homemaking." The Bureau of Homemaking is organized to give assistance to school administrators, school boards and teachers in planning programs of homemaking for pupils in secondary schools, for young adults who have left the full-time school and for adults.

During the war several schools were forced to discontinue their vocational homemaking programs due to crowded school facilities, short periods and the shortage of teachers. Since the close of the war a few schools were able to reestablish homemaking classes.

All Day Vocational Homemaking Programs 1941-1946

School year	No. Schools Offering Homemaking	No. Teachers M.	No. Teachers F.	Enrollment M.	Enrollment F.
1941-42	209	46	461	235	13,945
1942-43	199	39	438	333	11,091
1943-44	187	20	358	183	9,873
1944-45	180	38	348	185	11,124
1945-46	189	26	373	198	12,529

During the biennium there has been an increased interest in adult homemaking classes. Instruction has been given to adults in the areas of child development, clothing, consumer education, home arts, family relationships, foods and nutrition, home nursing, home improvement, home management, personal care, and millinery.

Enrollment in Adult Homemaking Classes

Year	Male	Female
1944-45	3,561	59,350
1945-46	8,092	75,442
	11,653	134,792

Total Enrollment of Adults: 146,445

The day-school homemaking program, as well as the adult homemaking program, has been handicapped by the lack of teachers. In a survey during 1945-46 of the nine teacher-training institutions in the state accredited for training homemaking teachers, it was found that only 45 students were to complete the requirements for the Special Secondary Credential in Homemaking. To meet the shortage of teachers 28 emergency credentials were issued for the year 1944-45 and 44 emergency credentials were approved for the year 1945-46. There is a great need for more people to enter the field of homemaking education.

Due to conditions brought about by the war, as well as social and economic changes, many schools have been interested in evaluating their homemaking programs and revising them to meet the needs, interests and abilities of students in relation to the community. To meet the requests of administrators and teachers, a curriculum workshop was held at the University of California, Berkeley, in July, 1945. Forty-five educational leaders in homemaking education worked together for a three-week period and developed the preliminary draft of the Guide for Planning the Homemaking Curriculum. The guide was sent to all secondary schools in the state.

Many schools have requested help in planning new or remodeling existing homemaking facilities. To meet this need the Division of Schoolhouse Planning and the Bureau of Homemaking have worked together in making suggestions for facilities for homemaking education. Blueprints have been made of plans for room arrangements. These have been used with administrators who are planning new departments or who are making plans for remodeling departments. The staff is now working on a bulletin on Space and Equipment.

A Joint Council for Vocational Teacher Training was appointed by the Superintendent of Public Instruction and the president of the University of California for the purpose of studying the teacher-training program for vocational teachers. The chief of the Bureau of Homemaking Education is a member of this committee and serves as chairman of a sub-committee on homemaking education composed of representatives from teacher-training departments of state colleges, the University of California, city supervisors, junior high school, senior high school and junior college teachers. This committee is studying the offering in homemaking in the colleges and the University of California, the facilities provided for student teaching, and the requirements for a homemaking credential.

Since December of 1943 the Bureau of Homemaking Education has furnished technical supervision for the nursery school program. There were approximately 600 units located in 107 school districts in the State, about equally divided between services for pre-school children and children of school age. In these centers there were some 24,000 children being cared for, which was nearly one-fourth of all the children in the nation who were being cared for under the child care program. After the Lanham Act funds for child care centers were withdrawn, the state legislature voted funds to continue the program. The superintendent requested the Bureau of Homemaking Education to continue to provide technical supervision for the program. Two consultants for the child care centers have been added to the staff and the adult homemaking supervisor serves as coordinator for technical supervision of the program.

BUREAU OF OCCUPATIONAL INFORMATION AND GUIDANCE

The bureau was established as a part of the Commission for Vocational Education in October, 1943. Its major purpose has been to assist local school districts in the development of effective guidance programs in the public schools. Specific purposes, as established in the California State Plan for Vocational Education, are:

1. To consult with school authorities regarding the establishment of programs of occupational information and guidance;

2. To make studies and prepare reports on occupational opportunities and training needs;

3. To promote the development of such services through conferences, county institutes, and school faculty meetings; and

4. To prepare and distribute materials which will aid administrators and counselors to maintain effective services.

In carrying out these functions during the last two years this bureau has prepared and distributed 15 mimeographed and printed bulletins dealing with various phases of the services involved. The supervisor has participated in 110 conferences and public meetings involving a total professional audience of approximately 17,000 people. He has also visited and held personal consultations in more than 250 high schools within the state.

Two statements taken from the annual report prepared for the United States Office of Education give indications of the progress achieved:

"This report has indicated that school administrators have shown increased interest in understanding the nature of the job to be done and in assigning competent people to the task. It has also indicated that teacher-training institutions are expanding opportunities for counselor-training and that there is a lively and continuous in-service program. The previously mentioned committee report on qualifications of guidance personnel outlined three levels of training: A basic course for all teachers, a more intensive program for teacher-counselors, and a well-rounded clinical program for guidance specialists. There is evidence that the first two levels are being achieved, that practically all teachers in the state will get a basic orientation to guidance work in their pre-service training. The state administrative credential requires that all administrators have such a course before being certified. While no definite action has been taken at this time, it is reported that two major institutions, Stanford and the University of California, are planning to develop well-staffed graduate programs which will provide the kind of training needed by the guidance specialist. Both institutions plan to develop clinical facilities and contacts which will provide for actual supervised practice in all phases of counseling. The trend toward the selection and preparation of better-qualified personnel is perhaps the most significant observable step which this state is taking toward the improvement of guidance services.

"The supervisor has observed increased interest in this field as a fruitful source of research topics on several college campuses. On the Stanford

campus alone several graduate students will be undertaking research studies during the next year. The bulletins listing a number of unsolved problems in the field, prepared by this bureau, have contributed to this stimulation. One study in which this bureau is much interested and is giving active support deals with the development of a technique for estimating employment in a given occupational and geographic area from periodically available statistical reports. It should be possible next year to report the findings of this research. These evidences of increased research activity offer another significant portent of progress."

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BUREAU OF BUSINESS EDUCATION

The activities of the Bureau of Business Education for the biennium 1944-46 were of two-fold nature: 1. Rendering assistance in the organization and development of business education in the schools of California, and 2. administering and supervising vocational business education training programs which are organized under the provisions of federal vocational acts.

Assistance to Schools

Activities under the first category included: (1) advising school administrators and business educators in the organization of business education departments and courses of study; (2) helping in the determination of types of business training courses and their instructional content; (3) counseling upon the scope, nature, and sequence of general business courses and of specialized business training courses with vocational objectives; (4) planning and conducting research and preparing reports of studies as well as stimulating research by members of the staffs of local boards of education; (5) participating in the education and training of business teachers through assistance in both the pre-service and the in-service phases of this work; and (6) cooperating in organizing and conducting institutes and conferences designed to facilitate professional improvement and growth of business teachers.

In endeavoring to keep business education geared to conditions and requirements of employment, the Bureau of Business Education maintained contacts with state and local business, trade, service, labor, and other organizations. Results of these meetings, together with their implications for business education, are transmitted to administrative and teaching personnel.

In planning and advising upon business education programs, the Bureau of Business Education recognizes that there are two types of business education.

First, there is the phase of general education in which the purpose of the business educator is to develop understandings of business institutions and their influence upon the daily living of people, or to teach business procedures, practices, and skills needed to conduct personal business affairs. This type of general business education may have personal use, exploratory, or pre-vocational values depending upon the interests of the student. As personal use information the student becomes acquainted with the business community, its organization,

functions, and practices, and receives training in business skills such as typewriting and bookkeeping and record keeping which he may use as occasion arises in his educational, professional, social, or business activities. Opportunity is also provided in general business education for exploratory contacts with business subjects and skills for those who may be considering a career in business. Finally, as pre-vocational, this area of business education gives the student or adult who has decided to enter a business occupation basic training as a foundation for specialized occupational business training.

Vocational business training, on the other hand, provides specialized instruction and training for those who plan to become wage earners in specific business occupations. It is that part of training which prepares the student in business techniques, skills, and knowledge for those positions in which it is reasonable to assume that he may find employment upon completion of the training. Throughout the intensive and specialized training for business employment, continuous use is made of the basic skills and of the information acquired in the program of general business education.

Standards based upon the conditions and requirements of employment should be set for vocational courses and students should be expected to meet these requirements. Only those students who can maintain such standards and who have a work objective should be classified as vocational business students.

Administration of Federally-Aided Programs

The second phase of the work of the Bureau of Business Education as indicated previously is concerned with the administration and supervision of vocational training programs organized under the George-Deen Act for the training of workers who are engaged in distributive occupations. Funds available under this Act are used to reimburse school districts which conduct classes in distributive education that meet the standards set up in the California State Plan for Vocational Education section on Distributive Education.

Under the provisions of this federally reimbursed program of distributive education, training courses are established for managers, owners, and supervisors of business firms, and for sales and other personnel with customer contacts. The following brief list includes the types of business establishments served by this state-wide program: Retail stores of every kind; wholesale houses; commercial and personal service businesses; contractors dealing with consumers; managing agents; and the service employees of transportation and communication companies; hotels; restaurants; recreation; and amusement businesses.

The following is a recapitulation of the state-wide program of education for workers in distributive occupations for the past three years:

Years	Communities Served	Enrollments	Courses Given	Instructors
1943-44	60	15,037	93	45
1944-45	36	12,127	400	147
1945-46	44	21,967	558	252

Staff of the Bureau of Business Education

The Bureau of Business Education was established by the State Board of Education in 1928. The Chief of the Bureau was made responsible for the guidance of the program of business education in the public schools of the state. This phase of the work of the bureau is supported from funds appropriated to the Department of Education by the State Legislature.

The Chief of the Bureau of Business Education also acted as a member, representing vocational education, of the Commission of Credentials of the California State Department of Education. During 1945-6 and continuing at the present time, the Chief of the Bureau served as Vice-President in charge of Business Education of the American Vocational Association.

When the George-Deen Act was passed by Congress and became effective in 1937, administration and supervision of this area of vocational education was assigned to the Bureau of Business Education. The Chief of the Bureau, as State Supervisor of Distributive Education, administers and supervises the program with the help of an assistant state supervisor and two regional supervisors. The Bureau maintains a state office in Sacramento and regional offices in Berkely and in Los Angeles. Members of the staff act as teacher trainers, give instruction to employed teachers of distributive subjects, and conduct classes during the summer at the University of California. A field coordinator and special supervisor are located in each regional office.

Trends in the Program

A dynamic attitude is required to keep business education geared to changing conditions and requirements of the commercial world. Instruction must keep pace with changes in business procedures and techniques and technological advancement in business machines and equipment. It is a continuing job to furnish to business, workers who are equipped with the information, understandings, and skills that are required for efficient job performance.

An outstanding feature of business education in California is the cooperative attitude of business administrators and teachers toward seeking out the ways of providing the business world with well qualified employees.

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BUREAU OF TRADE AND INDUSTRIAL EDUCATION

Responsibilities of the Bureau

The California State Board of Education has designated the Bureau of Trade and Industrial Education as the agency responsible for the promotion, administration, supervision and inspection of all trade and industrial education and teacher training, including industrial arts. The major responsibility of the Bureau is for the program of vocational trade and industrial education organized and maintained under the provisions of the California Plan for Trade and Industrial Education.

In dispatching these responsibilities the Bureau of Trade and Industrial Education has among its objectives the developing of interest in the field of trade and industrial education on the industrial arts and vocational trade and industrial levels.

Objectives of the Bureau

The industrial arts program furnishes school youth an opportunity for exploring the various industrial fields. Through these experiences some specific skills will be developed as well as an opportunity for school youth to make decisions as to the vocations which they wish to follow.

The vocational trade and industrial program which is maintained under the provisions of the California Plan for Trade and Industrial Education functions in:

1. Assisting the individual in preparing himself for effective entry into a craft, service or industrial occupation;

2. Assisting the employed worker to develop new skills, to adapt old skills to meet changing requirements of his job, and to prepare himself for more productive employment;

3. Meeting the demands of industry for skilled persons through providing trained workers;

4. Assisting industry by providing training in the fields of supervision and industrial management;

5. Training craftsmen to become teachers of trade subjects through organized teacher training programs.

Accomplishments of the Bureau

During the fiscal year 1944-1945 the members of the staff of the Bureau of Trade and Industrial Education were primarily concerned with the conduct of the War Production Training Program. This program was closed on June 30, 1945, after having trained 918,000 individuals.

In July, 1945, two additional regional supervisors were employed to take over the responsibility of supervising the trade and industrial education program on a regional basis under the direction of the chief of the bureau. Since one regional supervisor had been employed previously there are now three regional supervisors on the staff of the bureau. Headquarters of these individuals are in Los Angeles, San Francisco and Sacramento.

With the addition of these two regional supervisors the Bureau of Trade and Industrial Education has been in a better position to assist the school districts of the state in the development of sound training programs during this industrial reconversion period.

Teacher training is one of the major activities of the Bureau of Trade and Industrial Education. The teacher training program is carried on in cooperation with the Division of Vocational Education, University of California at Los

Angeles and Berkeley, under the provisions of the California Plan for Trade and Industrial Education, and is financed from the federal and state vocational education funds. A supervisor of teacher training and a staff of assistants is assigned to each of the teacher training centers.

The supervisors of teacher training are responsible for organized teacher training which the trade teachers are required to take in order to fulfill the requirements for the vocational arts type credential; and they are also responsible for on-the-job teacher training done in local school districts.

The supervisory training program which was so effective during the war has been carried on with two instructors of foreman training assigned to the offices of the Bureau of Trade and Industrial Education at Los Angeles and San Francisco. This program has had excellent results in assisting industries in the training of new supervisors, and in turn helping these supervisors break in new employees within the plants.

The time of the regional supervisors has been devoted chiefly to working cooperatively with local school districts, assisting in surveying the training needs of the communities of the state. This was of primary importance due to the fact that at the close of the war and the reconversion of industry to peace time production there were many changes in the needs for trained personnel; and to meet the changes which have come about due to this reconversion it was necessary for the schools to offer new programs, resume ones which had been temporarily discontinued during the war, and to discontinue certain courses which were designed only for the training of war workers.

School surveys were made through the cooperation of advisory committees, the U. S. Employment Service, and the civic groups interested in the promotion of industrial education. These surveys were used as the basis for determining teacher and equipment needs in the local school districts. The equipment which was purchased for the War Production Training classes is being distributed over the state in order to make its use more effective and to serve the needs of the various school districts more efficiently.

The state program of fire training, which was discontinued temporarily due to the fact that members of the staff responsible for the program were serving in the armed forces, was resumed in August, 1943, with one supervisor of fire training, and during the biennium 1944-1946 two traveling instructors were added to the staff.

During the spring of 1946 plans were made to re-establish the state program of peace officers' training, which also had been discontinued due to the fact that the supervisor responsible for the program was called to the Navy.

The greatest expansion in trade and industrial education courses over the state has been in the field of apprenticeship which has been due chiefly to returning veterans and displaced war workers who are seeking actual training for skilled crafts through indentured apprenticeship. The schools of the state are responsible for offering related technical instruction for these apprentices. Because of great expansion of the program to carry on this type of training it was necessary to employ an assistant state supervisor to coordinate the training in the local public schools with organized agencies of apprenticeship training.

Because of the magnitude of the problem of furnishing related instructional material for apprentices the California State Legislature passed legislation providing an appropriation of $75,000 to be used for the development of such material. This program has been one of the major activities of the Bureau of Trade and Industrial Education, and leadership in the program has been assumed by the supervisors of trade and industrial teacher training.

The function of vocational rehabilitation is to "render disabled persons fit for remunerative employment." Through a comprehensive program of counseling, physical restoration, training and other services California residents who have an employment handicap by reason of disability of any kind, physical or mental, are aided in their vocational adjustment. The objective in each individual case is employment on a suitable job.

Adjustment to Changed Conditions

Significant changes in the operation of the program of vocational rehabilitation were effected during the biennium ended June 30, 1946, as the result of the termination of the war, and the development of new and improved services for the disabled under the Federal Rehabilitation Act, Amendments of 1943 (Public Law 113 - 78th Congress) accepted by the State of California.

Effect of Termination of the War

During the war, the Bureau of Vocational Rehabilitation emphasized quick, intensive training courses, and also direct placements without training, as an aid to meeting the unprecedented demand for manpower. More than 6,000 disabled men and women were successfully placed in war industries and thus made their contribution to the war effort.

At the close of the war, with the consequent easing of the demand for labor, the bureau resumed its former practice of stressing complete vocational preparation for carefully selected job objectives, in order to insure more substantial and permanent rehabilitations. The effect of this change was to decrease the number placed but to increase the number in process of preparation for employment.

Effect of New Provisions for Improved Service

Prior to 1944, the chief services offered by the bureau were counseling, training, and provision of artificial appliances and placement. Public Law 113 (1943) re-defined rehabilitation to mean " any service necessary to render a disabled individual fit to engage in a remunerative occupation." It specifically added to the program the following new services: (1) Corrective surgery and other therapeutic treatment to remedy or improve a static condition; (2) hospitalization; (3) occupational and physical therapy; (4) maintenance during training; and (5) aid for establishment in business. The mentally handicapped were included as eligible for service. Special provision was made for the rehabilitation of the blind.

The great amount of work involved in making the new services effective tended to slow down the program as a whole. It was necessary to prepare operational plans, to formulate policies, to outline procedures, to devise new forms, to train the staff in the new processes, to recruit and train necessary technical personnel, to carefully supervise the operation of the reorganized program, and to make required adjustments as experience indicated the need for modifications.

The duties of rehabilitation officers obviously became more complex, resulting in a decrease in average case load.

Costs of the program were necessarily increased by the provision of such expensive services as physical restoration, hospitalization and maintenance during training.

Statistical Summary

The circumstances noted above are reflected in the statistical comparisons with the three preceding biennial periods shown in the following tabulation:

Rehabilitations, Live Case Loads and Average Costs
Distributed by Bienniums, 1938 to 1946

Biennium	Number Rehabilitated During Biennium	Number in Live Case Load At End Biennium	Av. Cost per Rehabilitated Case
1938-40	2,352	2,870	$212.46
1940-42	3,383	3,162	178.28
1942-44	6,351	4,049	112.29
1944-46	5,263	5,826	266.40

The decrease in number of rehabilitations due to changed industrial conditions is more than offset by the great increase in live case load which may be expected to result in a larger number of more substantial rehabilitations in the next biennium.

Cost of Service

The increase in average cost per case shown in the tabulation above was the logical and expected result of the new benefits provided for the disabled and of the increase in load of training cases. Physical restoration costs, including hospitalization, are high. Maintenance during training is an added expense. Both provisions, however, are fully justified by the end result of making employable more disabled persons.

Another factor was the tremendous increase in tuition rates for training. With the inauguration of veteran training programs tuition rates were invariably increased, and sometimes as much as 100 per cent.

The cost to the state was less than $100 per rehabilitated case. The federal government bears the entire cost of administration, guidance and placement services, as well as 50 per cent of case service expense. Approximately three federal dollars are expended for each state dollar.

Physical Restoration

In spite of many difficulties encountered in the organization of this new service, including the dearth of technical personnel for its operation, its value has been fully demonstrated. Obviously, it is better to remove a defect than to train around it. Approximately 300 disabled persons were made employable by providing necessary corrective surgery, medical treatment or psychiatric treatment. The section is still under-staffed, but the experience gained has opened the way for an expanded service that will bring gratifying results.

Service for the Blind

A special section for Rehabilitation of the Blind was organized, with a supervisor and four case workers, all of whom are themselves blind. Their placement efforts were especially effective, since they can personally demonstrate to the employer the ability of the blind to do many types of work. A special report on the bureau's work with the blind was recently prepared.

The vending stand program for the blind was not stressed during the war for obvious reasons. Activity in this field has been resumed, however, with good results. Twenty stands are in operation in federal buildings, and six in state, county or municipal buildings under the provisions of Assembly Bill Number 607 (1945). Plans are being prepared for many more, under both federal and state provisions. The value of this program has been fully demonstrated. The average net earnings of blind operators last year were $252 per month. There is need for an appropriation for stand equipment and other expenses not payable from present official funds.

Service for the Mentally Handicapped

A fair start has been made in this new field. Staff training in the principles of psychiatry was a preliminary step. There is still a lack of adequate facilities for psychiatric treatment, but the staff has gained experience that will enable them to handle a larger number of cases in the future. There is great need for this type of service.

Service for the Severely Disabled

A severely disabled person is defined as "one who cannot be rehabilitated through the usual rehabilitation procedures and facilities, but who requires additional specialized facilities, and a combination of services over an extended period of time." Adequate services for this group have never been provided by any agency. The bureau is planning to provide such service, but a study now under way shows that facilities are almost entirely lacking. Promotion of the program in cooperation with other agencies is now in progress. There is great need for rehabilitation service in this neglected field.

Summary and Conculsion

The decreased number of rehabilitations in this biennium was offset by the increased live case load which will result in a greater number of permanent rehabilitations.

The increased cost is fully justified by the new services now available for the disabled and the economic benefits to the State that result from their rehabilitation.

A fair start has been made in the new programs of physical restoration, service to the mentally handicapped, and vending stands for the blind under state legislation. All are being further developed to meet known demands for these services.

Service to the severely disabled has scarcely been touched. There is great need for the development of facilities necessary for the benefit of this neglected group.

The added services make the rehabilitation program complete and comprehensive. Experience of the past two years has prepared the bureau to administer them effectively. There are still thousands of disabled residents not being served, and the great need is expansion of the program to make it available to all who require aid in their vocational adjustment.

BUREAU OF CORRECTION OF SPEECH DEFECTS

The purpose of the Bureau of Correction of Speech Defects is to render service to children needing remedial speech instruction by:

1. Assisting in surveys to locate students with speech handicaps.

2. Diagnosing speech handicaps.

3. Providing adequate corrective measures by assisting in the establishment of speech correction classes.

4. Suggesting extracurricular activities for the socialization of the speech handicapped.

5. Cooperating with teacher training institutions in the establishment and expansion of courses in speech correction.

6. Preparing materials to serve as a guide to teachers in the field.

Objectives of the Bureau

Surveys indicate that approximately 10 percent of the children enrolled in the average California school district are handicapped in their learning processes and adjustment to the group by some type of major or minor speech defect. The child who comes to school with inadequate speech usually becomes a problem socially by withdrawing from group activities, or by compensating with troublesome behavior.

The objective of an adequate program of speech correction is: (1) the development of a finer and freer personality through the removal of hampering inhibitions with regard to self-expression; (2) the acquiring of ability to speak easily and fluently; and (3) the development of speech mechanism so that speech production reaches an acceptable standard.

Early discovery and treatment are the fundamental requirements in an effective speech correction program. Speech difficulties tend to disappear in the upper grades and high schools in districts where children have had the services of a trained speech correction teacher in the lower grades. Therefore, the stress of our work has been placed early in a child's school experience. About 87 percent of the speech correction instruction during the biennium was given in the elementary grades.

Progress During the Biennium

There are two main classifications of speech defects and disorders. One of them is the articulatory defect group, which may be functional or organic; the other is the nervous speech disorder group. The following summary shows the enrollments under these classifications for the biennium:

	1944-45	1945-46
Classes for functional articulatory defects (sound substitution, infantile speech, delayed speech, oral inactivity)	27,666	33,540
Classes for organic articulatory defects (defects in speech organs)	2,234	2,905
Classes for nervous speech disorders (Stammering, stuttering, nervous hesitation, cluttering)	6,835	7,045
TOTAL ENROLLMENTS	36,735	43,490

Approximately 33 percent of those enrolled in the classes for articulatory defects and 26 percent of those enrolled in the classes for nervous speech disorders were reported as corrected. The complete results were reported as follows:

		1944-45	1945-46
Articulatory Defects:	Corrected	9,695	10,206
	Improved	16,116	21,640
	Unimproved	2,111	2,545
	No report	1,978	1,983
Nervous Speech Disorders:	Corrected	1,858	1,802
	Improved	4,004	4,394
	Unimproved	687	665
	No report	286	255

It will be noted that among all the defects and disorders of speech, functional defects in articulation far outnumber the others. About 76 percent of the total enrollment in special speech classes in our public schools are in this group.

About three times as many boys as girls exhibit nervous speech disorders, and almost twice as many boys as girls suffer from articulatory defects.

Areas of Instruction

One hundred eighty-two school districts provided speech correction instruction in the following counties: Alameda, Butte, Contra Costa, Fresno, Glenn, Humboldt, Kern, Kings, Lake, Los Angeles, Madera, Marin, Merced, Monterey, Napa, Orange, Placer, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, San Joaquin, San Luis Obispo, San Mateo, Santa Barbara, Santa Clara, Santa Cruz, Sutter, Solano, Sonoma, Stanislaus, Tulare, Ventura, and Yolo.

In some areas all speech defective children are given help as soon as they enter school, or as soon as the difficulties appear. There are many areas in the state, however, representing about one-half of the total school population, where no corrective speech instruction is offered. There is much to be done in stimulating the development of an adequate program in such areas.

Organization of Classes

Speech correction classes are organized in various ways throughout the state, depending on local situations. In larger centers, rotating or visiting teachers are each assigned to several schools. In smaller districts, one teacher may cover all the schools; sometimes several districts may combine in employing a speech teacher. In other areas, a part-time teacher gives the corrective instruction in one school, and serves the remainder of the time as a regular classroom teacher. These teachers have a good background of regular teaching experience, and in addition have met the requirements for the speech correction credential. Approximately 150 qualified speech teachers were employed in California schools each year of the biennium.

It is found that best results are obtained when remedial instruction is given in small groups. It is obvious, however, that the type of difficulties to be treated are the factors that should determine the size of the class. The schedule plan for classes is optional. Some groups meet daily for a short period; others two or three times a week for longer periods.

Teacher Training

Until recent years very few trained speech correction teachers were available for public school service, and very little speech correction was offered in the various colleges and universities. There has been a steady growth in the interest and cooperation of California teacher training institutions in providing more opportunities for intensive speech training, particularly in summer sessions and under extension divisions, so that experienced classroom teachers may qualify for the state credential in speech correction. Most of the teachers now employed have not stopped with minimum training, but have taken additional courses.

Field Work and Other Activities

During the 1944-46 biennium the staff of the bureau, which includes the chief and one field worker, have visited many schools at the invitation of local school administrators. Some were interested in assistance in making surveys to determine school needs; others desired having speech problems diagnosed and recommendations made for remedial procedures. In some places administrators were ready to discuss the organization of speech correction programs in new areas.

There has been active participation in seminars, teachers' institutes, and educational conferences. Service has been given on executive boards of various organizations, including: The National Association of Teachers of Speech, Western Association of Teachers of Speech, California Society for the Study of Speech Therapy, Mental Hygiene Society, California Council of Handicapped Agencies, Northern California Council for the Education of Exceptional Children, and Parent-Teacher Associations. Particular emphasis has been placed on meetings with parents, stressing the application of mental hygiene principles in discipline, personality development and the closely related function of speech.

Speech materials are being developed, based on the experiences and contributions of both classroom teachers and speech teachers to serve as a guide to new teachers in the field. Articles have been written for publication in educational magazines.

Teacher training courses and clinics for observation and practice teaching have been conducted during summer sessions.

University of California Speech Clinic

Under the guidance of the bureau, a speech clinic is maintained on Saturdays during the school year in the Pediatric Department of the School of Medicine of the University of California. This clinic provides a close coordination between the departments of psychiatry, neurology, nose, ear and throat. It also provides opportunity for practice teaching for those meeting state educational requirements, as well as observation opportunity for graduate students in medicine.

Expansion of the Program

Speech is demanding and will continue to demand a greater share of attention in education and in the school curriculum. More and more attention will be directed toward the kindergarten-primary level when speech is in the developmental stage and poor speech habits can be more readily corrected. Part of this awakened interest is due to a rapidly growing emphasis on speech improvement in general. Emphasis on good speech throws the spotlight on defective speech.

Some of the problems to be considered in furthering the progress of speech education are: (1) how to improve the training of speech correction teachers to prepare them to meet the needs of the public school system more effectively; (2) how to help classroom teachers instruct children with minor defects of speech, such as careless speech and provincial dialects; (3) how to develop interest in those areas exhibiting none, so that corrective speech instruction may be given to all children needing it.

There is some confusion between the fields of corrective speech and the field of normal speech education. All children should have continuous training in speech throughout school life in order to develop the best speech of which they are capable. This training is the function of the classroom teacher and is normal speech education. The field of speech correction is concerned with the problems of children who appear unlikely to develop acceptable speech without more precise training than the classroom teacher can give. Through the maintenance of proper relationship with teacher training institutions and school administrators, with educational and allied groups, through field trips, lectures, demonstration clinics, and speech materials, the bureau will continue to help children attain their maximum speech proficiency.

CONSULTANT IN EDUCATION OF THE HARD OF HEARING

The purpose of the office is to stimulate educators to provide remedial classes and/or special classes as needed for the hard of hearing children in kindergarten and grade one through high school. Remedial instruction refers to special classes attended by pupils who are excused from regular classes for part of a period only, or at infrequent intervals for a full period, in order to receive instruction for the purpose of remedying physical defects. Special classes are full time classes attended only by physically handicapped children maintained as a part of a regular school program.

National and state studies estimate 2 percent of a school population to have a handicapping hearing loss. In California, approximately 37,000 students should be enrolled in remedial or special classes. The Annual Report of Hard of Hearing Pupils, 1945-46, showed 2,094 pupils attending such classes. Therefore, 95 percent are not receiving essential remedial instruction.

Objectives of the Office

The objectives of the consultant are:

1. To create among educators and laymen realization of the extent of defective hearing among school children.

2. To develop basic concepts of remedial instruction of hard of hearing children.

3. To encourage teacher training institutions to establish superior courses in education of the hard of hearing.

4. To enlarge the scope of present remedial instruction.

5. To stimulate qualified personnel to train in this specialized phase of education.

6. To encourage the establishment of sufficient remedial and special classes for the hard of hearing in public schools.

7. To work with lay and professional groups in effecting legislation which will provide adequate state support of physically handicapped children.

Progress During the Biennium

Pupil enrollment in remedial and special day classes for hard of hearing in grades one through twelve is as follows:

Year	Remedial	Special	Total
June, 1944	1,110	49	1,159
June, 1945	1,521	262	1,783
June, 1946	1,838	256	2,094

Teachers holding Special Secondary Credential to teach lip reading to the hard of hearing child are as follows:

Year	Personnel Credentialed	Personnel Teaching
June, 1944	51	23
June, 1945	75	31
June, 1946	75	41

Recommendations for the New Biennium

1. Provision of an Assistant Consultant.

   Adequate service requires an assistant position in Southern California, full time, with headquarters in Los Angeles.

2. Credential Revision.

   Revision is suggested of the present requirements of the Special Secondary Credential to Teach Lip Reading to the Hard of Hearing Child.

   The present requirement of 12 units is satisfactory. The courses required by the 1943 revision do not cover subject matter taught in the current teacher training courses at the University of Southern California or San Francisco State College. Audiometry techniques and auricular training procedure, and speech correction for the hard of hearing should be specified in the credential requirements for the Special Secondary to Teach Lip Reading to the Hard of Hearing Child.

3. Finance.

   Initial establishment of remedial classes is being retarded because many county offices and school districts do not have sufficient "unappertioned funds". Until adequate support is provided the establishment of remedial classes for hard of hearing pupils will be retarded.

CALIFORNIA SCHOOL FOR THE DEAF

and

BUREAU FOR THE EDUCATION OF THE DEAF

Educational Standing of the School

Due to limited personnel and services and because of the continued crowded conditions and inadequate housing, the school's task has been a trying one during the 1944-46 biennium. Despite these discouraging factors, the school has carried on its work and responsibilities in a fine manner.

At present the California School for the Deaf ranks among the ten best such schools in America. The school has sent more of its graduates, through competitive examinations, to Gallaudet College in Washington, D. C., than has any other similar state school in the United States. Gallaudet College, the only college for deaf students in the world, is federally supported and is free to those who successfully pass entrance examinations.

Present Housing Facilities

The school can accommodate only 309 students. Twelve day pupils reside at home. The total school population is 321. For many years this has been the number served. Parents and interested laymen continue to criticize the staff for not being in a position to admit every normal deaf child seeking an education. For the last 18 years it has not been possible to admit every applicant due to the lack of room. Each year many are denied the opportunity of an education. There are between 150 and 200 names on the waiting list.

It is hoped that completion of the long-awaited building program in Berkeley and the construction of a second school in the south will provide every deaf child of normal age and mentality who is a California resident with the opportunity for the best type of training and education.

The special legislative session of January, 1946, will be long remembered for its authorization of approximately $2,000,000 for possible completion of the building needs with only a few additional buildings yet to come. When appropriations are made for an auditorium, the completion of the advanced school building, living quarters for employees, a gymnasium for the girls, residences for the superintendent, principal, business manager, and chief engineer, the plant at Berkeley will have been completed. Services of a high order will then be available for 450 students.

This report would be incomplete without a statement regarding the special appropriation of $2,000,000 made at the special legislative session for the beginning of a second school for the deaf in the south. The state's present population of 9,000,000 more than justifies the construction of a second school.

Great care must be given to the proper location of this school. Student needs, school environment, and consideration of the life of the personnel must be carefully weighed.

Progress at the School

The general health of the student body has been very satisfactory. There have been the usual epidemics commonly experienced in a residential school where practically 40 per cent of the population is composed of children between six and 12 years of age.

The deans and their staffs have carried on their responsibilities very satisfactorily. Discipline has been wholesome. Students, at times, have carried their share of the burdens caused by a shortage of usual services. In some cases older students have assumed the duties of counselors very efficiently.

The school continues to afford special education to the severely hard of hearing children, as well as to the deaf. Wherever, however, the severely hard of hearing can remain in city schools where special services are provided, they have been encouraged to do so. During the period there were only 20 severely hard of hearing enrolled.

There is still confusion as to the difference between the deaf and the hard of hearing. There are physiological as well as educational differences. School authorities have waged an educational campaign for years with parents and laymen. The proper educational approach is determined by such understanding.

Those children who are capable of securing their education through lipreading and speech are carrying on their school work in that manner. Many children, unfortunately, because of certain factors, are not able to advance educationally in such manner. An educated mind is the main objective. It is true that it is important that every child learn speech and lipreading and every effort should be made to realize such objectives. However, the child's mental development and attainment cannot be sacrificed.

It has been found that practically 50 percent of the deaf children are born deaf. Another 40 percent have lost hearing in early childhood before speech patterns have been established. Another 7 percent have lost hearing before the age of 5 or 6 years. Only 3 percent have lost hearing after age 6. This clearly shows the problem of educating the deaf.

The school continues to emphasize character building. Personnel, talks, personal contacts, and competitive games and sports have aided to realize this aim.

In addition to classroom work, great stress is placed on vocational training. Boys and girls receive instruction in linotype operating, printing, press work, carpentry, cabinet work, shoe repairing, baking, commercial art, sewing, power machine operating, and domestic science.

Special Aid to Schools as Chief of the Bureau of Education of the Deaf

Part-time services are rendered by the superintendent as chief of the bureau to the special schools and classes maintained by the following communities: Eureka, Sacramento, San Francisco, Oakland, San Jose, Fresno, Los Angeles, Pasadena, Long Beach and San Diego.

Because of limited funds and other conditions these classes have been visited only once annually instead of twice as heretofore. The services consist largely of counseling and guidance. The desire is to provide uniform teaching throughout the state, and to acquaint school officials with the technique and the problem. Classes are visited and work observed. Children are studied and advice given teachers as to approach and educational possibilities. Written reports of such visits are furnished to the Superintendent of Public Instruction. The desire is to have only well trained teachers for the deaf in these special classes. Each teacher must possess a special credential. It is hoped to unify the work, the grading, and the activities in general so that accomplishment will be the same in San Francisco as in Los Angeles, for example.

CALIFORNIA SCHOOL FOR THE BLIND

Educational Provisions for the Blind in California

The State of California makes four types of provision for the education of its blind and partially blind population:

1. General education of minor children and others "of suitable age and capacity" through the elementary and secondary grades in the state residential school at Berkeley.

2. The subsidizing of the education of visually handicapped children in day classes or schools in the local public school systems.

3. The furtherance of trade education and higher education through the Bureau of Vocational Rehabilitation and the Division of Advanced Studies of the California School for the Blind.

4. The training of the adult blind in their homes or in trade training centers.

Items (1) and (3) will be dealt with in this report.

History and Status of the California School for the Blind

The California School for the Blind was founded in 1860 as a part of the dual Institution for the Deaf and Dumb and the Blind. The first pupil, Mary Jane Long, was received in May, 1860. Hence the school has been in existence and served the young blind of California for 86 years. The first institution was in San Francisco but in 1868 a site was purchased in Berkeley, buildings were built, and the school moved to its present location. The school followed largely traditional lines until the school year 1912-13 when the then Department of the Blind was reorganized and the educational program expanded in anticipation of separation from the School for the Deaf which was to come some years later.

Legislation for the formal separation of the School for the Blind from the School for the Deaf was passed in 1921. This separation became effective with the appointment of an executive head with full organizational and administrative powers May 8, 1922. From that date the school has been operated as a regular part of the California Public School System and organized as a regular graded school for blind and partially blind children. Since August, 1923, advanced high school students and blind college students receiving aid from the College Readers Fund have been under the guidance of a Director of Advanced Studies. The policy of having certain pupils of high school age attend regular public high schools and trade schools in Oakland and Berkeley while living at the state school and having their work directed under strict supervision was inaugurated in 1923.

Admissions and Dismissals

Up to June 30, 1922, and the general reorganization of the school there had been 576 admissions, or an average of slightly over 9 per annum. The total

enrollment of the school year 1921-22 was: Boys, 51; girls, 47; total, 98. Of those leaving school before May 31, 1922, only a very small number (less than 20) had attended regular high school classes or received a genuine high school diploma. Some had been retained as residents in the school for many years without making any real progress. One imbecilic boy entered in August, 1897, and was in constant residence and class attendance until June 2, 1907. In that time he made no progress. This practice of retaining the proved unfit on the part of the school authorities fairly justified the use of the word "asylum" which was applied to the combined school. From May 8, 1922, when the new administration was installed to May 30, 1946, 371 boys and 287 girls, or a total of 658, have been admitted to the school, an average of 27 per year. The total enrollment for 1945-46 stands at 156 as of May 30, 1946. The average annual enrollment for the period of 24 years has been 125, making the average stay in the school less than five years. All children of marked mental unfitness have been dismissed as provided by law after a fair trial. Only a few have been dismissed for physical disabilities and very few for moral reasons.

As all admissions are by application and for a trial period only, the school is able to maintain higher standards than those prevailing in regular public school classes. The school cannot under law be forced to retain any pupil as measured by dormitory record and class performance who does not meet its established standards.

Care and Maintenance

All features of care and maintenance are strictly subordinate to the school program as such and do not need detailed description. All activities out of school hours are carefully correlated with the school program. Coordinating officers are in constant touch with each other and dormitory study, for instance, is directed by the teachers through the Dean of Boys and Dean of Girls.

Educational Program

The major aims of the school are: (1) good general health; (2) general physical competence with special reference to immediate problems of personal upkeep, care of rooms and the development of "general handiness"; (3) mental development through the usual devices of public school procedure plus close correlation with dormitory life, playground activities, and supervised study; (4) the development of aesthetic and art appreciations, understandings and enjoyments; and (5) moral development and social integration with a special view to good citizenship.

1. In the achievement of these aims the school considers its primary tool subject and skill to be reading. Reading for the blind means braille and to the end that all pupils may acquire good reading habits it is necessary to maintain an exceptionally large and well organized library under competent direction.

2. The second major tool in program implementation is hearing. This requires not only good classroom procedure but special hours of appreciation and the skillful technical use of talking books as well as musical records and radio programs.

3. A third item is the educational employment of useful work, not only in the daily upkeep of person and environment but in a definite contribution toward the maintenance of grounds and buildings.

4. In the over-all program coordination and integration of class work and extra-curricular activities demand a conscious effort to interrelate all items of our complex program. To this end groups of comparable age and development are organized both in the civic activities of classes and school and the Boy Scout and Girl Scout Troops, Camp Fire Girls, Chess Club, Spanish and French Clubs, Press Club, Girls' Homemaking Club, and athletic organizations and activities.

5. In order that boys and girls finishing the school may be admitted to college and university classes without having to secure accrediting from the University of California School Relations Organization our most advanced high school students are sent to regular public high schools in Oakland and Berkeley, also certain selected students are sent into regular trade schools for special vocational courses.

6. A triple library of braille books, ink-print books, and large type or sightsaving books is maintained. In addition a large collection of illustrative materials, at present inadequately housed, is used regularly for instruction. Talking books and phonographe records similarly have their place in the regular program but as yet are without adequate classification and housing.

7. A program of vocational guidance and placement is provided for by law and is in process of organization in correlation with the activities of the Bureau of Vocational Rehabilitation and other state and federal agencies.

Course of Study

In general the course of study follows closely the regular public school pattern. It involves: (1) physical education with the appropriate age, sex and physical condition groups; (2) the development of manual skills; (3) reading, writing, literature and composition in English through the twelfth grade; (4) foreign languages and literatures in the high school years; (5) speech correction and public speaking; (6) geography and history in close correlation; (7) social studies with stress on civic participation in class and dormitory and on the playgrounds; (8) mathematics with stress on practical arithmetic and practical usage of elementary algebra and geometry; (9) nature study and science with the development of the general and biological sciences in the ninth and tenth grades; (10) typewriting beginning with the fifth grade and going through the high school classes with special emphasis on daily usage for class reports, letters home and similar practical purposes; and (11) music - a highly organized program in voice, violin, orchestra, piano and organ through all grades. Junior and senior choruses are organized to develop part singing and a regular orchestra is maintained for ensemble work of instruments. In addition to the voice and instrument work, courses are given in music appreciate and in harmony and counterpoint.

Buildings and Equipment

With sufficient acreage for all building and recreational needs, the school has four major buildings and five accessory buildings with ample room for regular class work and general operation. There is need for additional residential space, particularly for the children who are both deaf and blind who require

special housing and highly specialized equipment. Space is lacking for the proper housing and classification of our very fine collections of books and other educational equipment and materials. Music is housed most adequately and equipped similar to a rather large conservatory of music. Appropriations are available for practically all the needs of the school and the school simply is awaiting the chance to build.

Location at the base of the Berkeley hills makes available fine areas for recreational purposes such as picnics, hikes and overnight camping trips.

Cooperation with the School for the Deaf and Other Agencies

Certain services and facilities are shared in common with the School for the Deaf, with a minimum of friction and misunderstanding and a maximum of good for both schools. This is true of the heating, lighting and water services, and of the hospitalization and medical care of the children. Common playground and other recreational facilities are used.

Collaboration with other state agencies leaves very little to be desired. In particular, the Bureau of Vocational Rehabilitation works in very close collaboration with the school as do other agencies providing education and employment for the blind.

Relations have been particularly fine with the University of California, which has graduated more blind students than any other university or collegiate organization in the world.

Local clubs and organizations have rendered splendid service in providing the children with outside recreation and with the development of school clubs and similar organizations. In particular, the school owes a great debt of gratitude to the Lions Club of Berkeley for its plendid work with Boy Scouts and Scout Cubs over a long period of years.

The federal government and the American Foundation for the Blind in combination take care of needs in braille literature, talking books, and devices for the factual education of the blind. The California State Library has given splendid cooperation.

Special Items

1. Higher Education of the Blind

The California School for the Blind undoubtedly has the finest record in higher education achieved by any institution for the education of the blind in the world. To date approximately 100 of our boys and girls have attended the University High School of Oakland, of these 91 have graduated in regular courses and 43 have received one or more college degrees with 12 still in attendance in college or university. Thirty-five former students, not graduates of University High School, have received college degrees. In higher degrees, 4 have received Ph.D., 1 Ed.D., 4 J.D., 11 M.A., 5 D.O., 10 D. C., 2 B.M., 1 B.D., and 6 LL.B. Eleven have been elected to Phi Beta Kappa.

The success of the program in advanced studies has been due in large part to the devoted work of Dr. Newel Perry (Ph.D.), himself totally blind from the eighth year.

A number of graduates have held university positions, one at the present time holding the position of assistant professor of public speaking and a second a lectureship in philosophy, both in the University of California.

2. Deaf-Blind

By special legal provisions the school now receives a limited number of children both deaf and blind. Adequate quarters and equipment are needed for the more effective carrying out of the full program.

Recommendations

Needs as indicated call for:

1. Special quarters for children both blind and deaf, to be provided if possible on a priority basis and with the installation of the latest and best devices and equipment considered essential to the successful education of such children.

2. A part-time librarian with teaching and supervision functions to fill the position on a twelve months per year basis. It is recommended that the present Dean of Boys be made Dean of Boys and Braille Librarian.

3. The State School for the Blind to be made a center for the distribution to the elementary and secondary schools of the state of sightsaving books.

4. The federal Congress to be requested to make available to the American Printing House for the Blind adequate funds for providing sightsaving books and materials for the elementary and secondary schools of all states.

5. Additional space to be made available as soon as possible for the proper storage, classification and distribution on loan of both braille and sightsaving books.

6. All extra-mural services to be consolidated in a Division of Guidance and Placement with "special item" classification in the biennial budget.

INDUSTRIAL WORKSHOP FOR THE BLIND

Purpose of the Workshop

The Industrial Workshop for the Blind, established in 1929 for employment and rehabilitation of the blind, serves the area south of Visalia and north of San Diego and Imperial Counties. According to the Department of Social Welfare the County of Los Angeles includes 47 percent of all the blind in California who are receiving aid; the Los Angeles workshop is expected to serve 57 percent of the blind of the state. Blind aid recipients number 5,969 persons.

Applications far exceed the capacity. During the biennium the Legislature appropriated $140,000, used to purchase a nine story modern reinforced concrete and steel fireproof loft building at 1020-24 Santee Street, Los Angeles. Despite the purchase of this building two years ago, the workshop has not yet obtained occupancy of as much floor space in the building as it had in its previous location. Machinery of several departments is stored due to lack of space, and efficiency of all departments greatly diminished. Raw materials and finished goods are stored on North San Pedro Street, three miles distant. Other storage is in a building at Third and Main. A department operates at 1016 Maple Avenue. This scattered operation adds to operation costs, hampers control, supervision and proper inventories.

Progress of the Workshop

During the war in cooperation with the Bureau of Vocational Rehabilitation and United States Employment Service nearly 100 workshop blind workers were placed in private employment at good wages. This also resulted in savings: Blind aid was discontinued, rebates from workers exceeding allowable earnings were made. The savings are many times more than the cost of support of the workshop. When normal capacity and production is obtained factory profits will liquidate the cost of support. Blind workshops are in a unique position, returning to the state many times the cost of their operation.

With few exceptions the blind who have entered the workshop have never before had regular employment. The transition from home protection to sheltered workshop is an easier step to the uninitiated and unexperienced blind than to go directly into private enterprise.

The workshop has many blind who have tried private employment, been unable to adjust, and have returned. There are many sub-standard workers who are conscientious but lack adaptability and the qualities needed for private employment. They are studied patiently at the workshop, new touch dexterities are sought to aid them to obtain private employment. Diversity of the workshop industries is a material aid.

Before December, 1941, the workshop manufactured more than 300,000 pillow cases for government agencies; since that time, 3,500,000 cases valued at more than a million dollars. During the war pillowcases, mattresses and mailing bags were made for the Army, Navy and Maritime Commission.

Gross volume reached $67,000 monthly in December, 1943; in 1944 war orders ended abruptly, forcing quick conversion to domestic products. Domestic sales in 1944 were $307,051, or 74.5 percent of total business. Six months earlier 75 percent was war production.

Production Figures During the Biennium:

	1944-45	1945-46
Sales	$330,537	$267,296
Number of Workers	95	84
Average Monthly Earnings	77.42	--
Payroll of Blind Persons	88,250	80,684

These figures represent the most difficult period in workshop history, and are not representative of what the workshop can or will do normally.

After two years of handicaps, inconvenience and confusion in housing, raw materials procurement and working conditions, little progress has been made towards clearing tenants from sufficient floors to properly set up departments.

Blind persons should be trained for certain small businesses in which they may achieve self-support; for example, partially sighted persons may be trained for small repair shop operations on vacuum cleaners and various household appliances. Cost of tools and equipment would be small. A garage or inexpensive business location might be obtained. A few blind persons in every small city or town could thus be assisted. Activities for the blind thus far have been confined very much to Los Angeles, San Diego and Oakland. Through such a program much could be done for blind elsewhere in the state.

TRAINING CENTER FOR THE ADULT BLIND

The purposes and primary objects of the Training Center for the Adult Blind are:

The instruction of the blind admitted thereto in some trade or trades to enable them to contribute to their own support;

The provision of a working home for the adult blind, who, after learning a trade or trades, desire to remain for a limited time at the institution as workmen;

The limit of residence is imposed to give instruction to the greatest possible number of the blind of the state to enable them to become self supporting and to effect an equitable geographical distribution of the benefits of the center;

The program of the center includes the manufacturing department where commercial articles made by the blind are disposed of through various sales channels in order that the blind, who are living in their own homes and communities, may also be provided with gainful employment;

Home work to be let out to blind people in such a manner that those who are adaptable to such work, may receive it at their residences.

The activities of the Field Work Department, which includes field officers and teachers to teach handicrafts to the adult blind of the state who are not trainees of the center, nor of any of its branches, and give them such other instruction, counsel, and assistance as may ameliorate their condition.

The Residential and Maintenance Department of the Training Center for the Adult Blind furnishes all meals, lodgings, laundry, light, heat and power as well as hospital facilities to the inmates. Other varied personalized services are available according to the particular need of the individual. Entertainment in the form of dances, music, programs by outside entertainers, home orchestras, radios, etc., are part of the regular program.

The Training and Manufacturing Department of the Training Center for the Adult Blind is entirely self supporting. All salaries of instructors, teachers, laborers, truck drivers and blind workers are paid out of the manufacturing fund, as well as costs of all equipment, machinery and materials used in the training and manufacturing department.

The Field Work Department is composed of a staff of field officers and teachers who instruct the blind in their homes. Some of the crafts taught are chair caning, basketry, rug weaving, the making of hooked, crocheted, braided and fluff types of rugs, bead work, knitting, crocheting, tatting, sewing, embroidering, leather work, toy making and similar handicrafts. It is the staff's duty to aid newly blind persons to adjust themselves to new conditions and become self-supporting; to teach braille and typing; to organize groups and give talks; to hold sales of articles made by the blind; to develop employment opportunities and help with home environment whenever possible. Six additional field workers will be requested for the next biennium.

The contemplated program of expansion includes the building of a new trades and manufacturing building on the present premises. This will provide facilities for a new training department in which instructors will instruct the adaptable blind for positions in private industry. More factory space will be made available to the blind who live in their homes and the additional facilities should provide training and employment for approximately 350 more workmen.

The table shows the progress made the last two years by the Training and Manufacturing Department. Statistics for the year ending June 30, 1943, are shown only for the purpose of emphasizing the progress made. The net surplus at the end of June, 1946, reflects the sound financial condition of the Training and Manufacturing Department.

Period Ending	June 30, 1943	June 30, 1944	June 30, 1945	June 30, 1946
Sales	$278,719	$523,316	$611,140	$418,553
No. Blind Trainees	155	131	154	165
Avg. Mo. Earnings each Trainee	33.75	60.31	77.42	53.91
Total Payroll to Blind	62,780	103,109	115,743	106,749
Net Factory Profit	5,448	9,510	77,513	- 4,213
Net Surplus	17,166	26,731	102,874	98,731

[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]

Purpose of the Agency

The State Blind Shop, San Diego, established by Chapter 786, Statutes of 1937, was the third such organization to be incorporated into the state system of blind services offering training and industrial assistance to qualified blind citizens, whereby they might become self-supporting and no longer need be recipients of blind aid.

Progress During the Biennium

The industrial activity of the shop attained its peak during the fiscal year of 1944-45 when sales of $964,640 were produced. Over 95% of factory work was applied to war contracts with the Army and Navy. During this year, the average wage earned per month per worker was $183.18, as contrasted with the average monthly earnings of $20.41 for the first year of the shop's existence.

Employment of the blind reached 47, which, owing to limited factory facilities, necessitated maintaining two shifts of eight hours each. Being an organization for the blind and physically handicapped, the requirement for better facilities became paramount. The shop, located in rented quarters at 410 Market Street, embracing some 8600 square feet, was extremely hazardous and over-crowded. To provide a reasonable safety factor the Department of Institutions presented to the Legislature a program for the acquisition of an existing structure to be remodeled for the purpose of housing the shop. This became a realization June 1, 1945. The shop now occupies a modern two-story brick and concrete building at 1344 F Street.

The coming of peace in August, 1945, marked the termination of war contracts. Efforts were directed to the production for and redevelopment of civilian markets. Sales for the year 1945-46 declined to $634,057 with a resultant drop in average worker earnings to $162.80 per month.

Procurement of materials became more acute and had its effect in curtailing production--as represented by 83,303 man hours produced in the 96th fiscal year and 71,241 man hours in the 97th fiscal year.

Piece rate is the basic pay plan--being predetermined by the shop management--which returns to the worker a fair and equitable remuneration and is, in so far as determinable, above that in effect in any other member shop of the National Industries for the Blind.

High productivity during the war years enabled the shop to accumulate a confortable finanoial surplus in contemplation of future economic conditions. There is need of such a post-war reservoir whereby a continuance of full employment and a satisfactory pay plan can be maintained. Pre-war activities have been and are being resumed as quickly as materials become available together with expansion into other lines whereby our importance and objective of caring for as many blind citizens as possible may be accomplished.

The social life so necessary to the welfare of the blind has been encouraged and fostered by having group gatherings, dances, dinners, and similar activities.

The following schedule provides a statistical report of our growth and progress to date.

S T A T E M E N T

of

SALES, WORKERS, THEIR EARNINGS AND FACTORY OPERATING PROFIT

as of

FISCAL YEARS ENDING JUNE 30, 1938 to JUNE 30, 1946

Fiscal Year Ending	Sales	Number of Workers	Average Monthly Earnings	Total Payroll To Blind	Net Factory Profit
1938	$ 685	12	$ 20.41	$ 714	$ 6
1939	11,725	14	22.07	3,708	-697
1940	34,644	24	22.33	5,434	1,388
1941	71,937	33	40.00	15,834	2,474
1942	312,886	30	110.92	33,721	4,805
1943	637,554	45	125.19	87,601	28,697
1944	785,500	50	154.80	92,261	59,325
1945	964,640	41	183.18	8[illegible],381	56,705
1946	634,057	51	162.80	83,984	18,023

Scope of the Program

Child Care Centers were operated for varying periods of time by approximately 100 California school districts as a war time emergency service under permissive legislation. The program began early in the year 1943.

Enrollment was limited to those children between two and 16 years of age who required such care because of the gainful employment of their mothers. From an enrollment of 15,166 children in 394 centers on July 1, 1944, the program increased to a peak of 25,566 enrolled in 536 centers in May, 1945. Enrollments dropped considerably with the conclusion of hostilities during the summer of 1945. The low point of less than 14,000 was reached in the winter of 1945-1946. From then until the close of the biennium, June 30, 1946, the number of children in Child Care Centers remained relatively constant, approximately at the 14,000 level with 366 centers remaining in operation on June 30, 1946.

The program was sponsored by the Federal Works Agency which granted financial assistance under the Lanham Act to relieve the critical shortages of labor in war industry and civilian occupations by enabling mothers of young children to be employed. Soon after victory, federal authorities announced that federal aid would terminate.

Provision of State for Program

Many mothers, especially wives of men still in the armed services, widows and others depending upon their own earnings for the support of their families, petitioned for state support to continue, at least temporarily, the operation of the centers. Governor Earl Warren called the Legislature into special session in January, 1946, to consider this matter and other post war problems. The State Department of Education issued, in December, 1945, a comprehensive mimeographed factual report, entitled Child Care by California School Districts.

Emergency legislation of the extraordinary session authorized an extension of the program and appropriated $3,500,000 to the Department of Education for apportionment, beginning March 1, 1946, to the less than 60 school districts then maintaining centers. Opening of additional centers was restricted; and, except for children of parents in the armed forces, the use of state funds was further limited to the care of children whose parents were financially unable otherwise to provide for their care.

In 1944-45 parents paid one-third of the operating costs and the federal government the other two-thirds; from March 1, 1946, to June 30, 1946, parents' fees were 45 percent of operating costs with state funds accounting for the other 55 percent.

Child Care Centers cost $387.71 per child enrolled during the year 1944-45, the period of their maximum utilization. With reduced scale of operations, the annual cost was approximately 17 percent higher during the last four months of the biennium. In evaluation of unit costs these characteristics of

Child Care Centers should be considered: Small groups of children under the supervision of each adult, operation of up to 12 hours per day and more than 300 days per year, and the providing of one or more principal meals and between meal snacks.

The Joint Committee on Preschool and Primary Training began an interim study and investigation of Child Care Centers and related matters, such as nursery schools, kindergartens, and primary schools. It is scheduled to report to the regular session of the Legislature in January, 1947.

CHICO STATE COLLEGE

The primary purpose of the Chico State College, as of all California state colleges, is to provide training for prospective teachers in the public schools of California.

In addition to the above the college aims to provide training for students preparing for other professions and/or social activities to such an extent as the subject fields required for teacher training curricula may contribute to the preparation for these other professions and activities.

Although this college, as do all state colleges of California, accepts students from any area, yet its main purpose is to serve the students from the high schools and junior colleges of some 20 counties lying in the northern part of the state and east of the Trinity Mountains.

Objectives of the College

The objectives are to serve in six fields, namely:

1. Teacher education;
2. Pre-professional education;
3. Education for business, industry, governmental services, homemaking, and social service;
4. General education leading to the A. B. Degree;
5. Extension in appropriate fields;
6. Guidance service to assist the individual student to plan his educational program in such way as to make desirable college and life adjustments.

In addition to the above the college has, since the close of World War II, found it necessary to assume the responsibility for a seventh service, namely, the readjustment of veterans to college work and the adjustment of college curricula to meet the varying needs of veterans, all of which has meant an increased emphasis on commerce, industry, and engineering.

Progress During the Biennium

In order to accomplish the purposes and achieve the objectives as stated above it was found desirable to reorganize the administrative and functional plan of the college. This was done after a year's study of other collegiate institutions of comparable size. The plan now is in line with the better colleges throughout the nation. Copies of this chart are now on file in the offices of the State Director of Finance, State Director of Education, and the Assistant Director of Education.

This organizational chart, briefly, provides for a President, Dean of General Education, Dean of Professional Education, and Dean of Student Personnel and Guidance, each of which offices has a direct line of relation to the President.

General education comprises four divisions as follows: Natural science, social science, humanities, and practical arts. Each division has a chairman selected by the President from the professional staff.

Under professional education are the Division of Psychology, Division of Teacher Training, Division of Field Service, the Training School, and the professional teaching staff. The Professional School has autonomy in its acceptance of general education courses for teacher training but subject to the approvel of the President.

Subordinate to Student Personnel and Guidance are the Dean of Women, Dean of Men, Registrar, and Health Service.

Functional duties in all of these positions have been delineated and appear briefly on the chart mentioned, and have been explained in detail to all the personnel.

No building has been done during this period, and very little new new equipment added, both of which have been due to material scarcity because of the war situation.

During this period the college has been examined by two separate committees; one for accreditation to continue the work previously carried and to expand the services to include the General Secondary Credential training. The other for accreditation by the Northwest Association of Secondary and Higher Schools. Both committees have recommended the college for accreditation; the state committee for the usual limited period and the Northwest Association committee for unrestricted accreditation.

The enrollment for the year 1944-1945 was, regular session 299, summer session 151, or a total of 450. For the year 1945-1946, regular session 564, summer session 344, total 908. Applications for admission at the end of the 97th fiscal year together with the regular students (exclusive of summer) for the past year who are returning indicate a total enrollment of regular students for the fall of the 98th fiscal year (1946) of 1,200. If this does not materialize it will be due to the housing situation. Students as well as faculty are having great difficulty in finding homes. Hence the greatest immediate need for the college is a permanent dormitory. The reason for this is, of course, the fact that the great majority of our students come from such great distances that few can commute, and the city is too small to absorb the number who desire to attend the college.

The Federal Public Housing Administration has provided 24 temporary family one-bedroom units for veterans. These will be ready for occupancy about August 30, 1946. Thirty-three more family units and 68 single dormitory units have been allocated but to date have not been delivered and cannot possibly be ready for the opening of the fall (1946) semester. This scarcity of housing will affect the fall enrollment.

Four prefabricated steel units (20' x 48') are now ready and will relieve the crowded classroom situation temporarily but there is great need for permanent additions for science classrooms and laboratories, music rooms, industrial arts shops, training school, and heating and maintenance buildings.

In addition to the above there is need for an enlarged library, classrooms, offices, and health unit to be constructed at the south end of the administration building connecting it with the library; a gymnasium for men and women, and the development of the athletic field since the new training school and the proposed permanent dormitory will occupy the areas now used for men's and women's activities.

The biennium ending June 30, 1946, provided the most diverse and contradictory problems that have ever been faced by the Fresno State College during any period of its existence. In common with other similar institutions, it saw at the beginning of this period its enrollment drop to a low point, in this case being less than one-half of the maximum reached in 1939-40. Altogether there were only 1,296 registered for full-time work in one semester or the other during the first year of this biennium. The latter half of the biennium saw the first surge of the great numbers of returning veterans, and the total enrollment for that year amounted to 2,225, most of whom appeared during the second semester.

Effect of the War Years

The low enrollment at the beginning of this biennium was not the only discouraging feature of the student population. There were naturally only a few men among the student body. Among the women, the vast majority were lower division students. As soon as these women students had completed as little as one or two years of college study, the pressure for them to enter service in war-related employment or as emergency teachers was almost irresistible. In consequence the number of students continuing in college until graduation was extremely small and as a result the college was unable to render very effective service in supplying well trained teachers so badly needed in the elementary schools. This fact was particularly disturbing because the primary purpose of the state colleges is that of training elementary teachers, and the circumstances which drew half-trained young women into service as emergency teachers will influence adversely the standards of teaching in the state for a long time.

In addition to the primary function of preparing teachers for the public schools, the college also has responsibility for training students in other occupations and for offering such general education as might utilize offerings appropriate for the education of teachers. Conditions which have operated to reduce enrollment in the teacher education program have increased the demand for other types of training. Among these were the strong interests on the part of the young men for training of the pre-induction type with its emphasis upon mathematics and the physical sciences. Women students and the men who were not eligible for military service were inclined to prefer the business and industrial types of training for which there were such attractive employment opportunities. These general conditions were dominant throughout the first year of the biennium.

As a result of these abnormal conditions of enrollment and preference, the personnel of the faculty was correspondingly affected. Vacancies occurring in all departments except the physical sciences were left unfilled, whether these resulted from entrance into military service, retirement, or transfers to special services elsewhere. The research activities upon military problems drew heavily from our science staff. In all, there was a reduction of 22 positions at the beginning of the biennium as compared with the staff at the beginning of the war. Fortunately, these were so well distributed throughout the various departments that no serious impairment of services resulted. The ratio of students to faculty was considerably greater than had formerly been true, but this was inevitable in view of the obligation to maintain upper division classes for the relatively small numbers who continued in college to graduation.

Opening of Post-War Period

At the opening of college in the fall of 1945 the effects of the cessation of active hostilities began to be felt, although the tidal wave of returning service men enrolling in college did not reach this institution until February, 1946. Sufficient numbers of student veterans, however, enrolled during the fall of 1945 to warrant special services to meet their needs. Due to the fact that they were released from service in increasing numbers all through the late months of 1945, special provisions were developed for enabling them to begin work at any time they might appear, with opportunity to earn proportionate credit. For example, in mathematics and science, workshops and refresher courses were organized to enable students to concentrate upon needed fields of study for the remainder of the semester so as to be in position to undertake the most desirable programs at the opening of the new semester. Many of these students were unaccustomed to study and needed individual assistance in making the adjustments necessary for successful college work. A most commendable spirit was shown by members of the faculty in general in accepting added duties and responsibilities in order to provide individual attention to these returning veterans.

Early in the biennium it became obvious that there was an urgent need to give assistance in every practicable way to the emergency teachers who had been employed in great numbers and who were trying to teach without adequate preparation. Extension classes were offered in various areas convenient for the attendance of such teachers, and the summer sessions were devoted primarily toward meeting their needs.

The most popular feature of the summer sessions was the demonstration schools providing opportunity for these teachers to observe the instruction and program of a well conducted class room, followed by interpretative conferences and special workshops in the fundamental subjects. The continuation of such services and the improvement of the various procedures appropriate for helping to bring about the transition from emergency conditions to an adequate number of well trained teachers for our schools will constitute a serious obligation for the college for an indefinite period of time.

Enrollments Greatly Increased

The greatly increased enrollment in the last semester of the biennium due primarily to the return of men from service, but supplemented also by increasing numbers of women students, presented an entirely different set of conditions, with the corresponding need of important adjustments. Temporary additions to the faculty were required, particularly in mathematics, science, and the fundamentals of English. The disproportionate number of students insisting upon courses leading toward engineering, medicine, and dentistry, placed heavy burdens upon the instructors in those fields. This fact called for greatly increased services also in guidance and counseling. It was evident that the employment opportunities in these specialized fields would not absorb any such numbers as had chosen them and that many of these students did not possess the aptitude for mathematical and scientific specialization necessary to complete such courses of training. The task of giving sympathetic help to many of these students who will find it necessary to reconsider their vocational choices has been accepted by the college as a primary obligation, and the major burden for its fulfillment will come during the years immediately to follow.

Lack of Housing Facilities

The most acute and discouraging problems connected with the attempt on the part of the college to serve adequately the students applying for admission, grows out of the wholly inadequate housing facilities available. Many students were unable to enroll because of inability to find any living quarters whatever, and far too many of those in attendance are compelled to live in unsanitary and uncomfortable places with conditions unfavorable to study. This situation threatens to prevail for a considerable period of time in spite of the fact that appropriations have been made not only for added classrooms and laboratory facilities but also for modern student housing. Any effective amelioration of housing conditions will have to await more favorable building conditions.

The first hopeful sign of securing added recruits for teacher education appeared in the registration of new students during the last semester of the biennium. A small number of promising men students chose a curriculum leading to teaching and there was also a considerable increase in the number of women students making that choice. Some of these had begun their college work earlier but their training had been interrupted by wartime conditions. A special program designed to interest high school graduates in preparation for teaching was inaugurated during the spring semester of 1946 and there is good reason to hope that the enrollment in the autumn of this year will show an encouraging increase of interest in preparation for teaching on the part of the entering freshmen. All plans and preparations made for the coming year have emphasized this need, along with the varied array of courses appropriate to the needs of the returning service men whose opportunity for college training has been so long deferred.

Functions of the College

The primary functions of Humboldt State College may be defined briefly as follows:

1. To provide curricula and instruction leading to the A.B. degree for the education and professional training of teachers and administrators for the elementary and junior high schools of California.

2. To offer four years of liberal arts work leading to the A.B. degree intended for students who wish to take the prescribed year of graduate work for the general secondary credential.

3. To offer liberal arts curricula leading to the A.B. degree providing a cultural and professional background of training for careers outside the field of education; and promoting the development of the social and civic competence of the individual for living in a democratic society.

4. To utilize the general education curricula of the lower division to satisfy the pre-professional training demands of technical and professional schools and universities; and to furnish certain types of terminal, vocational training.

5. To maintain a counseling and guidance program which will stimulate the development of good health, wholesome personalities and attitudes of responsibility and integrity for all students regardless of vocational objectives.

6. To provide for teachers in service a continuous educational opportunity commensurate with modern standards and goals, and based upon the individual teacher's need and upon the problems incident to this area.

7. To function as a regional college in providing cultural and educational opportunities for all persons in the section served by this college.

Developments During the Period 1944-46

The biennium covered by this report is significant in that it witnessed the resumption of the upward trend in enrollment after the most difficult of the war years had brought it down to a new total of 273 students for the preceding year. The reversal which began in 1944-1945 was accelerated in 1945-1946 so that at the end of the biennium, the enrollment showed an increase of 48 percent over that of 1943-1944.

When the cessation of hostilities pointed toward the resumption of an upward trend, there were many gratifying factors in the situation faced by the college. Most important of all, perhaps, was the fact that through the combined effort of the State Department of Education, the administration, faculty and

students, the academic program of the college had been held virtually intact. All departments had continued to function with loyalty and devotion to the institution and to the maintenance of desirable scholastic standards.

Evidence of the success of this combined effort is to be found in the fact that in the spring of 1945, an investigating committee visited the campus and after a thorough study of the entire institution, issued a favorable report which led to the accreditation of the college by the Northwest Association of Secondary and Higher Schools.

The faculty has made a continuous study of local, state and national problems as they were related to higher education and to the special problem of teacher recruitment. To better prepare for the return of the veterans, each faculty member participated in studies designed to develop an understanding of anticipated problems; counseling facilities were reorganized; the testing program was enlarged; and finally, a radical reorganization of the curricular structure of the college provided for the coordination of small departments into larger divisions under the leadership of a Dean of Education and a Dean of Arts and Sciences, and the streamlining of student affairs under the jurisdiction of a Dean of Students.

Committees surveyed the facilities of the institution with a view to planning for the influx of students after the demobilization of the armed forces, and plans for new buildings went forward under the supervision of the State Department of Education, the State Department of Finance, the Division of Architecture, and the local authorities. Additional land was added to the campus, and provision has been made for the annexation of still other adjacent properties which will insure a contiguous campus with ample room for the expansion contemplated for the immediate future.

The surveys brought to light conditions, however, which demanded rectification. Curtailment of governmental spending during the depression years, and the impossibility of obtaining supplies, materials or labor for replacement and repair resulted in critical shortages and unsatisfactory situations which called for the drastic changes in preparation for the inevitable expansion--even for the maintenance of a skeleton program for a four-year college.

The library budget had not provided for adequate development of this essential resource of the college. Laboratory equipment was inadequate and supplies were reduced below satisfactory levels. Repairs and changes were imperative in the physical plant.

These matters have received remedial treatment in the budget now pending, and the college looks forward to the future with confidence that the service it renders regionally will continue to expand and improve.

Humboldt State College has been accredited by the State Department of Education (on the basis of favorable reports from an investigation committee) to issue the following credentials:

Kindergarten-Primary; General Elementary; General Junior High School; Special Secondary Credential in Physical Education; Elementary School Administration Credential; Elementary School Supervision Credential; Special Supervision Credential.

Plans are being made to request consideration of the college's application for authority to grant the General Secondary Credential.

In an effort to supply the needs of returning veterans and to fulfill its obligations as a regional institution, the college has revamped and strengthened its offerings to permit liberal arts majors in the following fields:

Biological sciences; business administration; English; home economics; pre-medical sciences; social sciences; social service; speech and dramatics; and wildlife management.

Pre-professional courses are proving especially valuable to veterans at this time when they are being denied admission to the larger universities. A terminal course in secretarial training permits many young people to attain employable status within a one or two-year period.

The college administers the College Elementary School, which serves as a laboratory for prospective teachers. The program which is carried forward there permits all college students to become familiar with the objectives and the work of the modern elementary school. The guidance program of the college has been developed to emphasize the opportunities and the challenge of education as a career and the recruitment and placement of good teachers has been a major objective during these crucial years.

An important contribution has been made through the development of a summer program which would serve the needs of the elementary teachers of this area of the state in particular. A Workshop in Elementary Education has been conducted each summer for four years, with specialists present to direct various aspects of the total school program. The workshops have been enthusiastically supported by the office of the County Superintendent of Schools. The teachers have expressed appreciation for the type of work presented, and enrollment in the summer session has reflected their approval.

Problems of the War Years

During the 1944-46 biennium the San Diego State College began an aggressive program to meet the reconversion problems related to its major purposes, namely to train effective public school teachers, to prepare other young people to enter occupational pursuits of economic and social importance, and to assist the region which it serves to improve its economic and cultural standards.

The enrollment of regular students, which had dropped from a peak of 2,244 in 1939-40 to a low of 1,030 in 1943-44, began an upward trend, reaching 1,118 for the first semester of 1944-45 and 2,307 for the second semester of 1945-46. For many years prior to 1940-41 the number of men students exceeded the number of women. This condition was reversed during the war years, but again prevailed in 1945-46.

The loss of enrollment affected adversely the upper division more than the lower division, resulting in a reduction in the size of the senior class from 256 in 1939-40 to 87 in 1944-45, and 124 in 1945-46. The recent increase in enrollment, due primarily to the attendance of men returning from military service, is largely concentrated in the lower division.

About 50 per cent of the seniors each year graduate with teaching credentials. Thus it will be noted that the effect of the war years has been to reduce the number of new teachers entering the profession at a time of critical teacher shortage in the state. A major project of the institution has been a campaign to encourage the recruitment of more students for the teacher education curricula. The shortage of teachers has forced the employment of many teachers of sub-standard training in the public schools. The college has made its facilities and services available in many ways to help the public school authorities in their in-service training programs for teachers. To be noted are the special courses in the extension service and summer sessions, and especially the workshops maintained cooperatively with both the San Diego County Schools and the San Diego City Schools in connection with the 1946 summer sessions. Representatives of the Department of Education also have contributed generously to the leadership and training related to the operation of local child care centers.

As a result of legislation in 1945 and subsequent action by the State Board of Education, the college for the first time since its founding as a normal school in 1897, has been authorized to offer a fifth year of instruction for the preparation of secondary school teachers in the academic subjects. Curricula have been developed and the first courses in the program were offered in the 1946 summer session.

For a period of 10 years a junior college has been maintained cooperatively by the San Diego City Schools and the San Diego State College on the college campus. This arrangement was discontinued on July 1, 1946, because of the anticipated increase in enrollment in the fall.

The plant facilities were sorely taxed during the time of peak enrollment in 1939-1940. The Legislature recognized this condition and appropriated $1,323,000 in 1945 for new buildings and equipment. Construction awaits available materials and labor. In the meantime, plans for the new buildings are in process of development with the Division of Architecture.

Need For Residence Halls.

The college has never been able to serve adequately the educational needs of the high school graduates in Southern California because it has had no residence halls and satisfactory housing has not been available to out-of-town students. The Legislature also recognized this need and funds have been appropriated for the construction of dormitories on the 231 acre campus.

Unfortunately the new buildings cannot be available for immediate use. In line with the policy of other colleges every means will be used to provide for a maximum plant utilization. Funds have been made available for the immediate construction of 23 temporary buildings. The use of these structures and the continuous scheduling of classes from early morning until late at night and Saturday mornings will provide for the accommodation of 4,000 students, a number which was exceeded by advanced registrations on August 1, 1946.

Of the anticipated enrollment of 4,000 students, approximately 2,000 will be veterans. Of these about 30 per cent are married. To alleviate their housing difficulties an arrangement has been made with the FPHA and the City of San Diego whereby 400 units will be made available to and operated by the college at Riverlawn and Loma Park, formerly FPHA projects.

In addition to extending and improving its program of teacher education the college has been actively engaged in developing a more adequate program for all students and in reorganizing its administrative structure. The offerings have been grouped into 16 departments classified under six divisions with a chairman in charge of each department and division.

Five principal administrative officers, with functions specifically defined are responsible directly to the president. These officers are the Dean of Professional Education in charge of teacher education and of curricula leading to graduate study; the Dean of General Education in charge of general pattern requirements and of four-year vocational-cultural terminal courses; the Dean of Students in charge of guidance, placement and student affairs; the Head Librarian in charge of books, magazines and audio-visual aids; and the Comptroller in charge of the budget, the business office and the plant. Policies are developed through the extensive use of faculty and faculty-student committees, councils of faculty and administration members, and the president's cabinet consisting of the chief administrative officers.

The reorganization plan provides for an Office of Veterans Affairs for the special assistance and guidance of veterans; for the extension and improvement of guidance services for all students; for the extension and improvement of teacher education; and for the rearrangement and extension of courses and curricula in 19 major and eight minor fields now offered so that each student may secure the type of education best designed to improve his civic, cultural and occupational competency.

Objectives and Functions

Traditionally the state colleges are institutions for the training of teachers, having begun as normal schools, changed to state teachers colleges, and then to state colleges. The implications of this latter change are not clear, since the Education Code still limits the program of the colleges to courses leading to teaching. By inference, the name "state college" implies programs beyond those planned strictly for teaching, since state colleges throughout the nation are not limited to courses for teachers.

The more significant and far reaching question is not what is implied, but what should be the function and offerings of the state colleges. For example, one may cite the present situation and conditions affecting San Francisco State College.

The college is located in the greatest educational center in the state; within commuting distance are the University of California, Stanford University, two of the outstanding women's colleges in the state, a parochial university, and a municipal junior college of more than 5,000 students. The Bay Area is an educational mecca, with a combined enrollment exceeding 40,000 students.

A study of the questions--who goes to San Francisco State and who should go--is in progress.

The survey, still incomplete, nevertheless indicates that if only teachers attended San Francisco State there would not be enough students enrolled to offer a complete battery of courses for teacher training. Less than 20 per cent of the students plan to teach. Well over 70 per cent of total course offerings are lower division courses. Due to small enrollments there is difficulty in offering any range of upper division courses.

Basically, San Francisco State is a junior college and lower division school transferring students to Stanford and the University of California--this in a city which has an excellent junior college designed especially for that purpose.

A large block of students use the college as a testing ground; if successful, they usually transfer, and if unsuccessful, they leave for regular employment. Many students living in the Bay Area take three to six units of instruction annually at San Francisco State, while pursuing a reasonably full load at the university in such work as laboratory courses in science, music and art.

In the midst of this mass of student objectives the college faces the question as to whom it shall consider the regular student. It if considers the majority, then it must consider the transfers first and plan for them; if it considers the teachers, then it sets its course for one occupational group, handicapping others.

Whether we like it or not, teachers colleges have a certain stigma attached to them; partly due to a general social feeling toward the teaching group, partially due to poor treatment of these institutions at the hands of society, reflected in the poorly paid staffs, large classes and teaching loads.

These conditions cannot but cause society to look at teachers colleges as being of lesser educational quality than universities, or well endowed and respected private schools. Society likewise looks at the products of these schools, teachers, in the same light.

While some educators propose the abolition of all teachers colleges and training of teachers in universities, the answer is not to abolish but to carry out a program to increase the worth and prestige of the state colleges.

To gain such prestige the following steps are suggested:

1. Determine programs for each of the state colleges (without attempting to standardize them) which will offer California students a variety of four and five year programs, other than teaching, aimed toward public service. San Francisco State might offer half a dozen such programs; the college is located naturally for extensive occupational programs in commerce, civil service and community leadership.

2. Complete changes of law required to permit such a program.

3. Initiate a program of public relations for the institution, directed by the president and a man trained in such activity. This program would emphasize the relationship between the community and its leaders; faculty research and scholarship, high quality faculty appointments; cultural contributions to the state and community.

4. Lessen faculty loads to provide more time and energy for research, scholarship, and superior teaching.

5. Increase support for state colleges to provide adequate equipment and facilities, and assure higher quality in the faculty and the administration.

The place of the state colleges must be determined necessarily in the light of the social character of the times, public desires for higher education, financial resources of the state, and the functions of other institutions. In all this the state colleges hold a unique place, which should be clearly defined and held. It is important that this be done now particularly, before any number of the junior colleges shift into four-year colleges with state aid, as is the expressed desire of some.

It is hoped that the State Department of Education will lend its support to this study.

Guidance and Counselling

Once the problem of function and student personnel has been determined, the next most important is that of guidance and counselling. This need is pertinent especially in a democratic society where people demand equality of educational opportunity, in order to avoid a waste of state resources and human effort.

The only present provision for such aid at San Francisco State is in the two positions, dean of men and dean of women. Two women in the counselling office receive only the salary of clerk. A far more adequate staff is required to meet the needs of more than 3,000 students of diverse interests, abilities and backgrounds.

Teacher Education

America depends heavily upon its system of public education to train students in democratic concepts. This holds major implications for teacher training institutions. Traditional education is unsatisfactory; progressive education took an unfortunate turn and has come in for severe public criticism. Superintendents complain generally that they cannot make needed changes in the schools because of the training of the teachers.

It is the president's belief that San Francisco State should overhaul its practice teaching program, tying itself more closely into a relationship with the public schools of San Francisco, and launch definitely into a program of research and experimentation in improved educational practice. Unless such a program is carried on educational practice will improve only incidentally and the institutions whose major job is the training of teachers will lag behind continuously or at best be in step only with the status quo.

In this regard the Frederick Burk Training School needs careful study. It is following basic principles of educational practice laid down by Mr. Burk 20 years ago. The system of having no regular teachers for school students, a highly questionable plan, continues. Plans must be made for new facilities for demonstration, research, and practice teaching.

Selection of New Faculty Members; Need of Travel Expense.

Every care must be taken to select faculty members of high quality. The selection of such persons without personal interviews is dangerous. Yet, if a state college president demands a personal interview he is either confined to those in or passing through the state, or must go outside California at his own expense. This condition should be corrected, by provision of travel funds and time.

Likewise a state college president is "grounded" for participation in national professional affairs which benefit the college as well as himself. Annual association with men in similar roles is beneficial. Since the reward from such activity benefits the college, financial costs should be paid by the state as part of its program of improving its officials. Provision should be made for state college presidents to attend the national meeting of College Presidents held annually.

Reorganization of the Committee System.

During the biennium, with the retirement of the previous president, a new holder of the office was named. In 1946 the latter submitted to the faculty a reorganization plan, cutting the number of faculty committees from 12 to 6. Many functions, deemed administrative, were reassigned from the committees to deans.

Reorganization of Departments.

The new president likewise proposed a plan, unanimously approved by the faculty, to reduce the number of departments from 15 to 7, and providing for presidential appointment of the departmental chairman. The reorganization will go into effect in the fall of 1946. The president has appointed three department heads and selected acting heads for the other four positions.

Simultaneously, there has been a reassignment of the duties of deans and a redistribution of relationships between the faculty, deans, president and other col-

lege officers. Three deans--of general education, of professional education, of student personnel--together with the comptroller and the superintendent of buildings and grounds, are responsible directly to the president; others report to one of these five officers.

Appointment of Curriculum Committees

In the fall of 1945 the president appointed two major curriculum committees. The General Secondary Credential Committee prepared a statement of plans to offer the general secondary credential at the college, which the State Board of Education approved. The General Education Committee is studying the program of general education in colleges throughout the nation to determine a plan for San Francisco State.

Two other curriculum studies are going forward: A study of the requirements for elementary credentials to provide elementary teachers more electives and added opportunities to study community resources and problems; and a study of new programs which may be offered. One of the latter--to begin in the fall of 1946--is a program for group and recreation leaders for youth. It is planned to offer four and five year courses of such study; at no western educational institution is such a program available.

Need To Train Additional Teachers.

The biennium of 1944-46 has been characterized by the return of the veterans and of many other students who have been engaged in war work. The college population is increasing rapidly.

While the principal objective is the training of teachers, the staff is concerned that the number of candidates has not been increasing in proportion to the total enrollment. Other fields of work seem now to be more attractive. During the past few years, members of the faculty have been meeting periodically with high school students and their counsellors in an attempt to induce promising young men and women to consider teaching as a career. If the present effort to increase salaries for teachers is successful, it will probably help to solve that problem. Now the salaries look small and the work uninteresting compared with the commercial, industrial and non-teaching professional fields.

In line with the general development of this region and, in fact, all of California, the students are now seeking training in a wide variety of occupations, more particularly in semi-professional fields. Since the college has not been prepared to offer complete training in those fields, they have taken as many classes as possible in line with their interests and have gone out, with considerable success, into engineering, journalism, social work, nursing, nutrition, commercial art and an important type of laboratory work in connection with the canning industry. The Department of Commerce has turned out many hundreds of young men and women who have taken the training of the commerce teacher but have gone directly into business.

Police Training Program.

Before the war, and in connection with the junior college, a good many policemen were trained. The work was started originally in 1930, but it took many years before the police chiefs of California were willing to admit that a policeman could be trained in a college. The first trainees went into the local police force and gradually into forces in other cities, particularly those of average size.

It is an interesting comment on the training of these young men that at the beginning of the war, the United States Army asked the college to notify it when a police student was inducted into the service. In every case known, the trainee immediately was made a sergeant and used as an instructor of military police. It is time now for all of the state colleges to offer programs in police training, looking forward to the day when policemen as well as teachers will be required to have state credentials before employment as officers of the law. There are some 25,000 peace officers now on the public payroll, many of them without training.

The last two legislatures and the state administration have been most encouraging in making available to the college approximately $2,500,000 for land and buildings and a like amount for dormitories.

With the enormous growth of California there is no prospect of any reduction in the student body. The demand is now to extend our offerings as

widely as possible. Laws hampering the colleges in meeting the needs of these fine young men and women should be repealed. The state colleges should not go into research or into the old established professional fields, but at the undergraduate level the state colleges should be permitted to offer any training needed by California's young men and women.

Objectives of the School

The objectives of the California Polytechnic School have remained unchanged since it was stated in the Legislative Act which created the school 45 years ago: "The purpose of the school is to furnish instruction to young men and women in the manual arts and sciences, to train them for useful employment in the non-professional walks of life."

During its four decades of service to the state, the school's level of instruction has been raised and the number of occupations for which training has been provided has been expanded, but the basic philosophy has not been modified.

The function of instruction is to impart knowledge of those skills required in the world of employment. With strictly occupational training are included those subjects which help the student understand the world in which he lives, aid him to express himself, live harmoniously with others, and assume responsibility and leadership.

At California Polytechnic this function is carried out through thorough integration of the "doing" practices with underlying theory. Classroom instruction, formal laboratory exercises, and actual project experiences on a commercial scale are all utilized. Each students is given a maximum opportunity to use acquired skills and technical knowledge in the commercial production and marketing of agricultural products, or in the construction, rebuilding, repair and maintenance of industrial machinery and equipment on a commercial scale. This combination of "learn by doing" and "earn while you learn" philosophies creates an added incentive for the more rapid acquisition of skills and knowledge in order that the project will be more profitable.

To further carry out the objective of training for maximum employment and earning power, California Polytechnic has established what is sometimes described as an "upside down education plan," characterized by the grouping of as many technical, job-getting courses in the first two years as possible. In the third and fourth year the student takes in addition to courses in his major those subjects considered as "background." The net result is that a student completing the four-year curriculum leading to the bachelor of science degree will have covered substantially the same course content as in a similar major in a typical agricultural-mechanic arts type college--but in inverted order.

It is the opinion of the administrators of California Polytechnic that the admission of a student and his progress through the school should be based upon demonstrated and continuing ability and interest, rather than the previous completion of a pattern of courses under a totally different environment. The institution therefore does not require as a basis for admittance a specified block of instruction to be taken in the high school.

Provisions are made to give full credit to any student who can by examination prove that he has an adequate knowledge of all the material which would be covered in any course which he wishes to challenge. This provision is particularly valuable to returning servicemen who have through special programs or experience gained such knowledge of a required subject.

War-Time Activities:

From January, 1943, to January, 1946, the school served the nation as a naval aviation training center. As one of 17 Naval Flight Preparatory Schools the school by November, 1944, graduated 3,600 naval aviation cadets. Prior to completion of this program, California Polytechnic was chosen in July, 1944, as one of eight schools to conduct a new training program under the name, Naval Academic Refresher Unit. This program continued until February, 1946. A total of 1,121 trainees attended.

At the time this program was discontinued the navy requested that the school continue with another training program, but the urgent need by returning servicemen for housing accommodations in connection with their instruction in agriculture and industry made it necessary for the college to decline the invitation.

Despite the presence of Naval aviation training programs on the campus for three years, there was no cessation of regular educational service to civilian students during the war years. The faculty was retained with little change, and all flocks, herds, orchards, and other facilities used for instructional purposes were maintained.

California Polytechnic served as the state headquarters of the Food Production War Training program during the war. This federal program gave farmers and members of farm families training in methods of food preservation and conservation and related mechanical skills. The president of California Polytechnic was state director of this program.

Special Programs:

Agricultural Teacher Training:

Since 1931, California Polytechnic has been a functional unit in the training of prospective vocational agricultural teachers, and of teachers in service. From 25 to 30 men are selected each year from among agricultural college graduates of California and other western states to enter a year of training consisting of supervised practice teaching in selected high schools known as "critic centers", and of attendance in special classes at California Polytechnic in teaching methods and actual agricultural practices. Credentials for this training are given by the University of California working cooperatively with California Polytechnic and the Bureau of Agricultural Education.

The college is also the training center for the aid of in-service teachers. During the summer courses are given in agricultural management and farming skills, and in professional improvement. In addition, the annual conference of teachers is held on the campus. Full credit is given toward credentials and for local professional standing through Polytechnic School-Bureau of Agricultural Education summer work. Because of the navy programs, these summer school sessions were not held during the war but were resumed this year. The annual agricultural teachers conference was resumed in 1945.

Drug and Oil Plant Project:

In March, 1946, the Governor signed a bill appropriating $110,000 to continue the research and demonstration work in medicinal drugs and oils begun in April, 1942, under an emergency grant from the Governor's Emergency Fund and later supplemented by a special appropriation of $35,000 by the legislature.

This program, which is under the direction of the school, has offices in Los Angeles. A project director and assistant work full time with farmers and others to encourage production of many new crops in California. It is believed this state is a potential production area for numerous plants whose products are used extensively in the United States, yet have been imported because of lack of development in this country.

Progress:

Four Quarter System

California Polytechnic established a plan in June, 1945, which enables a student to complete a normal four-year course in less time by attending regular quarters of instruction offered in the summer.

Housing and Classroom Additions:

In November, 1945, the school began negotiations with the National Housing Agency and was one of the first west coast schools to establish on-campus housing for married veterans and their families. The college now has a Veterans Village of 75 movable houses and 50 trailers. Of the 75 movable houses, 38 are three-room units with two bedrooms, kitchenette, bath, and living room grouping; 37 are two-room units with bedroom, living room combined with kitchenette, and bath. The trailers are designed along conventional lines.

By June, 1946, advance enrollments for fall made it obvious that more housing for married veterans would be essential. The college immediately began negotiations for several hundred more trailer units, and had assurances of federal housing authorities the units would be made available.

The anticipated tripling of normal enrollment made it mandatory that additional classroom space be provided prior to September, 1946. Arrangements were completed in May, 1946, for the erection of 40 barrack-type buildings to be used for temporary classroom units. The pre-fabricated units were packed ready for overseas shipment, and were purchased by the college through the War Assets Administration as surplus property. The units will be erected during the summer.

Reopening Voorhis Unit:

The Southern California branch of the school, known as the Voorhis Unit, located near Pomona in Los Angeles County, was re-opened during June to enroll students for the fall quarter. Capacity of about 250 students, has been reached in pre-registration. This unit specializes in citriculture, fruit and crops production, ornamental horticulture, and agricultural inspection. The unit was closed during the war.

Campus Airstrip:

Engineers of the 104th (Timberwolf) Division saved the state about $40,000 in return for a little "schooling" at the California Polytechnic school. Instructors taught subjects such as engineering, surveying, contour mapping, soil compaction, etc. In return, the 329th Engineer Battalion of the 104th used the airstrip site as a practical project to give its men experience in handling heavy equipment. The Engineers, working on the 3,000 by 200 foot airstrip, moved from 40,000 to 45,000 cubic yards of dirt at an estimated saving of $40,000 to the state. A pre-war estimate on the construction of the airstrip, including surfacing, was set at $75,000. The airstrip will augment the college's aeronautical department, which is the 84th government-approved repair station in the U. S. and is licensed by the Civil Aeronautics Authority to repair and overhaul aircraft and and aircraft engines by students working under supervision.

Acquisition of War Planes:

Five war-weary fighter and bomber planes were purchased along with 13 aircraft motors and a large supply of aircraft parts and accessories as surplus war goods from the Reconstruction Finance Corporation in July, 1945. The planes, purchased at the bargain price of $100 each, included a P-59 jet-propelled plane and a P-51 Mustang fighter. The aeronautics industries program at California Polytechnic will celebrate its twentieth anniversary in 1947--one of the oldest in any public school in the nation.

Conclusion:

California Polytechnic is entering perhaps its greatest period with immediate prospects of tripling normal enrollment figures with a total of 2,000 students by the Fall quarter, 1946. Post-war expansion plans carefully formulated during the war gradually will go into operation with expansion into new majors such as Business Education, Hotel and Restaurant Management, and Building Trades.

The capital improvement needs of the college are practically the same as those listed extensively in the 1943 annual report to the State Board of Education. More complete information on the progress of the college during the biennium, 1944-46, is included in the 1944 and 1945 annual reports to the State Board of Education.

CALIFORNIA MARITIME ACADEMY

The California Maritime Academy has continued steadily the execution of its mission during the period 1944-46. This mission is as follows: "To educate and train young men of California to become technically and morally qualified officers of the Merchant Marine and Naval Reserve in order to serve the interests of the State and Nation on the high seas in peace and in war."

Graduations (18 month's course) were held as follows:

June, 1944.....	53
December, 1944.....	34
September, 1945.....	36
September, 1946.....	43
Total graduated...	166

All these graduates were commissioned as Ensigns, U. S. Naval Reserve, as Ensigns, U. S. Maritime Service and duly licensed as Third Mates and Third Assistant Engineers in the Merchant Marine. All of these graduates immediately sailed on their licenses or entered active service in the U. S. Navy.

It is impracticable to secure from the steamship companies or from the U. S. Navy a detailed statement as to the efficiency of this service. Constant inquiry indicates that the services of these graduates has been of a high efficiency, that they are devoted to their profession, that their services are in constant demand and that the training has fitted them well for their work upon graduation. Eleven of these men have been lost at sea as a result of enemy action.

It should be recalled that the country was at war during this period, that the academy was moved in September, 1943, to its new site, that not a day was lost for instruction during this period, and that the standards of the academy were maintained though the technical work of three years was crowded into 18 months, including 6 months cruising in a seafaring ship for each class.

The full three-year course leading to a Bachelor of Nautical Science Degree in Navigation and Seamanship or Bachelor of Nautical Science Degree in Marine and Electrical Engineering is now being resumed. For many years the California Maritime Academy was the only sea-going "college" in the world.

The building of a permanent shore establishment for the academy has, of war necessity, been delayed. However, much preparatory work has been accomplished. Plans are being drawn, funds have been appropriated and with the easing of the building material situation, construction should be resumed. At present permanent buildings for gymnasium and swimming pool, for seamanship building and boat house, and five residences for heads of departments have been completed and are in use. Plans for a house for the superintendent and for the Engineering Building have been prepared awaiting availability of materials. The entire establishment should be completed at the earliest practicable time. The rapidly expanding commerce in the Pacific will require a large number of highly trained officer personnel. The California Maritime Academy is the only institution, either state or national on the Pacific Coast, which is or will be available for the training of these people. Proper laboratories, class rooms, shops, physical education facilities, personnel quarters are urgently needed if this need is to be met.

POSTWAR CONSTRUCTION PROGRAM

Chapter 145 of the fifty-sixth (First Extraordinary), 1946 session of the Legislature appropriated $13,500,000 to the Department of Education for postwar building construction for the state colleges and state special schools of the department.

The act provides that the legislature does not approve or disapprove of the following priority list of construction items, but that the legislature "commits such approvals and the establishment of priorities to the State Public Works Board."

Over-all Priority List for Department of Education
Building Construction Program

Priority No.	College or School	Item	Estimated Cost
	Chico State College		
9		Boiler & Maintenance Shop	$ 92,000
10		Training School	305,000
50		Science	233,300
51		Music & Speech Annex	156,600
62		Industrial & Vocational Building	200,000
		Total	$ 986,900
	Fresno State College		
28		Industrial Arts Shop	$ 333,600
29		Men's Gymnasium	384,000
41		Science Building Addition	242,000
42		Farm & Agricultural Shop	66,000
44		Music & Auditorium	596,700
65		Administration Building	149,000
67		Addition, Speech Building	30,000
70		Demonstration School	246,000
		Total	$2,047,300
	Humboldt State College		
11		Industrial Arts	$ 130,000
49		Library, Science & Classroom Building	269,000
59		Heating Plant Additions	34,300
66		Corporation Yard & Shops	70,600
		Total	$ 503,900

Priority No.	College or Sohool	Item	Estimated Cost
	San Diego State College		
12		Sewer Line Replacement	$ 20,000
13		Library Addition	95,000
30		Arts & Crafts	215,000
39		Commerce & Administration Building	147,730
40		Corporation Yard & Warehouse	40,000
45		Training School	305,000
46		Industrial Arts	200,000
68		Music & Speech Arts	225,000
69		Science Addition	246,000
71		Ground Improvements	130,000
		Total	$1,623,730
	San Francisco State College		
14		Ground Utilities	$ 200,000
15		Gymnasium & Natatorium	653,300
16		Powerhouse & Shops	135,000
17		Administration Building	127,000
18		Classroom Building	368,000
19		Science Building	486,000
20		Library Building	387,000
21		Music & Speech	493,000
22		Fine Arts	286,000
23		Industrial Arts	134,000
24		Cafeteria	167,000
		Total	$3,436,300
	San Jose State College		
31		Music Building	$ 433,300
32		Laboratory & Shop Building	433,300
43		Women's Gymnasium	270,000
54		Cafeteria	166,600
58		Remodel Auditorium	178,600
60		Administration Building	200,000
61		Boiler Plant Addition	55,000
63		Library Completion	295,000
		Total	$2,031,800
	California Maritime Academy		
64		Classrooms, Shops & Dormitory & Kitchen	$1,133,000
		Total	$1,133,000

Priority No.	College or School	Item	Estimated Cost
	California School for the Blind		
25		Kindergarten Addition	$ 38,000
26		Library Addition	36,000
27		Additional Boys Dormitory & Services	52,000
		Total	$ 126,000
	California School for the Deaf		
1		Kindergarten Dormitory	$ 266,000
2		Intermediate Girls' Dormitory	226,000
3		Advanced Girls' Dormitory	200,000
4		Advanced Boys' Dormitory	216,000
5		Razing Old Buildings	60,000
6		Ground Improvements	105,000
7		Boiler Plant & Sewage	67,000
8		Complete Intermediate & Advanced School	133,000
33		Vocational Unit & Rehabilitation of Training Building	141,000
53		Laundry & Cleaning Plant	106,000
		Total	$1,520,000
		Grand Total Allocated	$12,275,930
		Unallocated	1,224,070
		Total Appropriation	$13,500,000

STATE COLLEGE PERMANENT DORMITORY PROGRAM

Chapter 155, Statutes, First Extraordinary Session (1946), Fifty-Sixth Legislature, appropriated $4,000,000 to be expended by the Director of Education, with the approval of the Director of Finance, for the acquisition of sites for, and the construction, furnishing, and equipment of, student housing on the campuses of the state colleges.

This act was signed by the Governor on the understanding that the appropriation made by the act will be augmented by an equal amount to be raised through the issuance and sale of revenue bonds under provisions of Education Code Sections 20541-20551 or some appropriate amendment thereof. Review of the student housing revenue bond act as now worded indicated that a number of amendments would be necessary to make it applicable in the present instance.

The President of San Jose State College was appointed to confer with appropriate state officials and others in formulating necessary amendments to the act, in order that such amendments may be presented to the Director of Education for introduction in the regular session of the state legislature in January, 1947.

All of the colleges except Fresno will erect the permanent dormitories on their present campuses. Funds, if any, needed by Fresno State College for the purchase of land for dormitories shall be supplied out of the present $4,000,000 dormitory appropriation.

The present $4,000,000 dormitory appropriation together with any additional funds derived from the sale of bonds or from federal appropriations shall be distributed among the several state colleges on the following basis:

The total amount of funds available shall be divided into 265 parts and the following number of parts shall be allocated to each college:

Chico State College	30
Fresno State College	48
Humboldt State College	15
San Diego State College	60
San Francisco State College	35
San Jose State College	77
Total	265

COMMISSION OF CREDENTIALS

The work of the Commission of Credentials during the biennial period ending June 30, 1946, involves three major developments as follows: (1) The large annual increase in certification documents issued; (2) Revision of the law governing the issuance of credentials; and (3) Revision of the credential regulations.

Annual Increase in Number of Certification Documents

Prior to the war emergency, the Commission of Credentials issued annually some 5,000 to 7,000 certification documents. During the year 1944-45, the number of documents issued was 26,154. During the year 1945-46, the number further increased to 35,952.

Credentials were first issued on the emergency basis during the year 1942-43. The total of emergency credentials issued that year was 900. During the year 1944-45, the total of emergency credentials increased to 8,760. During the year 1945-46, the number further increased to 12,434. This means that over 20 per cent of the teachers in the public schools of the state are now certificated on the emergency basis. A detailed distribution of the credentials issued during the last two school years is shown in the attached tables.

Revision of the Law Governing the Issuance of Credentials

The law governing the issuance of certification documents was amended by Chapter 1205, Statutes 1945. The new law is now incorporated as Sections 12001-12526 of the Education Code. The revision eliminates previously existing ambiguities and contradictions in the Education Code and eliminates the county certificate from the certification provisions.

Revision of the Credential Regulations

Pursuant to the change in the Education Code section governing certification, the State Board of Education regulations relating to credentials for public school service were revised effective September 15, 1945, and are now incorporated in the California Administrative Code as Subchapter 2, Chapter 1, Title 5.

Regulations governing the issuance of emergency credentials were first approved by the State Board of Education in 1942. With subsequent changes in the law and in the need for emergency credentials, revisions have from time to time been made in these emergency regulations.

With the changes in the law and in the regulations, the Commission of Credentials has found it possible to meet the increasing need for teachers in a fairly acceptable manner. The office staff has been increased until it now consists of 19 positions. Additional space and equipment have been provided. A satisfactory basis for the issuance of certification documents has been established. Further refinements of the law as well as of the regulations are needed and will, of course, be initiated by the Commission of Credentials as time and opportunity permit.

Table No. 1

CREDENTIALS, LIFE DIPLOMAS AND PERMITS AUTHORIZING PUBLIC SCHOOL SERVICE ISSUED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION JULY 1, 1944 TO JUNE 30, 1945

Document	New credential		Renewal	Life diploma	Total
	Direct application	Institution recommendation			
Administration	200	86	163	95	544
Emergency High School	50				50
General Elementary	6,128	633	1,737	553	9,051
General Secondary	2,528	298	1,530	747	5,103
Health and Development	248		74	38	360
Junior College	26	2	24	12	64
Junior High Only	430	83	272	142	927
Junior High and Elementary			136		136
Kindergarten-Primary	362	85	159	59	665
Special Secondary	1,810	231	1,005	267	3,313
War Production	679		234		913
Supervision	63	18	19	2	102
Child Care Center Permits	3,114		28		3,142
Lecture Permits	1,784				1,784
Total	17,422	1,436	5,381	1,915	26,154

Table No. 2

CREDENTIALS ISSUED ON EMERGENCY BASIS JULY 1, 1944, TO JUNE 30, 1945 (Included in documents listed in Table No. 1)

Credential	New credential	Renewal	Total
Administration	127	1	128
Emergency High School	49		49
General Elementary	4,553	182	4,735
General Secondary	1,669	52	1,721
Health and Development	174	2	176
Junior College	1		1
Junior High Only	37	11	48
Kindergarten-Primary	273	10	283
Special Secondary	565	202	767
War Production	600	231	831
Supervision	21		21
Total	8,069	691	8,760

Table No. 1

CREDENTIALS, LIFE DIPLOMAS AND PERMITS AUTHORIZING PUBLIC SCHOOL SERVICE ISSUED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION JULY 1, 1945, TO JUNE 30, 1946

Document	New Credential		Renewal	Life diploma	Total
	Direct application	Institution recommendation			
Administration	336	173	391	131	1,031
Emergency High School	22				22
General Elementary	10,046	570	2,312	563	13,491
General Secondary	4,280	307	2,500	629	7,716
Health & Development	596		148	32	776
Junior College	54	8	49	11	122
Junior High only	548	76	448	124	1,196
Junior High & Elementary			219		219
Kindergarten-Primary	699	72	247	67	1,085
Special Seoondary	2,580	323	1,396	256	4,555
Supervision	85	23	21		129
Child Care Center Permits	4,180				4,180
Lecture Permits	1,430				1,430
Total	24,856	1,552	7,731	1,813	35,952

Table No. 2

CREDENTIALS ISSUED ON EMERGENCY BASIS
JULY 1, 1945 TO JUNE 30, 1946
(Included in documents listed in Table No. 1)

Credential	New credential	Renewal	Total
Administration	244	9	253
Emergency High School	22		22
General Elementary	7,039	182	7,221
General Secondary	2,693	42	2,735
Health & Development	422		422
Junior College	10		10
Junior High only	135	4	139
Kindergarten-Primary	575	13	588
Special Secondary	851	156	1,007
Supervision	37		37
Total	12,028	406	12,434

| | | |

Responsibilities of the Commission

The State Curriculum Commission has two types of responsibilities: (1) formation of minimum standards for courses of study for elementary and secondary schools, and (2) evaluation of elementary school textbooks.

By Education Code Sections 10009 and 10010 it is provided that the commission "shall study problems of courses of study in the schools of the State and may recommend to the State Board of Education the adoption of minimum standards for courses of study in the kindergarten, elementary, and secondary schools. Courses of study in the public schools shall conform to such minimum standards when adopted."

Framework for the Curriculum

During the biennium the commission engaged in the formulation of minimum standards for courses of study to serve as a framework for the curriculum in the schools of the state. Such a framework is intended to be a unifying element for courses of study throughout California. It will also facilitate the transfer of pupils from one school to another within the state, and will provide a basis for formulating criteria for textbook evaluation, developing standards for the evaluation of pupil achievement, and determining the content of courses for teacher training.

In this undertaking the commission requests the assistance of all groups of professional personnel interested in the school curriculum. Courses of study from counties, from city school systems, and from high school and junior college districts, are carefully studied.

Elementary School Science Training

A volume entitled Science Education in the Elementary School, offering suggestions for content of courses, methods of teaching, and materials and equipment was published by the Department of Education. The material was prepared by a statewide committee on science education under the direction of the Division of Elementary Education, recommended by the Curriculum Commission, and adopted by the State Board of Education.

Instruction on Food and Nutrition

Another guide for teachers published by the department is entitled Food and Nutrition. Besides factual material, it contains several examples of curriculum units in which food and nutrition are emphasized. The volume was prepared jointly by the Division of Elementary Education, the Bureau of Maternal and Child Health of the Department of Public Health, and the curriculum departments of Colusa, Marin, Mariposa and Tehama Counties. It was approved and recommended by the Curriculum Commission and adopted by the state board.

Guide for Teachers in Small Rural Schools

The commission sponsored the preparation, under the direction of the Division of Elementary Education, of a guide treating the particular problems

of the small rural school and school teacher. The guide was adopted by the state board.

Safety Education

During 1944 the Commission sponsored a workshop in safety education in Claremont College, one of the outcomes being production of a handbook for teachers entitled Education for Safety. The handbook contains suggestions for content and teaching methods in safety education. The Commission recommended adoption of the volume and it was published at the order of the state board.

Studies of Pupil Achievement

Another study undertaken by the commission is that of pupil achievement. At present no standardized testing materials exist which are based upon California curriculums. The commission believes it to be extremely important that means should be available for California schools to determine the extent and quality of pupil growth in all phases of the curriculum. This requires extensive study and the development of many types of instruments of evaluation.

From among the many lines of study involved in the whole problem of evaluation the commission selected for first attention development of standardized achievement tests in the subjects of reading, arithmetic, spelling, handwriting and language. A special committee developed plans of procedure and technical requirements for such an achievement test.

Textbook Evaluation

The commission spent much of its time in the evaluation of textbooks, recommendations of which were made to the State Board of Education. These included books in reading for grades one to five and in music for use in schools that have insufficient enrollment to permit graded instruction in music, and history and geography textbooks for use in the upper elementary grades. The action on textbooks is reported fully in the biennial report of the State Board of Education.

STATE COMMISSION ON SCHOOL DISTRICTS

The purpose of the State Commission on School Districts is to "determine policies for, direct, and govern a state-wide survey of all local school districts for the purposes of effecting feasible unification or other reorganization of school districts."

Prime Objectives

The objective of the Commission of School Districts is to initiate action which will, with the consent of the electors of the school districts concerned, lead to the reorganization of local units of school support and control in conformity with modern conditions and standards. Specific objectives are:

1. A substantial reduction in the number of existing school districts;

2. An improved educational program for the public funds expended, brought about by the formation of school districts large enough to furnish competent educational leadership for every child in the state irrespective of where he may live; and

3. A more effectively coordinated educational program through unification under one board of education of all levels of the state's common school program in school districts with the districts organized in terms of existing population, topographic and economic conditions, current means of transportation and communication, and present school facilities.

Report of Progress

The progress of the Commission to June 30, 1946, is summarized as follows:

1. Appointment

   In accordance with the provisions of Assembly Bill No. 960 as approved by the Governor on July 10, 1945, a State Commission on School Districts was appointed by the Governor in December, 1945, consisting of nine members. The commission held three meetings for organizational purposes during the first half of the calendar year 1946.

2. Professional personnel responsible to the Commission

   At the May 1 meeting of the commission, the appointment of a State Survey Director was authorized and the director was appointed, to begin his task before July 1, 1946.

3. Division of the State into Regional Commission Areas

   The provisions of Assembly Bill 960 authorize the establishment of not more than 10 regions and not more than 10 regional survey directors for the purpose of carrying out the provisions of the act. However, it was early apparent to the commission that

the initial appropriation provided by Assembly Bill 960 was not sufficient to carry on the work as intensively as would seem to be contemplated by the provisions of the act. Therefore, it was decided at the April 4, 1946, meeting of the commission that regional commission areas would be established at the outset of the program. These are:

Region 1 - (16 counties) - Del Norte, Humboldt, Mendocino, Lake, Sonoma, Napa, Solano, Marin, Contra Costa, San Francisco, Alameda, San Mateo, Santa Clara, Santa Cruz, San Benito and Monterey.

Region 2 - (6 counties) - San Luis Obispo, Santa Barbara, Ventura, Los Angeles, Orange and San Diego.

Region 3 - (20 counties) - Siskiyou, Modoc, Trinity, Shasta, Lassen, Tehama, Plumas, Glenn, Butte, Sierra, Colusa, Sutter, Yuba, Nevada, Placer, Yolo, Sacramento, El Dorado, Amador and Alpine.

Region 4 - (11 counties) - San Joaquin, Calaveras, Tuolumne, Stanislaus, Merced, Mariposa, Madera, Fresno, Kings, Tulare and Kern.

Region 5 - (5 counties) - Mono, Inyo, San Bernardino, Riverside and Imperial.

4. Budget for the 98th Fiscal Year

At the April 4, 1946, meeting of the commission, after a thorough review of the financial obligations set forth in Assembly Bill 960, it was decided that not sufficient funds were available for the employment of five regional survey directors. It was therefore agreed that the work in the five regions as set forth above would be supervised by three regional directors with probable headquarters in San Francisco, Los Angeles and Sacramento.

5. Other Considerations.

At the first three meetings of the commission, numerous requests for assistance on reorganization problems were presented. These requests were turned over to the State Superintendent of Public Instruction pending the appointment of a State Survey Director, and the subsequent appointment of Regional Survey Directors, and of the members of the Regional Survey Commissions and of local survey committees.

California in the Centennial Period

The California State Historical Association, which functions as a unit of the State Department of Education, has been increasingly busy during the 1944-46 biennium in supplying information for use in celebrations and recognitions of the Centennial Period of the state's history.

The year 1946 marks the close of 100 years since the conquest of California, with the raising of the Bear Flag and the Stars and Stripes. The close of the conquest period, followed so closely by the discovery of gold, the Gold Rush of 1849, and the formation of the state, brings added opportunities and responsibilities to the historian to see that these stirring events are depicted and evaluated properly to the people of California and the nation.

To this end the association has devoted much attention and has willingly shared its knowledge with various committees and individuals. Specific projects which have been completed or are under way include:

1. The writing of books on the days of '49, bringing together an account of the whole period in perspective, with an attempt to give emphasis to the more important phases.

2. The compilation of an adequate Map of the Gold Region at the period of the gold rush. The map, which is 4.5 by 9 feet in size, depicts thousands of mining camps and ghost towns, many of which are now forgotten. The scale is 2 miles to the inch. It is hoped some means may be found to reproduce the map so it may be made available to the general public.

3. The preparation of a volume based on unpublished material in the state archives relating to the formation of the state. This material is full of human interest and relates largely to the elections before and immediately following the Constitutional Convention. It will include the names of thousands of voters and election officials and candidates, with maps showing the location of election precincts in now unknown places. Historically, geneologically, and geographically this publication should be welcomed in the field of California history.

Biennial Report of the
California State Department of Education
1944-45; 1945-46

APPENDIX A

LIST OF PRINTED PUBLICATIONS

July 1, 1944 to June 30, 1946

Sacramento, California
September 15, 1945

APPENDIX A

LIST OF PRINTED PUBLICATIONS OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

June 30, 1944 to June 30, 1946

PERIODICALS

California schools
Volume XV, Numbers 7-12, July to December, 1944.
Volume XVI, Numbers 1 to 12, January to December, 1945.
Volume XVII, Numbers 1 to 6, January to June, 1946.

California Journal of Elementary Education
Volume XIII, Numbers 1 to 4, August and November, 1944, February and May, 1945
Volume XIV, Numbers 1 to 4, August and November, 1945, February and May, 1946.

Golden State Vocational Observer
Volume II, No. 1, May, 1946.

BOOKS

Science in the Elementary School. 1945. Pp. xiv + 418. Cloth.

OTHER PUBLICATIONS

Bulletin of the California State Department of Education
List of High School Textbooks, Volume XIII, No. 3, July, 1944.
Vocational Rehabilitation for Disabled Persons in California (Revised), Volume XIII, No. 4, August, 1944.
Aviation Education in California Public Schools: Report of California Aviation Education Conference, Volume XIII, No. 5, September, 1944.
Directory of California Superintendents of Schools, Volume XIII, No. 6, October, 1944.
Rules and Regulations of the California State Board of Education: Part III, Pupil Transportation, Volume XIII, No. 7, December, 1944.
1945 Legislative Proposals Affecting Education, Volume XIV, No. 1, February, 1945.
Laws of 1944 and 1945 Relating to the California Public School System, Volume XIV, No. 2, August, 1945.
List of High School Textbooks, Volume XIV, No. 3, October, 1945.
Vocational Education in California, Volume XIV, No. 4, 1 October, 1945.
Directory of California Superintendents of Schools, Volume XIV, No. 5, November, 1945.
Regulations Relating to Credentials for Public School Service, Volume XV, No. 1, March, 1946.

Bulletins, War Production Training Series
Unit Course in Oxygen Cutting with Emphasis on Marine Burning. 1944.
Unit Course in Arc Welding. 1945.

Other Bulletins
State Apportionments for the Support of Public Schools of California for the Fiscal Year Ending June 30, 1945. August, 1944.
State Apportionments for the Support of Public Schools of California for the Fiscal Year Ending June 30, 1946. August, 1945.
Selected and Annotated Bibliography in Elementary Education. 1944.
Food and Nutrition. Prepared under direction of Division of Elementary Education, State Department of Education, in co-operation with Bureau of Maternal and Child Health, State Department of Public Health. 1945.
The Elementary School Program in California: Handbook for the Orientation of Teachers Entering Professional Service in the Elementary School. Prepared by the Committee on Teacher Education of the California School Supervisors Association. 1945.
Guide for Planning the Homemaking Curriculum. Preliminary Draft. 1946. Photo offset.
Technical Practices in Petroleum Production. Course T-1, Vocational Training Courses, Petroleum Industry Series, sponsored by the American Petroleum Institute. 1945.
List of California Educational Institutions Approved to Offer Training to Veterans under Public Law 346. Prepared by the Division of Readjustment Education, 1946. Photo offset.

Leaflets
To Disabled Veterans of World War II. A Message to You Concerning Vocational Guidance, Vocational Training, and Employment. Bureau of Vocational Rehabilitation. 1944.
The Handicapped Child in the Elementary School. March, 1945.
To Parents of Handicapped Children: A Message to You Concerning Vocational Guidance, Vocational Training, and Future Employment for Your Child. Bureau of Vocational Rehabilitation, 1945.
Employing the Handicapped. Address by Michael J. Shortley at Conference on Employment of the Handicapped, October 10, 1945, San Francisco, called by the Northern California Union Health Committee. Bureau of Vocational Rehabilitation, 1945.

Leaflets, continued

Regulations Governing Evening Schools and Classes for Adults. Division of Adult and Continuation Education, 1946.

Top Notch Training Programs: J.I.T.(Job Instruction Training), J.R.T. (Job Relations Training), J.M.T.(Job Methods Training). Bureau of Business Education, 1946.

Programs

Program, Annual Conference of California Secondary School Principals, April, 1946.

Program, Annual Conference of California City, County, and District Superintendents of Schools, October 3-5, 1944.

Program, Annual Conference of California City, County, and District Superintendents of Schools, October 3-5, 1945.

Program, Conference on Direction and Improvement of Instruction and on Child Welfare, October 22-25, 1944.

Program, Conference on Direction and Improvement of Instruction and on Child Welfare, February 24-28, 1946.

Reprints from Current Publications

Charles W. Bursch, "Procedures for Approval of Building Plans and School Sites." Reprinted from *California Schools,* XV (December, 1944).

Anna Merritt East, "Provisions Relating to the Establishment of Nursery Schools in the United States," Reprinted from *California Journal of Elementary Education,* XIII (February, 1945).

"Planning for Food Service for California Schools." Reprinted from *Food and Nutrition,* 1945.

"Information Relating to the Apportionment of State School Funds, 1945-1946." Reprinted from *State Apportionments for the Support of Public Schools of California for the Fiscal Year Ending June 30, 1946.*

"Directory of County and City Superintendents of Schools." Reprinted from *Directory of California Superintendents of Schools,* Bulletin of the California State Department of Education, Volume XIII, No. 6, October, 1944.

"Directory of County and City Superintendents of Schools." Reprinted from *Directory of California Superintendents of Schools,* Bulletin of the California State Department of Education, Volume XIV, No. 5, November, 1945.

"Directory, California State Department of Education." Reprinted from *California Schools,* XVI (October, 1945).

Francis W. Noel, "Providing Facilities for Use of Audio-Visual Materials." Reprinted from *California Schools,* XVI (October, 1945).

David H. Russell, "Reading for Critical Thinking." Reprinted from *California Journal of Elementary Education,* XIV (November, 1945).

"Instruction by Correspondence." Reprinted from *California Schools,* XVI (November, 1945).

Francis W. Noel, "What is Audio-Visual Education?" Reprinted from *California Schools,* XVI (December, 1945).

Helen Heffernan, "California's Program for Children with Cerebral Palsy." Reprinted from *California Schools,* XVI (December, 1945).

Francis W. Noel, "Looking Toward Competency in Audio-Visual Education." Reprinted from *California Schools,* XVII (February, 1946).

Helen Heffernan, "Discussion, A Technique for Democratic Education." Reprinted from *California Journal of Elementary Education,* XIV (February, 1946).

Carol M. Jensen, "The Place of the Cerebral Palsied Child in the Public School." Reprinted from *California Journal of Elementary Education,* XIV (May, 1946).

"Sources of Educational Records and Transcriptions." Prepared by the Radio Committee of the Audio-Visual Education of California, Southern Section. Preprinted from *California Schools,* XVII (July, 1946).

Biennial Report of the
California State Department of Education
1944-45; 1945-46

APPENDIX B

CALIFORNIA STATE SERIES TEXTBOOKS

DISTRIBUTED TO

PUBLIC ELEMENTARY AND JUNIOR HIGH SCHOOLS

1944-45 AND 1945-46

Sacramento, California
September 15, 1945

CALIFORNIA STATE SERIES TEXTBOOKS DISTRIBUTED TO PUBLIC ELEMENTARY AND JUNIOR HIGH SCHOOLS, 1944-1945 AND 1945-1946

TITLE AND AUTHOR	PUBLISHER	ADOPTED FOR USE FOR SCHOOL YEAR BEGINNING	EXPIRATION OF ADOPTION PERIOD	NUMBER OF BOOKS DISTRIBUTED 1944-45	1945-46
GUIDANCE IN READING SERIES, by Grace E. Storm	Lyons and Carnahan				
Nip and Tuck (preprimer)		July 1, 1938	June 30, 1946	12,357	887
Bob and Judy (primer)		July 1, 1938	June 30, 1946	7,030	6,757
Neighbors and Helpers (third reader)		July 1, 1938	June 30, 1946	7,553	3,055
HAPPY HOUR READERS, English-Alexander	Johnson Publishing Company				
Spot (preprimer)		July 1, 1938	June 30, 1946	9,895	7,438
Jo-Boy (primer)		July 1, 1938	June 30, 1946	6,742	5,364
Good Friends (first reader)		July 1, 1938	June 30, 1946	8,545	2,166
THE UNIT ACTIVITY SERIES, Ella Banton Smith	Silver Burdett and Company				
In City and Country (first reader)		July 1, 1938	June 30, 1946	7,968	1,628
Round About You (second reader)		July 1, 1938	June 30, 1946	8,016	4,234
Near and Far (third reader)		July 1, 1938	June 30, 1946	7,752	3,875
THE CURRICULUM READERS, Clara Belle Baker and others	Boobs-Merrill Company				
Friends Here and Away (second reader)		July 1, 1938	June 30, 1946	6,071	1,462
The Earth We Live On (fourth reader)		July 1, 1938	June 30, 1946	5,061	4,742
Making America (fifth reader)		July 1, 1938	June 30, 1946	4,947	4,850
MODERN WORLD SERIES, Wright-Tirey-Crites	Johnson Publishing Company				
Pioneers (fourth reader)		July 1, 1938	June 30, 1946	4,954	5,122
New Paths (fifth reader)		July 1, 1938	June 30, 1946	7,013	3,546
On the Long Road (sixth reader), Smith-Bayne	Silver Burdett and Company	July 1, 1943	June 30, 1951	57,317	12,031
From Every Land (sixth reader), Yoakam-Veverka-Abney	Laidlaw Brothers, Inc.	July 1, 1943	June 30, 1951	36,339	7,704
Driving the Reading Road (seventh reader), Spencer-Johnson-Robinson	Lyons and Carnahan	July 1, 1943	June 30, 1951	9,839	7,064
Progress on Reading Roads (eighth reader), Spencer-Johnson-Robinson	Lyons and Carnahan	July 1, 1943	June 30, 1951	8,869	6,112
LITERATURE					
Beacon Lights of Literature (book seven), Rudolph W. Chamberlin	Iroquois Publishing Company	July 1, 1943	June 30, 1951	7,963	6,959
Your World in Prose and Verse (grade eight), Wellons-McTurnan-Smith-Abney	Laidlaw Brothers, Inc.	July 1, 1943	June 30, 1951	12,464	7,573
LANGUAGE					
Day by Day (grade four) Greene-McGroom-Moscrip-Gillett	Row, Peterson & Company	July 1, 1944	June 30, 1952	---	122,119
Teacher's Manual " " " "		July 1, 1944	June 30, 1952	---	5,731
In School and Out (grade five) " " " "		July 1, 1944	June 30, 1952	---	116,427
Teacher's Manual " " " "		July 1, 1944	June 30, 1952	---	5,583
For Every Need (grade six) " " " "		July 1, 1944	June 30, 1952	---	115,722
Teacher's Manual " " " "		July 1, 1944	June 30, 1952	---	5,598
JUNIOR UNITS IN ENGLISH, Paul-Kinchelce-Ramsey	Lyons and Carnahan				
Book I (grade seven)		July 1, 1944	June 30, 1952	80,746	27,361
Book II (grade eight)		July 1, 1944	June 30, 1952	---	24,834
CHILD LIFE ARITHMETICS, Wood, Breed-Overman	Lyons and Carnahan				
(grade three)		July 1, 1940	June 30, 1948	20,847	21,430
(grade four)		July 1, 1940	June 30, 1948	20,339	22,571
(grade five)		July 1, 1940	June 30, 1948	13,782	22,021
(grade six)		July 1, 1940	June 30, 1948	13,169	22,381
(grade seven)		July 1, 1940	June 30, 1948	28,219	22,573
(grade eight)		July 1, 1940	June 30, 1948	21,577	12,541

* All additions are made for a period of not less than six years nor more than eight years, the date of expiration to be at the discretion of the State Board of Education. Dates shown here are end of eight-year period.

CALIFORNIA STATE SERIES TEXTBOOKS DISTRIBUTED 1944-45 AND 1945-46, Continued

TITLE AND AUTHOR	PUBLISHER	ADOPTED FOR USE FOR SCHOOL YEAR BEGINNING	EXPIRATION OF ADOPTION PERIOD	NUMBER OF BOOKS DISTRIBUTED 1944-45	NUMBER OF BOOKS DISTRIBUTED 1945-46
THE AMERICAN HEALTH SERIES, Wilson-Baker-Abbott-Almack	Hobbs-Merrill Company				
Our Good Health (grade one)		July 1, 1943	June 30, 1951	5,522	9,212
Healthy and Happy (grade two)		July 1, 1943	June 30, 1951	4,905	9,433
Everyday Health (grade three)		July 1, 1943	June 30, 1951	5,000	7,582
Health at Home and School (grade four)		July 1, 1943	June 30, 1951	52,535	5,892
Health at Work and Play (grade five)		July 1, 1943	June 30, 1951	51,177	6,857
Growing Healthfully (grade six)		July 1, 1943	June 30, 1951	51,913	7,284
Health Progress (grade seven)		July 1, 1943	June 30, 1951	45,678	13,999
Modern Ways to Health (grade eight)		July 1, 1943	June 30, 1951	38,319	16,980
THE SCIENTIFIC LIVING SERIES, Frasier and Others	The L. W. Singer Company				
We See (preprimer)		July 1, 1944	June 30, 1952	59,024	13,352
Sunshine and Rain (primer)		July 1, 1944	June 30, 1952	57,325	13,143
Through the Year (grade one)		July 1, 1944	June 30, 1952	57,967	15,100
Winter Comes and Goes (grade two)		July 1, 1944	June 30, 1952	69,812	14,161
The Seasons Pass (grade three)		July 1, 1944	June 30, 1952	64,523	12,466
The How and Why Club (grade four)		July 1, 1944	June 30, 1952	63,435	9,525
How and Why Experiments (grade five)		July 1, 1944	June 30, 1952	59,098	33,255
How and Why Discoveries (grade six)		July 1, 1944	June 30, 1952	53,492	33,528
INTERPRETING SCIENCE, Franklin S. Carroll	The John C. Winston Co.				
Understanding Our Environment (grade seven)		July 1, 1943	June 30, 1951	10,635	8,086
Understanding Our World (grade eight)		July 1, 1943	June 30, 1951	12,061	8,188
Seashore Life (supplementary book), Harrington Wells	Harr Wagner Publishing Co.	July 1, 1943	June 30, 1951	6,024	3,439
Insect Stories (supplementary book), Frederick Shackelford	Harr Wagner Publishing Co.	July 1, 1943	June 30, 1951	11,520	4,932
HISTORY					
California (grade four), Irmagarde Richards	Harr Wagner Publishing Co.	July 1, 1941	June 30, 1947	4,497	13,141
CIVICS					
You and Your Government (grade seven or grade eight), Aker and Aker	Harr Wagner Publishing Co.	July 1, 1945	June 30, 1953	---	64,577
HANDWRITING					
New Laurel Handwriting (grade three), Almack-Billington-Staffelbach-Powers	Laurel Book Company	July 1, 1943	June 30, 1951	26,157	20,680
(grade four)		July 1, 1943	June 30, 1951	24,973	20,732
(grade five)		July 1, 1943	June 30, 1951	23,783	18,746
(grade six)		July 1, 1943	June 30, 1951	25,375	18,646
(grade seven)		July 1, 1943	June 30, 1951	41,757	17,934
(grade eight)		July 1, 1943	June 30, 1951	33,256	17,362
Teacher's Manual		July 1, 1943	June 30, 1951	15,219	4,374
MUSIC - A SINGING SCHOOL SERIES, Theresa Armitage and Others	C. C. Birchard and Company				
Our First Music (first grade teacher's book)		July 1, 1942	June 30, 1950	618	769
Our Songs (grade two)		July 1, 1942	June 30, 1950	10,666	6,253
(teacher's manual)		July 1, 1942	June 30, 1950	830	793
(piano accompaniment)		July 1, 1942	June 30, 1950	96	874
Merry Music (grade three)		July 1, 1942	June 30, 1950	9,266	6,251
(teacher's manual)		July 1, 1942	June 30, 1950	564	568
(piano accompaniment)		July 1, 1942	June 30, 1950	876	778
We Sing (grade four)		July 1, 1942	June 30, 1950	9,034	7,353
(teacher's manual)		July 1, 1942	June 30, 1950	852	619
(piano accompaniment)		July 1, 1942	June 30, 1950	854	632
Our Land of Song (grade five)		July 1, 1945	June 30, 1953	---	82,247
(teacher's manual and piano accompaniment)		July 1, 1945	June 30, 1953	---	67
Music Everywhere (grade six)		July 1, 1945	June 30, 1953	---	80,209
(teacher's manual and piano accompaniment)		July 1, 1945	June 30, 1953	---	1,987

CALIFORNIA STATE SERIES TEXTBOOKS DISTRIBUTED 1944-45 AND 1945-46, Continued

TITLE AND AUTHOR	PUBLISHER	ADOPTED FOR USE FOR SCHOOL YEAR BEGINNING	EXPIRATION OF ADOPTION PERIOD	NUMBER OF BOOKS DISTRIBUTED 1944-45	1945-46
THE MUSIC HOUR, McConathy and Others	Silver Durdett and Company				
Music Highways and Byways (grade seven)		July 1, 1942	June 30, 1946	6,169	6,939
Music of Many Lands and Peoples (grade eight)		July 1, 1942	June 30, 1946	794	182
Two-Book Course					
Book for Lower Grades		July 1, 1938	June 30, 1946	2,855	508
Book for Upper Grades		July 1, 1938	June 30, 1946	3,113	2,059
Music in Rural Education (teacher's manual for Two-Book Course)		July 1, 1938	June 30, 1946	259	5
SPELLING, Lillian E. Billington	Silver Burdett and Company				
Using Words (grade three)		July 1, 1943	June 30, 1951	148,247	146,393
(grade four)		July 1, 1943	June 30, 1951	138,187	134,275
(grade five)		July 1, 1943	June 30, 1951	133,747	128,325
(grade six)		July 1, 1943	June 30, 1951	122,370	122,859
(grade seven)		July 1, 1943	June 30, 1951	116,221	117,284
(grade eight)		July 1, 1943	June 30, 1951	113,466	110,503
Teacher's manual:					
Book One (grades one to three)		July 1, 1943	June 30, 1951	10,190	4,590
Book Two (grades four to six)		July 1, 1943	June 30, 1951	9,960	4,471
Book Three (grades seven and eight)		July 1, 1943	June 30, 1951	5,798	2,317
			TOTALS	2,529,373	2,123,696
			GRAND TOTAL		4,644,067

STATE DEPARTMENT OF EDUCATION

Statistical Summary of Public School Attendance and Expenditures for the Years 1944-45 and 1945-46

Sacramento, California
September 15, 1946

		1944-45		1945-46
I Average Daily Attendance, by Levels				
A. In kindergartens		56,274.30		61,196.53
B. In elementary grades:				
1. In elementary schools:				
a. In schools maintained by the elementary school districts				
1) Regular day classes	670,390.31		710,074.99	
2) Physically handicapped minors	4,262.96		4,330.96	
3) Other special day and evening classes	32.21		458.62	
4) Total actual average daily attendance in elementary schools maintained by districts	674,685.49		714,864.57	
5) Additional average daily attendance allowed as emergency attendance	11,590.38		8,286.49	
6) Total average daily attendance credited to elementary schools maintained by districts		686,275.87		723,151.06
b. In emergency schools maintained by county superintendent of schools				
1) Regular day classes	588.85		356.63	
2) Physically handicapped minors	248.32		275.97	
3) Other special day and evening classes	56.71		54.30	
4) Total actual average daily attendance in emergency schools	893.87		686.90	
5) Additional average daily attendance allowed as emergency attendance	---		---	
6) Total average daily attendance credited to emergency schools maintained by county superintendents of schools		893.87		686.90
2. In junior high schools:				
a. Regular day classes (grades 7 & 8)	98,410.58		96,627.30	
b. Physically handicapped minors	569.03		919.61	
c. Other special day and evening classes	26.14		18.54	
d. Total actual average daily attendance in elementary grades in junior high schools	99,005.73		97,565.45	
e. Additional average daily attendance allowed as emergency attendance	1,171.11		1,503.40	
f. Total average daily attendance credited to elementary grades in junior high schools		100,176.84		99,068.85
3. Total average daily attendance in elementary grades:				
a. Regular day classes	769,389.70		807,058.92	
b. Physically handicapped minors	5,080.33		5,526.54	
c. Other special day and evening classes	115.06		531.46	
d. Total actual average daily attendance in elementary grades	774,585.24		813,116.92	
e. Additional average daily attendance allowed as emergency attendance	12,761.49		9,789.89	

	1944-45		1945-46	
f. Total average daily attendance credited to elementary grades		787,346.74		822,906.81
C. In high school grades:				
1. In high schools:				
a. Regular day classes (grades 9-12 and special students)	271,296.82		293,432.92	
b. Physically handicapped minors	1,337.04		1,705.08	
c. Compulsory continuation education classes			2,014.44	
1) Day classes	2,427.11			
2) Evening classes	286.28			
d. Other special day classes	12,560.13			
e. Other special evening classes	15,056.97			
f. Other special day and evening classes			2,485.08	
g. Classes for adults			19,000.93	
h. Total actual average daily attendance in high schools	302,964.51		318,638.45	
i. Additional average daily attendance allowed as emergency attendance	3,359.05		2,741.57	
j. Average daily attendance computed under Education Code Section 7305	1,208.98		554.31	
k. Total average daily attendance in high school grades maintained by districts		307,532.54		321,934.33
2. High school pupils attending high school in adjoining state		87.70		71.14
3. Physically handicapped minors of secondary grade instructed by county superintendent of schools		48.50		49.70
4. In junior colleges maintained by high school districts:				
a. Regular day classes	1,368.17		2,175.26	
b. Physically handicapped minors	6.00		80.14	
c. Compulsory continuation classes			9.42	
1) Day classes	2.59			
2) Evening classes	5.13			
d. Other special day classes	35.29			
e. Special evening classes	132.77			
f. Other special day and evening classes			152.21	
g. Total average daily attendance in high school grades of nondistrict junior colleges		1,549.95		2,417.03
5. In district junior colleges:				
a. Regular day classes	3,500.02		4,229.00	
b. Physically handicapped minors	14.72		21.95	
c. Compulsory continuation classes			59.47	
d. Other special day classes	197.57			
e. Special evening classes	157.22			
f. Other special day and evening classes			65.10	
g. Classes for adults				
h. Total average daily attendance in high school grades maintained by junior college districts	3,869.54		4,375.52	
i. Additional average daily attendance allowed as emergency attendance				

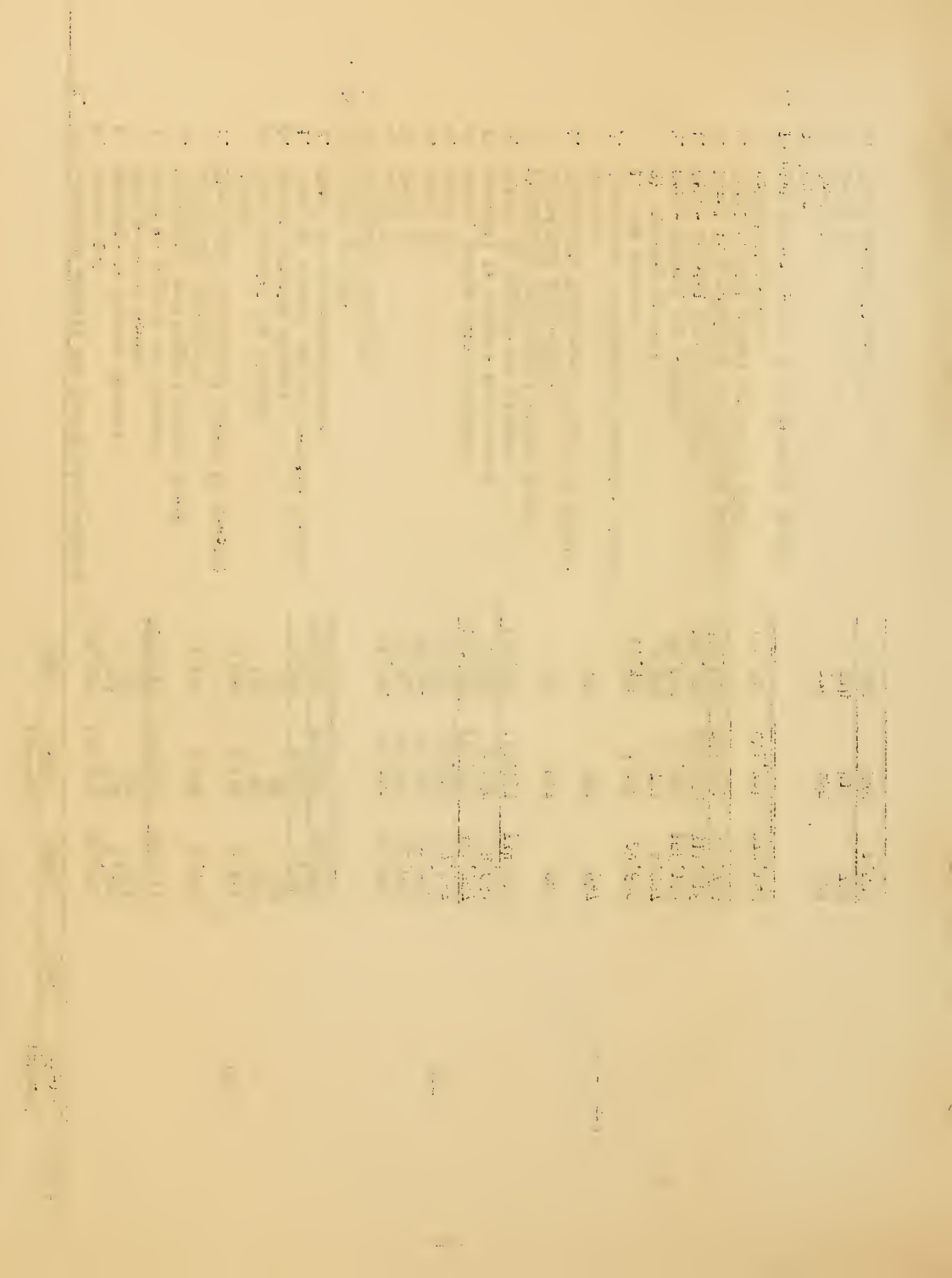
	1944-45		1945-46	
j. Total average daily attendance in high school grades of district junior colleges		3,869.54		4,375.52
6. Total in high school grades:				
a. Regular day classes (grades 9-12 and special students)	276,252.71		299,908.32	
b. Physically handicapped minors	1,406.26		1,856.87	
c. Compulsory continuation education classes			2,083.33	
1) Day classes	2,429.70			
2) Evening classes	291.41			
d. Other special day classes	12,792.99			
e. Other special evening classes	15,346.96			
f. Other special day and evening classes			2,702.39	
g. Classes for adults			19,000.93	
h. Total actual average daily attendance in high school grades	308,520.20		325,551.84	
i. Additional average daily attendance allowed as emergency attendance	3,359.05		2,741.57	
j. Average daily attendance computed under Education Code Section 7305	1,208.98		554.31	
k. Total average daily attendance in high school grades maintained by districts		313,038.23		328,847.72
7. Total average daily attendance in high school grades:				
a. Maintained by high school districts in California	307,525.01		321,922.37	
b. Maintained by high school districts in other states	87.70		71.14	
c. Maintained by county superintendent of schools	48.50		49.70	
d. Maintained by elementary school districts under Education Code Section 8781	7.53		11.96	
e. Maintained by junior college districts	5,419.49		6,792.55	
f. Total		313,088.23		328,847.72
D. In junior college grades:				
1. In junior colleges maintained by high school districts:				
a. Regular day classes	4,489.97		6,896.67	
b. Physically handicapped minors	9.36		6.70	
c. Special day classes	1,337.69			
d. Special evening classes	1,207.99			
e. Other special day and evening classes			472.54	
f. Classes for adults			1,072.73	
g. Total actual average daily attendance	7,045.00		8,448.64	
h. Average daily attendance computed under Education Code section 7305	116.66		---	
i. Total average daily attendance credited to nondistrict junior colleges		7,161.66		8,448.64

	1944-45		1945-46	
2. In district junior colleges:				
a. Regular day classes	9,322.68		18,580.87	
b. Physically handicapped minors	11.52		15.25	
c. Special day classes	1,546.77			
d. Special evening classes	2,325.43			
e. Other special day and evening classes			672.26	
f. Classes for adults			3,714.95	
g. Total actual average daily attendance	13,206.41		22,983.33	
h. Additional average daily attendance allowed as emergency attendance	---		23.27	
i. Average daily attendance computed under Education Code Section 7305	475.05		130.02	
j. Total average daily attendance credited to district junior colleges		13,681.46		23,136.62
3. Total average daily attendance in junior college grades:				
a. Regular day classes	13,812.65		25,477.54	
b. Physically handicapped minors	20.88		21.95	
c. Special day classes	2,884.46			
d. Special evening classes	3,533.42			
e. Other special day and evening classes			1,144.80	
f. Classes for adults			4,787.68	
g. Total actual average daily attendance	20,251.41		31,431.97	
h. Additional average daily attendance allowed as emergency attendance	---		23.27	
i. Average daily attendance computed under Education Code Section 7305	591.71		130.02	
j. Total average daily attendance credited to junior college grades		20,843.12		31,585.26
E. Total average daily attendance by levels				
1. Kindergarten	56,274.30		61,196.53	
2. Elementary grades	787,346.74		822,906.81	
3. High school grades	313,088.23		328,847.72	
4. Junior college grades	20,843.12		31,585.26	
5. Total		1,177,552.39		1,244,536.32
F. Total average daily attendance credited to each type of school district for apportionment purposes				
1. Elementary school districts	787,346.74		822,906.81	
2. High school districts	316,380.36		332,920.84	
3. Junior college districts	17,550.99		27,512.14	
4. Total		1,121,278.09		1,183,339.79

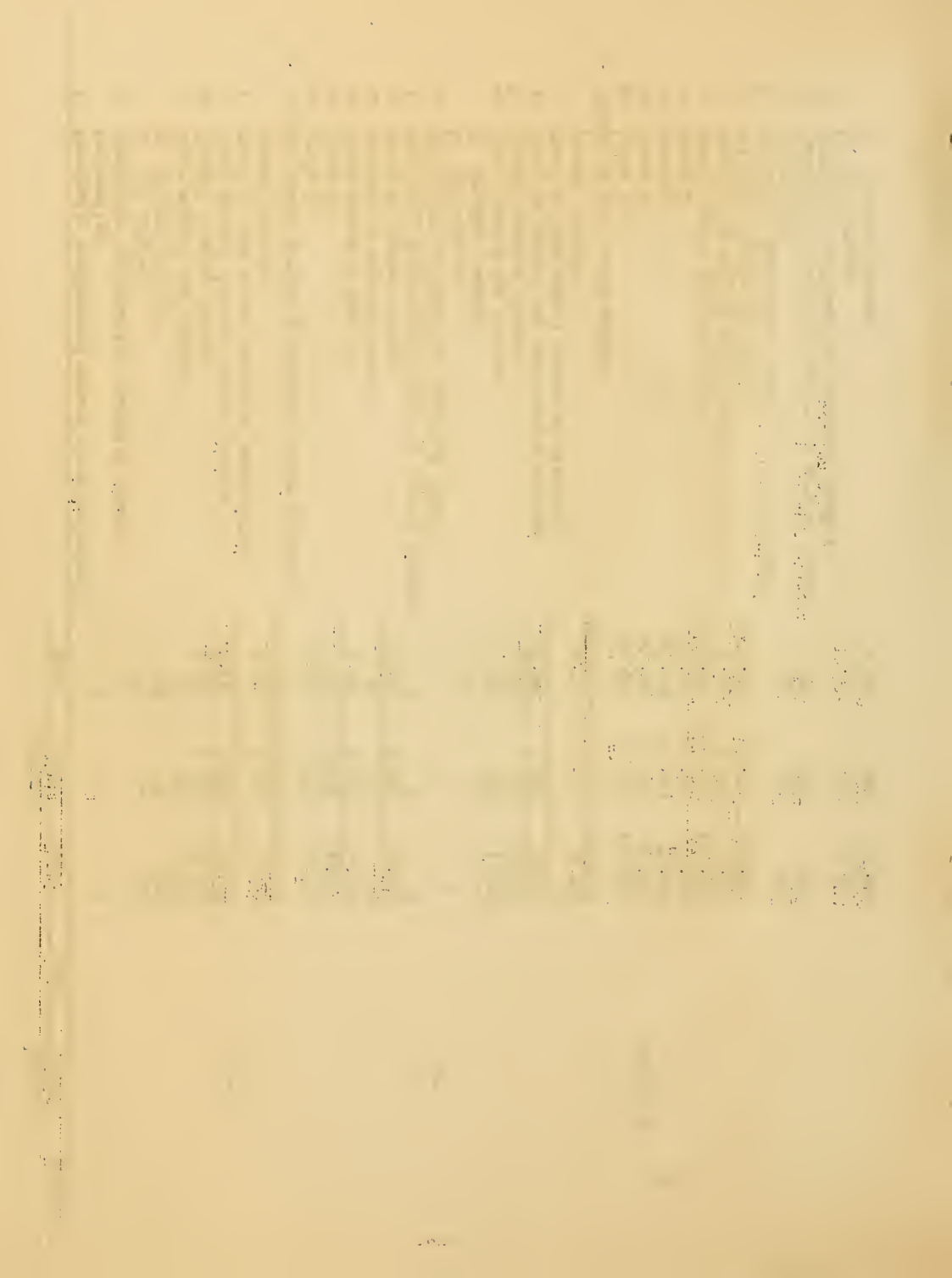
	1944-45			1945-46		
	Boys	Girls	Total	Boys	Girls	Total
II State enrollment						
A. In kindergarten	49,664	47,924	97,588			
B. In elementary grades:						
1. In elementary schools						
a. Grade 1	81,024	72,573	153,597			
b. Grade 2	64,677	58,769	123,446			
c. Grade 3	59,534	55,146	114,680			
d. Grade 4	56,164	53,754	109,918			
e. Grade 5	54,214	52,697	106,911			
f. Grade 6	51,958	50,454	102,412			
g. Grade 7	24,337	22,913	47,250			
h. Grade 8	23,523	22,057	45,580			
i. Total, grades 1-8, inclusive in elementary schools	415,431	388,363	803,794			
j. Specials in regular classes	701	681	1,382			
k. Post graduate courses	23	20	43			
l. Total pupils in regular classes	416,155	389,064	805,219			
m. Physically handicapped minors given individual instruction	1,080	945	2,025			
n. Physically handicapped minors in special classes	3,061	2,012	5,073			
o. Other special day classes	128	68	196			
p. Special evening classes	22	25	47			
q. Total in special day and evening classes	4,291	3,050	7,341			
r. Total in elementary schools	420,446	392,114	812,560			
2. In junior high schools						
a. Grade 7	29,250	28,145	57,395			
b. Grade 8	29,608	28,795	58,403			
c. Total grade 7 and 8 in junior high schools	58,858	56,940	115,798			
d. Physically handicapped minors given individual instruction	64	57	121			
e. Physically handicapped minors in special classes	151	129	280			
f. Total special day and evening classes	215	186	401			
g. Total in elementary grades in junior high schools	59,073	57,126	116,199			

DATA NOT AVAILABLE

	1944-45			1945-46		
	Boys	Girls	Total	Boys	Girls	Total
3. In elementary schools and junior high schools						
a. Grades 1-8	474,289	445,303	919,592			
b. Specials in regular classes	701	681	1,382			
c. Post graduate course	23	20	43			
d. Total in regular day classes	475,013	446,004	921,017			
e. Physically handicapped minors given individual instruction	1,144	1,002	2,146			
f. Physically handicapped minors in special classes	3,212	2,141	5,353		DATA	
g. Other special day classes	128	68	196			
h. Special evening classes	22	25	47			
i. Total in special day and evening classes	4,506	3,236	7,742			
j. Total in elementary grades	479,519	449,240	928,759			
C. In high school grades:						
1. In high school districts						
a. Grade 9	51,804	51,151	102,955			
b. Grade 10	46,210	47,845	94,055			
c. Grade 11	35,131	40,233	75,364			
d. Grade 12	23,927	33,456	57,383		NOT	
e. Total, grades 9-12, inclusive	157,072	172,685	329,757			
f. Specials in regular day classes	2,094	2,568	4,662			
g. Totals in regular day classes	159,166	175,253	334,419			
h. Physically handicapped minors given individual instruction	401	543	944			
i. Physically handicapped minors in special classes	365	582	947		AVAILABLE	
j. Compulsory continuation education classes						
1) Day classes	17,394	7,295	24,689			
2) Evening classes	3,449	778	4,227			
k. Other special day classes	62,645	93,461	156,106			
l. Other special evening classes	148,394	163,422	311,816			
m. Total in special day and evening classes	232,648	266,081	498,729			
n. Total in high school grades in high school districts	391,814	441,334	833,148			
2. In high school grades of nondistrict junior colleges						
a. Grade 11	378	465	843			
b. Grade 12	314	419	733			
c. Total grades 11 and 12	692	884	1,576			

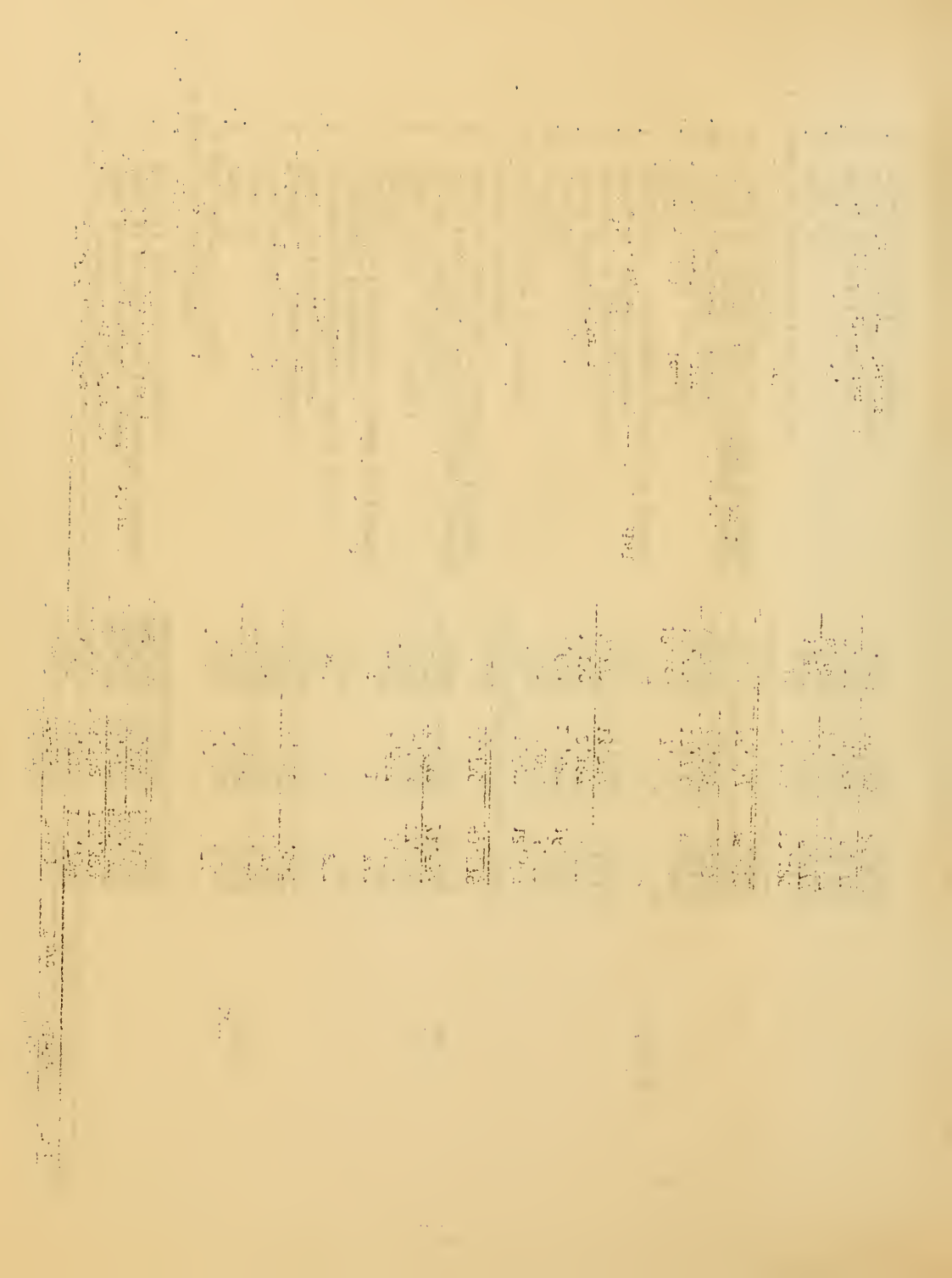


	1944-45			1945-46		
	Boys	Girls	Total	Boys	Girls	Total
d. Physically handicapped minors given individual instruction	5	4	9			
e. Compulsory continuation education classes						
1) Day classes	22	--	22			
2) Evening classes	103	30	133			
f. Other special day classes	694	459	1,153			
g. Special evening classes	1,446	1,395	2,841			
h. Total special day and evening classes	2,270	1,888	4,158		DATA	
i. Total in high school grades of nondistrict junior colleges	2,962	2,772	5,734			
3. In high school grades of district junior colleges						
a. Grade 11	1,336	1,455	2,791			
b. Grade 12	757	1,030	1,787			
c. Total grades 11 and 12	2,093	2,485	4,578			
d. Specials in regular classes	18	21	39			
e. Total in regular classes	2,111	2,506	4,617			
f. Physically handicapped minors in special classes	6	2	8			
g. Compulsory continuation education classes					NOT	
1) Day classes	-	-	-			
2) Evening classes	-	-	-			
h. Other special day classes	694	781	1,475			
i. Special evening classes	1,942	725	2,667			
j. Total in special day and evening classes	2,642	1,508	4,150			
k. Total in high school grades of district junior colleges	4,753	4,014	8,767			
4. Totals in high school grades						
a. Grade 9	51,804	51,151	102,955			
b. Grade 10	46,210	47,845	94,055		AVAILABLE	
c. Grade 11	36,845	42,153	78,998			
d. Grade 12	24,998	34,905	59,903			
e. Total, grades 9-12, inclusive	159,857	176,054	335,911			
f. Specials in regular day classes	2,112	2,589	4,701			
g. Total in regular day classes	161,969	178,643	340,612			
h. Physically handicapped minors given individual instruction	406	547	953			
i. Physically handicapped minors in special classes	371	584	955			
j. Compulsory continuation education classes						
1) Day classes	17,416	7,295	24,711			
2) Evening classes	3,552	808	4,360			



	1944-45			1945-46		
	Boys	Girls	Total	Boys	Girls	Total
k. Other special day classes	64,033	94,701	158,734			
l. Other special evening classes	151,782	165,542	317,324			
m. Total in special day and evening classes	237,560	269,477	507,037			
n. Total in high school grades	399,529	448,120	847,649			
D. In junior college grades						
1. In high school districts:						
a. Grade 13	1,671	4,102	5,773			
b. Grade 14	454	1,022	1,476			
c. Total grades 13 and 14	2,125	5,124	7,249			
d. Specials in regular classes	867	927	1,794			
e. Total in regular classes	2,992	6,051	9,043			
f. Physically handicapped minors given individual instruction	256	1	257			
g. Physically handicapped minors in special classes	337	1	338			
h. Other special day classes	6,537	6,588	13,125			
i. Special evening classes	8,718	9,098	17,816			
j. Total in special day and evening classes	15,848	15,688	31,536			
k. Total in junior college grades in high school districts	18,840	21,739	40,579			
2. In junior college districts						
a. Grade 13	3,740	8,607	12,347			
b. Grade 14	881	3,020	3,901			
c. Total grades 13 and 14	4,621	11,627	16,248			
d. Specials in regular classes	1,150	2,127	3,277			
e. Total in regular classes	5,771	13,754	19,525			
f. Physically handicapped minors in special classes	4	4	8			
g. Other special day classes	12,364	7,439	19,803			
h. Special evening classes	18,372	17,750	36,122			
i. Total in special day and evening classes	30,740	25,193	55,933			
j. Total in junior college grades in junior college districts	36,511	38,947	75,458			
3. Total in junior college grades						
a. Grade 13	5,411	12,709	18,120			
b. Grade 14	1,335	4,042	5,377			
c. Total grades 13 and 14	6,746	16,751	23,497			
d. Specials in regular classes	2,017	3,054	5,071			
e. Totals in regular classes	8,763	19,805	28,568			

DATA NOT AVAILABLE



	1944-45			1945-46		
	Boys	Girls	Total	Boys	Girls	Total
f. Physically handicapped minors given individual instruction	256	1	257			
g. Physically handicapped minors in special classes	341	5	346		DATA	
h. Other special day classes	18,901	14,027	32,928			
i. Special evening classes	27,090	26,848	53,938			
j. Total in special day and evening classes	46,588	40,881	87,469			
k. Total in junior college grades	55,351	60,686	116,037		NOT	
E. Grand total state enrollment						
1. In kindergarten	49,664	47,924	97,588			
2. In elementary schools	420,446	392,114	812,560			
3. In high school districts						
a. Elementary grades	59,073	57,126	116,199			
b. High school grades	394,776	444,106	838,882		AVAILABLE	
c. Junior college grades	18,840	21,739	40,579			
4. In junior college districts						
a. High school grades	4,753	4,014	8,767			
b. Junior college grades	36,511	38,947	75,458			
5. Total enrollment	984,063	1,005,970	1,990,033			

		1944-45		1945-46	
III	State apportionments, by source of receipts				
A.	For elementary school districts				
1.	Income from permanent school fund	$ 821,604.88		$ 618,627.70	
2.	Transfers from general fund to state school fund	24,396,797.51		23,351,865.18	
3.	Apportionment from general fund	25,513,458.01		41,196,357.43	
4.	Total for elementary school district		$50,731,860.40		$65,166,850.31
B.	For high school districts (including nondistrict junior colleges)				
1.	Transfers from general fund to state high school fund	9,446,664.51		9,653,439.71	
2.	Apportionments from general fund	19,289,547.92		19,656,833.58	
3.	Total for high school districts		28,736,212.43		29,310,273.29
C.	For junior college districts				
1.	Federal mineral land allocation	1,154,870.68		1,186,448.78	
2.	Transfers from general fund to junior college fund	949,920.00		292,758.91	
3.	Total for junior college districts		2,104,790.68		1,479,207.69
D.	Total state apportionments		$81,572,863.51		$95,956,331.29

	1944-45		1945-46
IV Interest and sinking funds of school districts			
A. Receipts by source			
1. Balances	$10,700,433.45		
2. District tax for bond interest and redemption	16,363,489.63		
3. Premiums and accrued interest	29,719.14		
4. Miscellaneous	123,006.64		
5. Total receipts		$27,216,648.86	
B. Expenditures			
1. Bond interest	$ 6,099,597.16		
2. Bond redemption	10,900,780.00		
3. Transfers to General Fund	68,414.53		
4. Miscellaneous	67.11		
5. Total expenditures		$17,068,858.80	

DATA NOT AVAILABLE

	1944 - 1945*		1945 - 1946
V Distribution of net receipts of school districts and county school funds			
A. Unencumbered balance	$ 56 036,346.43		D
B. Federal funds	6.680,155.12		A
C. State apportionments	81,374,549.37		T
D. County fuuds	2.654.813.17		A
E. District taxes	107,320,877.78		
F. Sale of bonds	3,179,300.00		N
G. Miscellaneous	3,789,880.62		O
H. Total net receipts and unencumbered beginning balances.		$261,035,922.49	T
			A
			V
VI Distribution of expenditures of school districts and county school funds			A
A. Current expenditures			I
1. Administration	7,081,871.22		L
2. Instruction			A
a. Teachers salaries	122,161,809.08		B
b. Other expense of instruction	12,498,560.12		L
3. Operation of school plant	19,984,443.39		E
4. Maintenance of school plant	6,687,201.21		
5. Auxiliary agencies			
a. Pupil transportation	4 448,239.04		
b. Other auxiliary agencies	4,033,825.93		
6. Fixed charges			
a. Interest on current liabilities	4,309.02		
b. Other fixed charges	7,652,567.80		
7. Current expenditures not classified according to functions [1]	1,422,364.16		
8. Total net current expenditures		185,975,190.97	
B. Capital outlays		8,749,067.97	
C. Community services		916,330.93	
D. Total net district expenditures		$195,640,589.87	

* Subject to minor corrections in subsequent audit.

1. Expenditures of county board of education, county superintendents offices and salaries and expenses of supervisors paid from county elementary school supervision fund which are not classified according to budgetary classification.

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