

tural relations in American society. The authors show how to organize an educational program to fit the needs of the local situation, how to select materials, methods, and techniques, and how to vary the approach to the problem to meet different age requirements.

### Democratic Activities

*Toward Democratic Living at School.* Washington, D. C., Association for Childhood Education, 1943. 31 p. 35 cents.

Describes classroom practices which provide vital experiences in democratic living. The illustrations noted in the bulletin were collected by members of the Primary Committee of the Association for Childhood Education during 1940-42.

### Accrediting Program

*Sound Educational Credit for Military Experience, a Recommended Program.* Washington, D. C., American Council on Education, 1943. 35 p. Free.

A plan to develop policies and procedures for the evaluation of educational experience of men and women in the armed forces; aims to provide valid records and measures of educational attainment and competence for the individual institution to use in the light of its own program in determining the amount of credit to be granted.

### War and Peace Aims

*War and Peace Aims.* Extracts from Statements of United Nations Leaders. New York, United Nations Information Office (610 5th Ave.) 1943. 136 p. (Special supplement no. 1 to the United Nations Review, January 30, 1943.) 25 cents.

A collection of extracts selected to meet the need for a convenient survey of official statements on war and peace. The latest statement included is dated Dec. 6, 1942.

*War and Peace.* 1943 Edition. A Nation-wide public opinion survey. Denver, National Opinion Research Center, University of Denver, 1943. 40 p. 10 cents.

Report of a survey largely devoted to a study of what sacrifices the American people may be willing to make to help establish a world union after the war.

### Secondary Education

*Secondary Education as Public Policy.* By Paul R. Mort. Cambridge, Harvard University Press, 1943. 85 p. (The Ingalls Lecture, 1943.) \$1.

Discusses the changes which secondary education must make for adjustment to present-day needs.

### For Primary Grades

*Subject Index to Books for Primary Grades.* Compiled by Eloise Rue. Chicago, American Library Association, 1943. 236 p. \$2.50.

Includes readers, picture books, song books, handicraft books, easy stories and collections of stories for use in grades 1-3; useful for schools and libraries.

## Preparing for American Citizenship

In working out an educational system to meet the needs of Japanese evacuees in the Colorado River Relocation Project, located on the Indian Reservation near Poston, Ariz., the first move was to define basic assumptions, an educational official of the Center states.

Two basic assumptions seemed clear to the teachers in light of policies established by the War Relocation Authority, according to the report. First, these new schools were to be organized as American schools, and the fundamental aim was to prepare the children in the Center for American citizenship, and second, the children were to be assisted in preparing themselves for reentry into the main stream of American life when their parents are relocated.

The school population of the Poston Center totals about 4,500. The educational staff includes 89 teachers, supervisors, and administrators appointed by the Civil Service Commission, and 111 evacuee teachers who are American citizens of Japanese ancestry. Thirty-five of the evacuee teachers are recent college graduates, and the remainder are undergraduates who have had 2 years or more of college work.

### Curriculum Objectives

It was generally accepted by both teachers and parents that the curriculum should be organized in terms of genuine problems, immediate and post-war, which the pupils face. Need for a basic and unifying objective was also recognized. In an effort to ascertain the teachers' views in respect to curriculum aims, each was asked to formulate his concept of principles fundamental to the school program. These two proposals resulted:

1. Social theory is the basic, controlling factor in an educational program. In other words, the kind of society toward which teachers are guiding the habits of pupils is the most important factor or aspect of an educational program.

2. The basic, pervasive, unifying aim of our American (Poston) public schools should be that of promoting *democratic* voluntary cooperation among pupils, teachers, and others affected by the schools. The Poston public schools ought to be organized and managed as community schools.

Efforts to help Poston teachers progressively improve their work included a summer workshop, supplementary in-

service study, and assistance in building the course of study.

The workshop for evacuee teachers was organized as a phase of the teacher-training program of the Indian Service. The group met daily for 6 weeks at the Valley Indian School near Parker. The work consisted of observation, practice teaching, and theory. The director and 10 experienced teachers and supervisors provided the professional leadership. Following the workshop, 2 weeks were spent in specific preparation under the direction of experienced teachers for the work each teacher would do during the year.

Supplementary inservice study during the year includes conferences, study groups meeting on Saturdays, and a series of integrative seminars in the following fields: Social foundations, the citizen and his problems, conflicting philosophies of education, mental hygiene, psychology of teaching and learning, history of education, the child and his curriculum, techniques of weaving and crafts, special help for bilingual students, rise of American civilization, general elementary science, and materials and organization of the core curriculum.

Although this professional study program has proceeded on a noncredit basis, negotiations are under way for official recognition and credit for professional study by evacuee teachers.

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### "PLUS ABILITIES"

Retail store employees who are trained to perform a diversity of jobs are in demand as a result of the present labor shortage.

To help meet the need for employees of this type a PAT or "plus abilities" training program has been organized in Indiana. The program is set up in short units of instruction, each complete in itself. It is intended that each course be offered during store hours and that workers be permitted to take the course on regular pay.

The "plus abilities" training program calls for courses in work as assistant department manager, and as cashier and credit manager.

Outlines of courses in these various fields are now being prepared. The first of the outlines—that on window display and decoration written by John H. Dillon, teacher trainer in distributive education, Indiana University—has just been issued.